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English Language Teaching (ELT) for Students with Visual-Spatial Learning Style

Tira Nur Fitria

Institut Teknologi Bisnis AAS Indonesia, Sukoharjo Central Java, Indonesia

tiranurfitria@gmail.com

Abstract

This study describes English Language Teaching (ELT) for students with a visual-spatial learning style. This approach describes the characteristics of the phenomenon being studied in detail, in this case, ELT for students with a visual-spatial learning style. This study uses a qualitative descriptive. The analysis shows that visual-spatial learners process information primarily through visual and spatial methods, excelling in visualizing concepts and demonstrating proficiency in spatial tasks like map reading and object manipulation. They prefer learning through visual media such as diagrams and videos, which aid in their retention of information. Educators can optimize teaching for these learners by leveraging their strengths. In teaching English, strategies like using pictures, diagrams, and graphs to illustrate grammar and vocabulary help students connect English words with concrete visuals, thereby enhancing comprehension. Multimedia tools such as videos and interactive whiteboards engage students actively and facilitate understanding through visual simulations. Physical models and digital applications provide hands-on experiences that deepen their grasp of abstract English concepts. Activities like creating mind maps and storyboards reinforce learning through visual representation, fostering thorough understanding. Project-based tasks encourage creativity and holistic learning through visual presentations and concept maps, while image-based discussions improve language proficiency by linking words with visual contexts. Implementing color coding and visual systems supports systematic organization and recall of information, benefiting grammar and vocabulary learning. Creative endeavors such as creating comics or artworks allow students to express their language skills innovatively, motivating deeper engagement. By integrating these methods, educators create enriching and effective learning experiences tailored to visual-spatial learners, supporting their mastery of the English language while nurturing their strengths.

Keywords: learning style, student's learning style, spatial, visual, visual-spatial

Abstrak

Penelitian ini mendeskripsikan Pengajaran Bahasa Inggris (ELT) pada siswa dengan gaya belajar visual-spasial. Pendekatan ini menggambarkan secara rinci ciri-ciri fenomena yang dipelajari, dalam hal ini ELT bagi siswa dengan gaya belajar visual-spasial. Penelitian ini menggunakan deskriptif kualitatif. Analisis menunjukkan bahwa pembelajar visual-spasial memproses informasi terutama melalui metode visual dan spasial, unggul dalam memvisualisasikan konsep dan menunjukkan kemahiran dalam tugas-tugas spasial seperti membaca peta dan manipulasi objek. Mereka lebih suka belajar melalui media visual seperti diagram dan video, yang membantu mereka mengingat informasi. Pendidik dapat mengoptimalkan pengajaran bagi para pelajar ini dengan memanfaatkan kekuatan mereka. Dalam pengajaran bahasa Inggris, strategi seperti menggunakan gambar, diagram, dan grafik untuk mengilustrasikan tata bahasa dan kosakata membantu siswa menghubungkan kata-kata bahasa Inggris dengan visual yang konkret, sehingga meningkatkan pemahaman. Alat multimedia seperti video dan papan tulis interaktif melibatkan siswa secara aktif dan memfasilitasi pemahaman melalui simulasi visual. Model fisik dan aplikasi digital memberikan pengalaman langsung yang memperdalam pemahaman mereka tentang konsep-konsep abstrak bahasa Inggris. Kegiatan seperti membuat peta pikiran dan papan cerita memperkuat pembelajaran melalui representasi visual, mendorong pemahaman menyeluruh. Tugas berbasis proyek mendorong kreativitas dan pembelajaran holistik melalui presentasi visual dan peta konsep, sementara diskusi berbasis gambar meningkatkan kemahiran berbahasa dengan menghubungkan kata-kata dengan konteks visual. Menerapkan kode warna dan sistem visual mendukung pengorganisasian sistematis dan mengingat informasi, sehingga bermanfaat bagi pembelajaran tata bahasa dan kosakata. Upaya kreatif seperti membuat komik atau karya seni memungkinkan siswa untuk mengekspresikan keterampilan bahasa mereka secara inovatif, sehingga memotivasi keterlibatan yang lebih dalam. Dengan mengintegrasikan metode-metode ini, para pendidik menciptakan pengalaman belajar yang memperkaya dan efektif yang disesuaikan untuk pelajar visual-spasial, mendukung penguasaan bahasa Inggris mereka sekaligus memupuk kekuatan mereka.

Kata Kunci: gaya belajar, gaya belajar siswa, spasial, visual, visual-spasial

INTRODUCTION

Learning styles are usually identified in individuals through standardized tests or direct inquiry, such as asking them about their preferences for how information is delivered or which mental activities they find most engaging (Marschark et al., 2013). For instance, in terms of the visual-verbal dimension, individuals might express a preference for learning through language (written or spoken) or through visual aids like diagrams or illustrations (still or moving). Learning style refers to an individual's unique preferences or ways of receiving, processing, and remembering new information (Fitria, 2023). Each person has their own more effective way of learning, which can be influenced by various factors such as intelligence, learning environment, and personal experience. Learning styles can be divided into several main types, the most common of which are visual, auditory, and kinesthetic (often referred to as VAK).

In a learning context, it is important to utilize methods that support a visual-spatial learning style such as the use of interactive visual media, manipulatives, image-based projects, and image-based discussions. This helps students with this learning style understand and master the subject matter more effectively, improving their overall learning experience. Identifying students' learning preferences has been recognized as a crucial factor in designing effective instruction (Aisami, 2015). Furthermore, visuals have been shown to enhance learning when aligned with these preferences. This is important because identifying and understanding the characteristics of students with a visual-spatial learning style can help improve the effectiveness of English language teaching in the classroom. Teachers can develop more appropriate teaching strategies, such

as the use of interactive visual media, manipulatives, and image-based projects to facilitate deeper understanding and better mastery of the English language.

The visual-spatial learning style is one of several types of learning styles that exist outside the traditional concept of VAK (Visual, Auditory, Kinesthetic). This learning style focuses on an individual's ability to process information by utilizing visualization and understanding space. In contrast to the VAK learning style which divides individuals into three main categories based on learning preferences, the visual-spatial learning style emphasizes aspects of visual and spatial information processing specifically. The visual-spatial learning style provides a more specific view of how individuals process and understand information, especially in the context of teaching and learning. Understanding these learning styles allows educators to develop more appropriate and effective teaching strategies, such as the use of visual media, manipulatives, image-based projects, and other techniques that support these students' visual preferences and spatial understanding.

Visual means images, and Spatial means things related to form, space, and place. Vision and imagery are essential cognitive processes that utilize specialized brain pathways and depend on our memory of past experiences. Visual-spatial learners can visualize three-dimensional mental representations (think in 3-D images) and view those images from different perspectives in space (Mansfield, 2015). Visual and spatial intelligence is the ability that a person has to see and observe the visual-spatial world (Panjaitan & Herawati, 2023). Visual-spatial cognition begins developing from infancy, alongside language and other specialized skills, through a combination of inherited abilities

and interactions with the environment (Mathewson, 1999).

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The visual-spatial learning style is indeed one of the various examples of learning styles that describe individual preferences for the way they process information. This learning style emphasizes the use of visualization and understanding space or layout in learning. Individuals with a visual-spatial learning style tend to be more effective in understanding and remembering information if it is presented in the form of pictures, graphs, diagrams, or other visual representations. Visual-spatial learning style refers to students' preferences in processing information by utilizing visualization and spatial organization. Individuals with this learning style tend to be more responsive to pictures, diagrams, and other visual representations in understanding and mastering the material. Visual-spatial learning style is a type of learning style that emphasizes individual preferences for the use of visual information and understanding 23 space or layout. Individuals with this learning style tend to be more responsive to information presented in the form of pictures, graphs, diagrams, or other visual representations. They also have good abilities in understanding and manipulating objects in space.

Visual-spatial skills involve the capacity to envision, depict, and articulate mental visual processes (Wahab et al., 2016). Visual-spatial learners excel in visualizing and depend on visualization for their learning process, which is integral to their mental processing (Hindal, 2014). Golon (2021) states that students with visual-spatial learning styles are adept with computers, maps, construction toys, and puzzles. Students identified as visual-spatial learners often show proficiency in puzzles, navigating mazes, interpreting maps, orienting themselves in new environments,

and generating mental images of places and objects. They also find visual transformations, like envisioning different arrangements of furniture in a room, to be straightforward (Mann, 2001).

The characteristics of a visual-spatial learning style include the ability to visualize concepts or information easily in the form of mental images, sensitivity to visual details such as color and shape, and good spatial abilities in understanding the relationships between objects in space. They tend to be better at remembering information presented visually than information presented in oral or written form. Visual-spatial ability refers to the capacity to grasp spatial relationships and dimensions. Proficiency in visual-spatial skills enhances the comprehension of spatial geometry, as it facilitates image recall and stimulates a vivid imagination, thereby aiding learning (Rahmawati & Wulandari, 2022).

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Visual-spatial is an individual's ability to understand and interact with visual information and the space around them. This includes the ability to recognize objects, shapes, and visual patterns, as well as to understand spatial relationships between objects, such as front-back, top-bottom, and right-left. These abilities also include navigation in physical space, the ability to use the ha 32s accurately based on visual input, and the ability to imagine objects or 27 uations in space. Individuals with good visual-spatial skills are often able to solve problems involving drawings, diagrams, and space planning effectively. This ability is important in a variety of fields, including architecture, computer science, mathematics, and visual arts, where a good understanding of visuals and space is necessary to achieve certain goals.

Visual-spatial learning styles include several characteristics that can be identified to help understand individual preferences in

processing information. First, students with this learning style have a strong ability to visualize concepts or information using pictures, diagrams, or concept maps. Second, they are sensitive to visual details such as color, shape, and size, and are often influenced by the visual stimuli around them. Third, their good spatial abilities enable them to understand and manage objects in space efficiently, both in physical and digital contexts. Fourth, they tend to remember information better when presented visually rather than verbally or in writing, with the ability to associate words with pictures or other visual representations. Fifth, an interest or talent in the visual arts or design is often a characteristic of them, indicating skill in the use of visual expertise and spatial organization. When it comes to learning, they are usually more interested in visual media such as images, videos, or visual presentations than traditional text or reading. In conclusion, by understanding these characteristics, educators can adopt more appropriate teaching approaches to support students with a visual-spatial learning style so they can learn more effectively and efficiently.

Visual-spatial ability is a complex aspect of intelligence that predicts future success in science, technology, engineering, and mathematics (STEM) careers (Andersen, 2014). However, visual-spatial abilities can be used in learning and mastering foreign languages such as English. Visual-spatial abilities enable students to more easily visualize and describe complex concepts, including in foreign language contexts such as English. For example, students can use this ability to imagine conversational situations, visualize sentence structures, or understand the meaning of words in relevant contexts. In addition, teaching techniques that use visual elements such as pictures, diagrams, or

concept maps can utilize students' visual-spatial abilities to improve their understanding of English. This helps students associate language information with stronger visual representations. Thus, visual-spatial abilities are not only important in STEM contexts but can also be an effective tool in the learning and mastery of foreign languages such as English.

Visual-spatial intelligence is the ability to imagine images of colors, lines, and shapes. Visual-spatial intelligence is very important in helping children learn because it is from their visual-spatial development that children grow and they can also recognize their environment. For example, intelligence in distinguishing shapes is important in learning. Therefore, teachers as educators need to provide facilities to develop children's visual-spatial development, namely by providing picture posters so that children can color in the learning process in the classroom. In learning, teachers must also study more deeply about visual-spatial intelligence so that effective and good learning can be created (Nunzairina, 2023).

There are several previous studies related to this research. Silverman (1995) explores distinctions between spatial and sequential learning, traits of individuals demonstrating robust visual-spatial learning, and methods for effectively instructing children who excel in visual-spatial abilities. Perdana et al. (2017) explain the level of correlation between visual-spatial intelligence and student learning outcomes in basic mechanical engineering courses. Blatto-Vallee et al. (2007) investigate how deaf and hearing students utilize visual-spatial representations when solving mathematical problems. This study explored the difference between visual-spatial "schematic" representations, which depict the spatial relationships described in a problem, and visual-spatial "pictorial"

representations, which depict only the visual appearance of the objects in a problem statement. Wahab et al. (2016) reveal that students exhibited low levels of mental abilities related to rotation, perspective, and visualization. Additionally, their geometric thinking was predominantly at a concerning level, with the majority of students categorized at the lowest level (Level L1). Noor (2016) assesses how visual-spatial intelligence and mathematical logical intelligence contribute to geometry learning achievement while considering gender differences among students. The findings indicate that both mathematical logical intelligence, visual-spatial intelligence, and gender significantly influence geometry learning outcomes either individually or collectively. Noor (2016) indicates that both groups, High Spatial Learners (HSL) and Low Spatial Learners (LSL), demonstrated improved critical thinking abilities. However, the Visual Thinking Courseware (VTC) had a more significant effect on enhancing critical thinking skills among LSL compared to HSL. Consequently, it can be inferred that the implementation of VTC enhanced the ability of spatially oriented students to think critically more effectively. Amaan et al., (2019) assess how the problem-based learning model and visual-spatial intelligence influence students' achievement in geometry. The results indicated that students with high spatial-visual intelligence demonstrated better geometry learning outcomes compared to those with low spatial-visual intelligence. There was an interaction observed between the implementation of the problem-based learning model and spatial-visual intelligence. Furthermore, students with high spatial-visual intelligence achieved higher scores in geometry learning outcomes. Besides, Goldsmith et al. (2016) explore possible relationships between the visual-spatial thinking involved in drawing and that required in geometric reasoning.

They also examined the development of geometric reasoning skills in students who were deeply involved in studying either visual arts or theater. (Aini et al., 2020) find that visual-spatial learners exhibit elevated levels of creative thinking. This suggests that visual-spatial students possess superior creative thinking abilities, particularly in the context of learning mathematics, especially geometry.

Abdi (2020) explores the impact of visual-spatial intelligence and intrapersonal intelligence on the academic performance of social studies students in Islamic schools. The hypothesis stating confirms a notable correlation between visual-spatial intelligence, intrapersonal intelligence, and learning outcomes in social studies. Anugrah et al. (2023) indicate that students proficient in visual-spatial intelligence effectively visualized and described spatial geometry problems but faced challenges in applying mathematical representations. This difficulty stemmed from an imprecise selection of mathematical models, hindering their problem-solving abilities. Introducing innovative teaching approaches and regular practice with higher-order thinking tasks can enhance students' proficiency in mathematically representing geometric concepts. Then, Putri & Ardi (2024) determine the relationship between visual-spatial multiple intelligences and students' interest in learning Biology. The finding shows that there is a significant and positive relationship between multiple visual spatial intelligence and students' interest in learning.

Based on the existing body of research, several key gaps and opportunities for innovation emerge in the field of "Teaching English for Students with a Visual-Spatial Learning Style". While previous studies have extensively explored visual-spatial learning in subjects like mathematics and geometry, there remains a

notable dearth of research specifically focusing on how these learning styles impact the acquisition and mastery of English language skills. This gap highlights a critical need for investigations into effective methodologies that integrate visual-spatial strategies into English language teaching, encompassing areas such as reading, writing, listening, and speaking. Moreover, existing literature often discusses the correlation between visual-spatial intelligence and academic performance without providing detailed insights into the specific techniques that could optimize English language learning for visual-spatial learners. Future research could delve deeper into evaluating the efficacy of tailored approaches such as visual mapping, graphic organizers, or multimedia tools in enhancing comprehension and language production skills in English. Additionally, there is an opportunity to explore the interaction between visual-spatial abilities and various facets of language learning, including grammar, narrative construction, and cultural competence within English language contexts. Comparative studies across different educational levels and settings would also enrich understanding by examining the adaptability and transferability of visual-spatial teaching strategies. Furthermore, with advancements in educational technology, exploring innovative approaches like virtual reality and augmented reality could revolutionize how visual-spatial learners engage with and acquire English language skills. Addressing these research gaps holds promise for developing evidence-based practices that foster inclusive and effective English language education tailored to the needs of visual-spatial learners.

METHOD

This study uses a qualitative descriptive research approach. This approach is suitable for describing the characteristics of the phenomenon being studied in detail, in this case, English language teaching for students with a visual-spatial learning style. Data will be collected through related documents such as articles and national and international journals that are relevant to this research topic. The data collection process will involve identifying and selecting documents that meet inclusion criteria, such as a focus on effective ELT for visual-spatial students. The researcher identifies relevant articles/journals using academic databases, and then selects documents that match the research objectives and predetermined inclusion criteria (e.g., studies that cover English teaching strategies for visual-spatial students).

Data analysis in this research is carried out qualitatively, with a focus on interpreting the meaning that emerges from the documents collected. Interpretation of the findings will provide insight into effective teaching strategies in this context. The main findings will be compiled in a research report that includes practical implications as well as recommendations for further development in the English curriculum for students with visual-spatial learning styles. It is hoped that this research will make a meaningful contribution to educational practitioners and researchers to better understand how to teach methods/strategies to suit the specific needs of students in this context.

FINDINGS AND DISCUSSION

Findings

A. English Language Teaching (ELT) for Students Visual-Spatial Learning Styles

Teaching English to students with a visual-spatial learning style requires an approach that takes advantage of their strengths in understanding and manipulating visual and spatial information. Effective strategies include using pictures, diagrams, and graphs to illustrate English concepts such as grammar, comprehension, and sentence structure. Teachers can also utilize physical models or manipulatives to help students understand abstract concepts in English. In addition, the use of technology such as multimedia, animation, and interactive applications can greatly support their learning. This teaching can also be combined with activities that require students to visualize information, such as making mind maps or storyboards to describe stories or situations in English. With an appropriate approach, students with a visual-spatial learning style can develop their English skills more effectively and have fun.

Teaching English to students with a visual-spatial learning style requires an approach that takes advantage of their tendencies to understand and process visual and spatial information. Effective strategies include using pictures, diagrams, and graphs to illustrate language concepts such as grammar, vocabulary, and sentence structure. Teachers can utilize visual media such as videos, slide presentations, or interactive whiteboards to convey material in a way that is interesting and easy to understand for visual-spatial students. In addition, activities that involve manipulating physical objects or simulating space can help students deepen their understanding of English. Technology also plays an important

role in this teaching, utilizing digital applications, interactive learning software, and online resources that provide a more immersive visual learning experience. This approach not only allows students to understand concepts visually but also to develop their English skills through exploration and active interaction with learning materials. Additionally, activities such as creating concept maps, storyboards, or English-related visual projects can help students relate information to powerful visual representations, strengthening their understanding holistically. By using approaches that suit visual-spatial learning styles, English language teaching can become more engaging, relevant, and effective for students, facilitating deeper understanding and better mastery of the English language.

B. Teaching Method for Students Visual-Spatial Learning Styles

Šafranj & Zivlak (2018) investigate how teaching methods tailored to spatial-visual intelligence impact student performance in English for Specific Purposes (ESP). This determines whether using a range of language activities that promote spatial-visual intelligence leads to enhanced English learning outcomes. The findings indicate that students exposed to these tailored activities achieved higher results by the end of the semester. Awareness of their cognitive strengths and weaknesses can benefit students in future learning endeavors. Educators can leverage this knowledge by designing syllabi that incorporate diverse teaching activities, utilizing various tools and materials tailored to specific intelligences. Šaradana & Fidiana (2020) also indicate a strong positive correlation between participants' visual-spatial intelligence and their achievement in learning English. This suggests that incorporating visual media into classroom activities enhances students' understanding

of the 29 materials presented. Therefore, English teachers are encouraged to integrate visual media into their teaching practices.

Teaching English Language to students with a visual-spatial learning style can be optimized by incorporating strategies that cater to their specific strengths and preferences. Visual-spatial learners typically excel in understanding and remembering information when it is presented visually or in a spatial context rather than through auditory means. Let's elaborate on each point with examples to illustrate how English Language Teaching (ELT) can be tailored to students with a visual-spatial learning style.

An effective English teaching method for students with a visual-spatial learning style must integrate visual and spatial elements in every aspect of learning. Here are some methods that can be applied:

1. Use of pictures and graphics

The use of pictures, diagrams, and graphs to illustrate grammatical concepts, vocabulary, and sentence structure in English. This enables students to associate English words with real objects or pictures, which can improve their conceptual understanding. Pictures and graphs are used to visualize English concepts concretely. For example, to teach nouns, teachers can display pictures of objects such as books, balls, or tables, and show the corresponding English words next to them. For example, using pictures of a house with the label "house" to teach English vocabulary. Students can quickly understand the meaning of the word "house" when they see a picture of a house accompanied by an English label. The teacher shows a picture of a tree and asks students to write the word "tree" next to the picture. Apart from that, teachers can also use diagrams to explain how words are arranged in an English sentence.

2. Interactive visual media

The use of technology such as learning videos, animated presentations, or interactive applications allows students to view and interact with learning material in an attractive visual format. It allows students to see, hear, and interact with English learning materials visually. This provides an interesting and dynamic learning experience, facilitating a better understanding of English content through visual simulations or animations. For example, animated videos can be used to explain the process of using time in English. Students can see how sentence structure changes by using an interactive application to change verbs to different tenses. Using an English learning application that allows students to shift verbs to the correct tense (present, past, or future). For example, the teacher uses a digital application that displays animations about the use of tenses in English. Students can select the correct answer option or interact with the elements on the screen to understand the concept better.

3. Simulations and manipulatives

The use of physical models or virtual simulations to describe situations or contexts of English use. Using physical objects or digital simulations to build a concrete and practical understanding of English concepts. Presents concrete and practical learning experiences, helping students understand English concepts more deeply by interacting directly with objects or models. Physical models or digital simulations help visual-spatial students practically understand concepts. For example, using color blocks or cubes to build sentences in English or using a room simulation application to practice conversation. For example, using physical objects to teach prepositions or setting up a simulated room to practice conversation. Teachers utilize different colored cubes to

visualize parts of speech in English (nouns, adjectives, verbs, etc.). Students can use color blocks to build sentences or participate in conversation simulations to improve their speaking skills. The teacher provides a set of color blocks that represent types of words (nouns, adjectives, verbs) in English. Students are asked to compose sentences by arranging these blocks according to correct grammar.

4. Project-based activities

Inviting students to create visual projects such as concept maps, storyboards, or visual presentations on certain topics in English. This helps students organize information and deepen their understanding visually. This encourages creativity and holistic understanding, allowing students to combine various aspects of English in presentations or visual projects. For example, students are invited to create a visual project that represents their understanding of the English language. Provide project assignments that allow students to apply their understanding of English in a broader and creative context. For example, creating a concept map on a grammar topic or a storyboard to retell a story in English. Invite students to create a visual presentation using PowerPoint or Prezi about an English topic they are studying, such as the use of modal verbs. Students can develop their understanding of grammar and narrative by creating a storyboard or concept map about a story in English. Students are asked to create a concept map or storyboard that describes the storyline of the book or film in English that they are studying. They can present their work to classmates to share their understanding.

5. Image-based discussion

The use of images or photos as a starting point for discussion about a theme or topic in English. Students can describe what they see, identify details, or make

associations with appropriate English words and phrases. This helps students to associate English with concrete mental or visual images, strengthening their observation and description skills. For example, using pictures or photos as a stimulus to start an English discussion. Students can observe details, identify objects, or describe relationships between objects using English. Discussions about pictures of cities can help students practice English vocabulary and expressions related to activities or locations. Showing a picture of a city and encouraging students to describe activities or events that occur in certain places using English. Starting a discussion or speaking activity based on a picture or photo, helps students to associate and express ideas in English with the help of visuals. The teacher displays a picture of a city or a map of a certain area and then asks questions about activities or events that might occur in that location. Students use English to describe what they see and what might happen in that place.

6. Use of color and visual systems

The use of color codes or other visual systems to differentiate vocabulary categories, sentence types, or grammatical aspects in English. This helps visual-spatial students in organizing and remembering information. This makes it easier to organize and classify information in English, making understanding concepts more systematic and structured. Implement color coding or visual systems to help students organize information in English. For example, using color coding to differentiate between types of words or grammatical elements in an English sentence. Students use different colors to mark different types of words or sentence forms. Using color coding to distinguish between subjects, predicates, and objects in an English sentence. They can apply color coding or other visual systems to help students organize information in English, making it easier for

them to understand and remember. The teacher uses different colors to mark types of words (blue for nouns, green for adjectives, red for verbs) in an English sentence. Students learn to recognize and understand the function of each type of word based on the color used.

7. Creative activities

The creative activities encourage students to draw, design, or create other visual products that represent their understanding of the English language. Encourage students' self-expression and active involvement in the English learning process, increasing their motivation and interest in the language. For example, making a comic strip about the short story they are studying. Students can express their understanding of the English language through creating comic strips or visual presentations, combining vocabulary and sentence structure with their creativity. This encourages students to use their creativity in expressing an understanding of English. For example, creating a comic strip that tells a situation or dialogue in English in creative ways, such as creating works of art or visual presentations. Teachers invite students to create a storyboard or comic strip about dialogue between two characters in English, using the vocabulary and sentence structures they have learned. Students are asked to create a comic strip depicting a conversation or short story in English. They use the vocabulary and sentence structures they have learned to construct interesting and meaningful stories.

By integrating these methods in teaching, teachers can create more interesting, relevant, and effective learning experiences for students with visual-spatial learning styles. This helps them to develop a deeper understanding and better mastery of the English language. Teachers can make the English learning experience more interesting, relevant, and effective for

students with a visual-spatial learning style. This allows them to develop a deeper understanding of the English language through active interaction with the material in a visual and practical form. Teachers can create a learning environment that supports and facilitates the development of students with a visual-spatial learning style in understanding and mastering English effectively.

Besides, teachers can enhance the learning experience for visual-spatial learners in mastering English by integrating a variety of effective strategies. First, incorporating visual aids such as charts, diagrams, and images supports the visualization of vocabulary, grammar structures, and English concepts. For instance, using flashcards with pictures like an apple next to the word helps students associate visuals with English words, aiding comprehension. Second, encouraging mind maps or concept maps organizes ideas and relationships between vocabulary and grammar rules, facilitating a deeper understanding of English structure. For example, creating a mind map for "Types of Transportation" centralizes the theme and branches out into related vocabulary, enhancing conceptual clarity. Third, demonstrations through videos or real-life examples of English conversations and gestures help students interpret non-verbal cues and reinforce language comprehension. Utilizing spatial activities, such as physically arranging words or sentences to form correct structures, enables tactile learning of sentence formation and word order. Color coding different parts of speech or sentence structures further aids in categorizing and recalling information effectively. Interactive whiteboards and educational apps engage students in manipulating digital content, reinforcing grammar and vocabulary through hands-on learning experiences.

Visual storytelling techniques like comics or storyboards encourage narrative creation and deepen understanding of language use within context. Teaching grammar with spatial awareness, using physical objects to illustrate prepositions, enhances comprehension of English grammar concepts tangibly. Guided visualization exercises prompt students to mentally picture scenarios described in English, strengthening their connection between language use and mental imagery. Finally, assigning visual-spatial projects such as creating posters about English-speaking countries fosters creativity and comprehensive engagement with language topics. By integrating these strategies, educators can cultivate a supportive and effective learning environment that empowers visual-spatial learners to master English with confidence and enjoyment.

By integrating these examples into ELT practices, educators can effectively support visual-spatial learners in understanding and using English language concepts, vocabulary, and grammar structures. These approaches capitalize on students' strengths in visual processing and spatial reasoning, fostering a more inclusive and engaging learning environment. It's essential to provide a balanced approach that includes both visual and verbal explanations to accommodate different learning styles within the classroom. By integrating these strategies, educators can create a more inclusive and effective learning environment for students with visual-spatial learning preferences in English Language Teaching.

C. Importance of Visual-Spatial Learning Styles

The visual-spatial learning style in the context of English learning highlights how individuals with this preference process and understand the information in English by using visualization and understanding

space. In English language teaching, visual-spatial learning styles can influence learning approaches and effective teaching strategies. Firstly, using pictures and graphics can significantly benefit students with a visual-spatial learning style when learning English. Visual aids like word cards with images or diagrams illustrating sentence structures help reinforce vocabulary and grammar concepts. Secondly, interactive visual media such as instructional videos and multimedia presentations prove highly effective in facilitating the understanding and internalization of English vocabulary and expressions through dynamic simulations. Thirdly, hands-on experiences with manipulatives like letter blocks or geometric figures enable visual-spatial learners to grasp English concepts more tangibly, such as constructing sentences or visualizing temporal differences. Fourthly, project-based activities like creating story maps or visual presentations allow students to apply their English skills creatively, fostering both language development and expression. Fifthly, discussions based on images or photos enhance students' ability to associate English vocabulary and expressions with concrete visual contexts, thereby improving their speaking and listening skills. Sixthly, employing color codes or visual systems aids in organizing and comprehending English information, such as distinguishing word types or highlighting sentence patterns. Lastly, creative activities such as English-based art projects provide avenues for students to express themselves while honing their language skills. By tailoring teaching methods to accommodate visual-spatial learning styles, educators can cultivate a more inclusive and effective learning environment that supports all students, including those with a preference for visual-spatial learning in mastering English.

The visual-spatial learning style has an important role in English language

learning by emphasizing the use of visualization and understanding space. Students who follow this learning style tend to more easily process information in English when it is presented in the form of pictures, graphs, or diagrams. They utilize the ability to visualize English concepts, such as vocabulary or sentence structure, more effectively through interactive visual media or multimedia presentations. Apart from that, direct experience through simulations or manipulatives also allows them to deepen their understanding of English concretely. Drawing or design-based projects such as story maps or comics help students express their creativity while honing their English skills. Image-based discussions and the use of color or other visual systems also support them in organizing and understanding English information better. By implementing these strategies, teachers can create an inclusive and supportive learning environment for students with a visual-spatial learning style to achieve a deeper understanding and better mastery of the English language.

The visual-spatial learning style brings several significant benefits to English language learning. First, students with this learning style tend to understand and remember information more easily when it is presented in visual form, such as pictures, diagrams, or graphs. This helps them associate vocabulary and sentence structures in English with objects or concepts that are easier to remember. Second, the use of interactive visual media or digital technology can be very effective in supporting the learning of students with a visual-spatial learning style. Learning videos, interactive applications, or multimedia presentations allow students to learn in an engaging and dynamic visual context, thereby helping them better internalize English language material. In addition, the visual-spatial learning style facilitates the use of learning

strategies such as simulations or manipulatives. Students can carry out visual experiments or use manipulative objects to understand English concepts more concretely. This not only deepens their understanding but also increases engagement and interest in learning. Furthermore, drawing or design-based projects such as creating story maps or comics provide opportunities for students to apply English in a creative context. They can develop their speaking and writing skills while honing artistic and narrative abilities. Finally, the use of colors or visual systems in teaching English also helps students with a visual-spatial learning style in organizing information and understanding the relationships between English concepts better. Overall, utilizing the visual-spatial learning style in English learning not only improves students' learning efficiency but also produces a more interesting and meaningful learning experience for them.

Discussion

Visual-spatial learning style is one of several learning styles that characterize how individuals understand and process information with a preference for visual and spatial information. The following are some general characteristics of the visual-spatial learning style: Firstly, the visual-spatial learning style characterizes individuals who prefer processing information through visual and spatial means. Students with this style exhibit several key characteristics. Secondly, they often excel in visualizing concepts and converting verbal information into mental images, utilizing tools like pictures, diagrams, and concept maps. Thirdly, they demonstrate sensitivity to visual details such as color and shape, which can influence their attention and focus. Fourthly, their spatial abilities include proficiency in manipulating objects in space

and solving spatial problems like map reading. Fifthly, they tend to remember information more effectively when presented visually, associating words with images or other visual representations. Sixthly, their interests often extend to visual arts and design, reflecting their inclination toward creative fields that utilize visual and spatial organization. Seventhly, they prefer learning through visual media like diagrams, videos, and presentations rather than text alone. Eighthly, they excel in processing complex information through visual representations, facilitating tasks like comparing data in graphs or diagrams. Ninthly, their skills also extend to navigation, both in physical and digital contexts, highlighting proficiency in map reading and using electronic devices. By acknowledging these traits, educators can tailor teaching strategies to effectively support visual-spatial learners, optimizing their potential across various subjects and learning environments.

4
Teachers can create a supportive learning environment for visual-spatial learners to enhance their understanding and mastery of English through various strategies. First, utilizing visual aids such as charts, diagrams, and images helps visualize vocabulary and grammar concepts, associating words like "apple" with corresponding pictures to reinforce learning. Encouraging mind mapping facilitates organizing ideas and relationships between vocabulary words and grammar rules, such as categorizing modes of transportation and related terminology. Demonstrating language use through videos and real-life examples enhances comprehension of English conversations, including non-verbal cues like body language. Spatial activities, like physically arranging word cards to form sentences, reinforce understanding of sentence structure and word order. Color coding

differentiates parts of speech in sentences, aiding learners in categorizing and recalling information effectively. Interactive whiteboards and multimedia tools allow students to interact visually with digital content, reinforcing grammar and vocabulary through hands-on activities. Visual storytelling techniques, such as creating comics or storyboards, engage students in narrative comprehension and language use within contexts. Teaching grammar concepts with spatial awareness, like using physical objects to demonstrate prepositions, helps students grasp usage through tangible examples. Guided visualization exercises prompt students to imagine scenes described in English, connecting language use with mental images to deepen understanding. Assigning visual-spatial projects, such as creating posters about English-speaking countries, encourages creativity and engagement with language topics. Integrating these methods into English Language Teaching practices supports visual-spatial learners by leveraging their strengths in visual processing and spatial reasoning. This fosters a more inclusive and engaging classroom environment that accommodates diverse learning styles, combining visual and verbal explanations to effectively teach English concepts, vocabulary, and grammar structures.

Teaching English to visual-spatial learners involves leveraging their strengths in visual and spatial processing. Effective strategies include using pictures, diagrams, and graphs to illustrate grammar, vocabulary, and sentence structure. Teachers can enhance learning with multimedia tools like videos and interactive whiteboards, making content engaging and accessible. Physical models and manipulatives aid comprehension of abstract English concepts, while digital applications provide immersive learning

experiences. Activities such as creating mind maps or storyboards deepen understanding through visual representation. These approaches foster engaging and effective English language learning tailored to visual-spatial learners, promoting thorough comprehension and skill development.

The visual-spatial learning style significantly enhances English language learning by emphasizing visualization and spatial understanding. Students who favor this style excel in processing information through visual aids like pictures, graphs, and diagrams, which help them associate vocabulary and sentence structures with tangible concepts. Interactive visual media such as multimedia presentations and learning videos further support their comprehension by providing dynamic simulations of English language material. Hands-on experiences with manipulatives and simulations allow visual-spatial learners to engage deeply with English concepts, enhancing both understanding and retention. Creative projects such as story maps and comics encourage students to apply English creatively, refining their language skills while nurturing artistic expression. Discussions based on images and the use of color coding or visual systems aid in organizing and comprehending English information effectively. By adopting these tailored teaching methods, educators create an inclusive and supportive learning environment that empowers visual-spatial learners to achieve mastery and deeper understanding of the English language.

CONCLUSION

The visual-spatial learning style emphasizes processing information through visual and spatial methods. Individuals with this style excel in visualizing concepts, are

sensitive to visual details, and exhibit spatial proficiency, including map reading and object manipulation. They remember information better when presented visually, have interests in visual arts and design, and prefer learning through visual media like diagrams and videos. They excel in processing complex information visually and demonstrate navigation skills in physical and digital environments. Educators can optimize learning for visual-spatial learners by adapting teaching strategies to their preferences and strengths.

Teaching English to visual-spatial learners involves leveraging their strengths in visual and spatial processing. Effective strategies include using pictures, diagrams, and graphs to illustrate grammar, vocabulary, and sentence structure. Teachers can enhance learning with multimedia tools like videos and interactive whiteboards, making content engaging and accessible. Physical models and manipulatives aid comprehension of abstract English concepts, while digital applications provide immersive learning experiences. Activities such as creating mind maps or storyboards deepen understanding through visual representation. These approaches foster engaging and effective English language learning tailored to visual-spatial learners, promoting thorough comprehension and skill development.

Teaching English effectively to visual-spatial learners involves integrating visual and spatial elements throughout the learning process. Methods such as using pictures, diagrams, and graphs to illustrate concepts like grammar and vocabulary allow students to associate English words with concrete visuals, enhancing their understanding. Interactive visual media, such as videos and interactive applications, engage students dynamically and facilitate comprehension through visual simulations. Simulations and manipulatives, like physical models or digital

tools, provide hands-on experiences that deepen conceptual understanding of English. Project-based activities encourage creativity and comprehensive learning through visual presentations and concept maps. Image-based discussions stimulate English proficiency by connecting language with visual contexts, improving observation and descriptive skills. Implementing color coding and visual systems helps organize and remember information systematically, aiding in grammar and vocabulary learning. Creative activities such as creating comics or artworks allow students to express their English language skills creatively, fostering motivation and deeper understanding. Integrating these methods creates engaging and effective learning experiences tailored to visual-spatial learners, supporting their mastery of the English language.

In teaching English to students with a visual-spatial learning style, teachers can increase learning effectiveness with several key strategies. First, the use of visual aids such as pictures, diagrams, graphs, and maps is very important to illustrate English concepts such as grammar, vocabulary, and sentence structure. These visual materials help students connect English words with concrete images, strengthening their understanding. Second, multimedia technology such as video and interactive whiteboards can be used to make learning more interesting and accessible. Interactive videos and applications enable students to learn dynamically and facilitate understanding through engaging visual simulations. Furthermore, direct experience using physical models or digital simulations can also help students understand abstract English concepts better. Teachers can use physical models to explain sentence structure or digital applications for interactive practice. Project-based activities, such as visual presentations or creating concept maps, can also deepen students'

understanding of English through creative visual representations. This not only develops students' creativity but also integrates English language learning in a way that is relevant and meaningful for them. Discussions centered on images or photos are also very useful because they help students associate English vocabulary and expressions with concrete visual contexts. This not only improves their observation and description skills but also deepens their understanding of the use of English in everyday life. Finally, implementing a color system or other visual system helps students organize and remember information systematically in grammar and vocabulary learning. Creative activities such as making comics or works of art also allow students to express their English skills creatively, which in turn increases their motivation and understanding of the language. By integrating these strategies, teachers can create more enjoyable, relevant, and effective learning experiences for students with visual-spatial learning styles. This approach not only supports them in mastering English better but also capitalizes on their strengths in visual processing and spatial understanding.

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