

The Role of Learning Styles and Learning Strategies in Teaching

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Abstract

By and large, styles can be characterized as broad ways to deal with language learning, while at the same time learning procedures are explicit ways students decide to adapt to language undertakings specifically settings.

Keywords: visual learners, aural learners, verbal learners, social learners, logical learners, physical and tactile learners, solitary learners, naturalist learners.

Learning systems are the manners by which understudies learn, recollect data, and review for tests. They allude to the activities and ways of behaving (The techniques) that rely significantly upon their own learning styles. Then again, learning styles allude to the general methodologies that understudies use in getting another dialect or in learning some other subject. Each student has his/her own style of learning. As a result, we have different students with different learning styles inside the classroom as shown below:

a) visual or spatial learners b)auditory or musical learners c) physical or kinesthetic or tactile learners d)social or interpersonal learners e)solitary or intrapersonal learners f)verbal or linguistic learners g) logical or mathematical

It's accepted individuals processes data particularly, so coaches and educators ought to comprehend the different learning styles. With this information, you'll have the option to fit your educating to suit your understudies or students.

In this article, we examine strategies for educating for the eight different learning styles, as well as clashing proof which proposes these learning styles may not be basically as viable as once accepted.

1. Visual learners- hold data all the more really when visual guides are utilized, for example, pictures, pictures, film clasps, varieties and charts. They're additionally great at understanding visual information introduced in guides, outlines and charts. There are some strategies for teaching visual learners. They are: using visual aids - most other learners will benefit from visual elements as well, providing visual analogies and metaphors to help with visual imagery, sometimes graphics are not easy to use for specific topics but consider writing key points in front of the class as this provides visual cues, substituting words for colours and pictures, asking the students to write down explanations and take notes because this entails looking at your presentation or visualising what you're presenting, colour or emphasises key points in text, avoiding using large blocks of text, including exercises where the students create mind maps, using storytelling to help with visualization, colour-code and organise any materials you provide as this helps, organizing things in their minds.

2. Aural learners- answer sound, music, accounts, rhymes, rhythms and so forth. They recollect discussions well and music causes a close to home reaction in them. There are some strategies for teaching visual learners. They are: encourage your students to participate in discussions, if reading is required suggest audio books if appropriate, suggest for them to listen to music as they go over

material, allow recordings of your training sessions or make your lessons accessible via online course platforms - this is also helpful for other learning types, get students to pair up and explain concepts to each other, encourage problem-solving aloud, suggest rereading their notes back to themselves when they get home, use mnemonic devices and rhyming, if you are explaining a story, play relevant sounds from your computer.

3. *Verbal learners*- favor utilizing words and etymological abilities - in discourse and recorded as a hard copy, for example, perusing, composing, tuning in or talking. They like word games, jokes and rhymes and so on and are much of the time solid public speakers.

4. *Social learners*- process data by collaborating with and connecting with others. They appreciate working with others and are many times solid pioneers.

5. *Logical learners*- favor utilizing rationale and thinking. They like to arrange and classify data and tackle issues with numbers. Intelligent students are particularly great at dissecting circumstances and logical results connections.

6. *Physical and tactile learners*- Down to earth students process data successfully when they utilize their bodies and when they are really following through with something. They set their learning up as a regular occurrence.

7. *Solitary learners*- like to work and advance without anyone else and self-study. They might appear to be timid or cold as they mind their own business. Assuming you get single students feeling happy with during a portion of the preparation they are bound to make some noise during introductions or gathering work.

8. *Naturalist learners*- process data by working with and encountering nature. They advance by tracking down designs in nature and involving logical rationale for understanding.

When considering how and where to apply new computer-based learning tools, two critical criteria must be considered. To begin, in order to pick the appropriate software, a clear image of the desired results of a certain learning setting is required. There are several types of interactive multimedia accessible, and matching the tool to the work should be a priority. Equally important, if not more so, is the question of whether interactive multimedia is the best learning medium for a certain learner. If there is a significant mismatch between a learner's learning styles and tactics and the learning environment, learning may be impeded rather than facilitated.

Since the 1960s, when contemporary cognitive psychology began to gain prominence, behavioral theories of learning have been largely superseded. In general, behaviorism sees internal learning as a process of maturation and defines learning as an observable change in behavior that is not produced by physical development of the subject. The rationalist/cognitive approach emphasizes the acquisition, manipulation, and recall of abstract symbols, reflecting a higher focus in the mental processes associated with learning. It would be overly simple to infer that educational approaches focus solely on one of these extremes. They do, however, provide a useful starting point for developing a framework for establishing the potential of interactive multimedia as a learning tool. This behavior is determined by how learners receive information and react to various learning circumstances and contexts. As a result, some preferences and dispositions to acquire specific habits or patterns, known as learning strategies, will emerge. These patterns or habits may be freeing or restricting depending on the learning circumstance, therefore understanding the learner's learning style is beneficial for both the learner and the creator of learning materials. Once this information is obtained, assistance and suggestions on the most effective learning tactics may be developed. Learning styles are divided into three categories: cognitive, emotive, and environmental. The cognitive component includes the internal learning processes. The emotional component is concerned with the learner's sentiments and, as such, encompasses variables such as the measure of structure and authority within the learning scenario, which influence the degree of autonomy the learner has, as well as the learner's expectations and motivation. The environmental component varies from physical comfort factors to more abstract affects caused by emotional support. The adoption of a certain learning style may be impacted by the current learning task, by psychological predisposition, or by both. When this results in a quarrel, it is

logical to believe that the learning process is hampered. Learning strategies are the specific habits or patterns adopted during the learning process. Different learners' ability in learning, thinking, and problem solving differs greatly, as do the techniques they develop to carry out these activities. Hayes suggests that there might be hundreds of conceivable learning and thinking methods, and finds at least fifty distinct techniques that he personally teaches in a basic learning-strategies course for students. Many scholars have looked into the topic of learning techniques, which evolved as a result of the cognitive science revolution in instructional technology. Successful learning techniques allow students to regulate their own learning process and integrate new knowledge into their current cognitive structures. Ineffective or unsuitable learning practices can stifle learning. Although most people agree on what learning techniques are (how one uses one's brain), The way they are perceived changes greatly depending on what they do when successful (help others learn). Nonetheless, despite the huge quantity and diverse range of Learning techniques may be classified based on how they influence the learner's learning ability. The fundamental techniques are divided into two categories: those that act on the material to be learnt and those that give support to the learner. Primary strategies include information processing strategies, which have a greater influence on cognitive aspects of learning style, assisting in mental organization and material recall, and active study strategies, which often involve physical activities such as note-taking and seek to improve the affective and environmental components of learning style. Secondary techniques assist the student in establishing an appropriate mental and physical condition for learning and in monitoring progress as learning progresses. Language strategies are the specific mental and communicative procedures that learners apply in order to learn and use language. Learning styles can be defined as general approaches to language learning, whereas learning strategies are specific behaviors or thought processes that learners used in language tasks to gain knowledge. These tactics may be taught and intentionally used in a variety of learning situations. Learning strategies are unique activities, behaviors, procedures, or approaches used by students to improve their own learning. Learners can use learning methods to increase their perception, reception, storage, retention, and retrieval of linguistic knowledge. According to Weinstein and Mayer, the purpose of learning strategies is to "influence the learner's motivational or affective state, or the manner in which the learner selects, acquires, organizes, or integrates new knowledge." Learners purposefully and consciously employed learning techniques to improve the efficacy of their own learning. In other words, learning techniques empower learners to take greater ownership of their language learning and strengthen their learning skills. Oxford presented a strategy framework for identifying language learning techniques that includes both direct and indirect strategies. Learners can utilize direct tactics to improve their language abilities since they demand mental processing of the target language. Direct techniques are classified into three types: memory strategies, cognitive strategies, and compensating strategies. In contrast, indirect procedures frequently assist and manage language acquisition without explicitly addressing the target language. These tactics contain elements such as learning planning and evaluation, self-encouragement, and collaboration with others. Indirect methods are classified into three types: metacognitive strategies, emotional strategies, and social strategies. Learning styles and learning methodologies are obviously distinct. However, these two names are frequently used interchangeably. Wen and Johnson found that learner style preferences have a large impact on strategy utilization in their investigations. According to the findings of the Oxford and Nyikos studies, language learners prefer to choose tactics that match their learning styles. Brown also discovered that learning techniques do not work independently of the learner's learning styles. Through semi-structured interviews, Ehrman and Oxford investigated the association between learning styles and learning tactics. According to the findings, learners' learning styles might have a considerable impact on their choice of language tactics. Li and Qin explored the association between tertiary-level learners' language learning styles and tactics in China. Their studies also revealed that learners' learning styles have a substantial impact on their approach choices. Learning styles of learners may also impact learning results. Based on the findings of the study, the researcher concluded that assisting students in identifying their strengths and weaknesses can enhance their learning outcomes.

Shi studied the association between cognitive types and learning techniques in 184 Chinese English majors. According to the findings, cognitive style has a considerable effect on learners' choice of

learning tactics. In Hong Kong, Wong and Nunan performed a comparative study of the learning methods and tactics of effective and poor language learners. The study found a substantial association between learners' learning styles and tactics, and it indicated that attitudes toward language and learning are the most important differentiating factor between more productive and less effective learners.

Nosratinia et al. investigated the association between EFL learners' language learning styles and strategies and discovered a statistically significant relationship between EFL learners' affective strategy with visual style and auditory style, metacognitive strategy with visual style, and affective strategy with auditory style.

In Malaysia, Nor Aniza Ahmad, Zalizan Mohd Jelas, and Manisah Mohd Ali investigated the relationship between secondary school students' learning styles, learning tactics, and academic achievement. The findings of this study revealed a favorable effect of learning styles on male learning techniques. Jayanthi Muniandy and Munir Shuib also performed research on ESL learners' learning methods, language learning methodologies, and fields of study. Auditory learning style and social techniques were revealed to have a substantial connection. The investigation of the interrelationship between language learning styles and language learning strategies in a foreign language environment in Malaysia is quite rare, so the purpose of this study is to shed more light on the relationship between students' language learning styles and language learning strategies.

So, learning styles are the different manners by which individuals learn and deal with data. They can affect how your students comprehend, hold, and apply new information. That is the reason understanding their learning styles can assist with further developing the educational experience and eventually lead to better execution.

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