

THE ACQUISITION OF ENGLISH LANGUAGE THROUGH THE LEARNING STYLES

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Abstract: *This first goal of the study described here was to investigate the effectiveness of three types of vocabulary annotations on vocabulary learning for EFL students in Kyrgyzstan. The second goal of the study was to determine whether learners with certain perceptual learning styles benefited more from a particular type of vocabulary annotations. The perceptual learning styles investigated were auditory, visual-verbal (with text), visual nonverbal (with pictures), and mixed preferences.*

Key words: *auditory learning style, visual learning style, and kinesthetic learning style.*

Аннотация: *Это первый цель в обучении, описанном здесь было изучение эффективности трех типов обучения для студентов английского языка. Вторая цель обучения состояла в том, чтобы определить, является ли польза более учащиеся с определенными восприятия стилей обучения от конкретного типа словаря аннотаций. В восприятия стилей обучения исследованные были слуховые, зрительные, вербальные (с текстом), визуальный невербальный (с картинками), и смешанные предпочтения.*

Ключевые слова: *слуховая стиль обучения, визуальный стиль обучения, и кинестетический стиль обучения.*

Аннотация: *Азыркы учурда студенттердин англистилин үйрөтүүнүн ситили менен биргеликте биринчи максаты алардын кандай жолдор менен бат кабыл алуусу. Экинчи максаты анатациянын типтерин үйрөтүүнүн бөлүштүрүү стилдери. Угуу, көрүү, сүйлө (текст менен) стилдери аркылуу үйрөнүүнүн кабыл алуусу.*

Урунтуу сөздөр: *үйрөнүүнүн угуу стили, үйрөнүүнүн көрүү стили жана кыймылдоо же колдору менен жансоо стили.*

The article “learning styles” refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them. We have been studying for several years we have met many different classes, students, and colleagues. Every school year new children come and it takes some time to get used to each other till we can start to work. Some students learn in a different way from others and so need to be taught in a way that makes it easy for them to learn the three most widely recognized categories of learning styles are visual, auditory, and kinesthetic. Those mentioned learning styles play a prominent role in teaching English and the same time in its acquisition too. The majority of people are visual learners, who use mainly their sight to gather information. Visual learners struggle where there is an emphasis on giving information orally. Auditory learners prefer spoken explanations to expand any graphical information presented to them. The use of technological aids such as voice recorders can be as effective as the teacher's voice. Kinesthetic learners prefer to learn through activity. They enjoy movement and space. A great benefit to kinesthetic learners is to be able to watch another person demonstrate what they need to do before trying themselves. Kinesthetic learners enjoy hands-on activities. Most people possess elements of all three learning styles. Everybody uses all of these methods at one time or another, but most of us find some methods easier than others. And you may have noticed the different struggles that some students have had in school. An auditory student may do quite well listening to plain lectures, while a visual student appreciates having explanations put on the blackboard or displayed on an overhead projector.

I've seen the differences in learning styles in our own homes. As for me, I'm a strong visual learner, and as such I found learning to converse in English much more difficult than learning to read, write or learn grammar. We also appreciate diagrams and charts as an aid in learning and a naturally good speller simply because words spelled wrong look wrong. This makes a multi-

sensory approach to teaching the most likely to engage all students most of the time. More precisely, it is not enough to know each child in the class, its personality, abilities and knowledge. As more and more children have difficulties with learning, there is a need to identify their “learning style”. And how did this idea strike our mind? Of course, it came during the learning and teaching process. Amazingly, not only our students’ problems helped us but the strongest point was our own failure. We attended a seminar about the second language acquisition and during this seminar we were asked to learn some new words in foreign language. The first task was only listening to these words and we were in an absolutely awkward situation. It was very difficult for us and we were lost and stressed during this task. Then we realized that we need visual support for our learning. But more important thing was that we realized that it could be the same and sometimes worse for our students when they have to learn something in a way that does not suit them. This strong consciousness brought us an idea of writing our diploma paper on learning styles. As we respect the existence of different learning styles, we can improve not only students’ learning but mainly pre-service teachers’ teaching strategies.

The article can be considered as one that gives review of the learning styles and using them in the English language learning. It encourages thinking and creativity, let students develop and practice new language and behavioral skills a relatively nonthreatening setting. The reason of this choice is that learning styles are unpredictable which makes them both a valuable learning tool and at the same time difficult to manage. Many people recognize that each person prefers different learning styles and techniques. A huge number of students learn English in primary and secondary classrooms around the world. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well. Using multiple learning styles and multiple intelligences for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. A result is that we often label those who use these learning styles and techniques as bright. Those who use less favored learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality teaching. By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning [6].

The Seven Learning Styles

1. Visual (spatial): You prefer using pictures, images, and spatial understanding.
2. Aural (auditory-musical): You prefer using sound and music.
3. Verbal (linguistic): You prefer using words, both in speech and writing.
4. Physical (kinesthetic): You prefer using your body, hands and sense of touch.
5. Logical (mathematical): You prefer using logic, reasoning and systems.
6. Social (interpersonal): You prefer to learn in groups or with other people.
7. Solitary (intrapersonal): You prefer to work alone and use self-study.

Visual learners have two sub-channels—*linguistic* and *spatial*. A visual learner enjoys looking at pictures, reading books and solving puzzles. He learns best by watching a demonstration, reading information and seeing charts, maps, diagrams and videos. During a class discussion or lecture, he should take thorough notes to help him assimilate the information. The precise notes will also benefit him later when reviewing the material. When an instructor is describing a process, this type of learner will try to picture it in his mind. Because a visual learner comprehends information through sight, he should sit toward the front of the class to avoid being visually distracted. Visual learners prefer to read silently and make good use of any illustrations that go with the text. They will generally prefer you to teach with written

instructions and will benefit from you acting out situations, watching a demonstration or presenting scenarios in videos. If you have a student who seems to retain what they read better than what they hear then that student is a perfect example of someone who prefers visual learning. There are many readily available language games that work with this kind of student, as well as helping non-visual learners make the most of visual cues that can help them with learning and using English[1].

Auditory learners often talk to themselves. Auditory learners make up 30% of the population. Auditory learners would rather listen to a lecture than take notes. They remember what is read to them and what they have read aloud. They retain new information by repeating. Auditory learners usually make sophisticated speakers and often become lawyers or politicians. They are good at making speeches without prior notice, remembering names of people they meet, although they do forget faces, and tuning into inflections in a person's voice.

According to the University of Illinois Extension, the auditory learner benefits most from verbal instruction and class discussion. When studying, the learning method that works best is reading the material or notes out loud to her in a quiet area. As a student in class or at home studying, she can be distracted by other noises. An auditory learner does not need to sit at the front of the class. She can sit any place where she can hear what is being taught. When bored, the auditory learner has the tendency to hum, whistle or talk to others or her. She is prone to remember those things that she has heard. The auditory learner may have difficulty reading due to not being able to visualize concepts [2].

Kinesthetic learners do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details (get the big picture first). They typically use color high lighters and take notes by drawing pictures, diagrams, or doodling. A kinesthetic learner loves exploring the environment around him. He frequently feels the urgency to be active and has difficulty sitting quietly for any length of time. Due to his need to be active, he might struggle with staying focused during class or while studying. Using a timer could help him stay focused and complete homework or chores within a specified period of time. This type of learner has a tendency to gesture with his hands while speaking. When learning, he benefits most by touching and doing. According to University College, the kinesthetic learner thrives in those classes that allow him to move about and experience or perform tasks with his hands. He flourishes in such classes as woodworking, physical education, construction, and art and computer science. [5].

Tactile Learners students with this strength learn best by touching. They understand directions that they write and will learn best through manipulatives. Try using the Language Experience Approach (LEA) when teaching these students to read. These students will also benefit from whole language approaches to reading. They'll learn best by: drawing, playing board games, making dioramas, making models, following instructions to make something

Multiple Intelligence Theory was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that traditional ways of testing for intelligence may be biased to certain types of individuals. Think back to the good old school days[5].

Linguistic Intelligence: the capacity to use language to express what's on your mind and to understand other people. Any kind of writer, orator, speaker, lawyer, or other person for whom language is an important stock in trade has great linguistic intelligence.

Logical/Mathematical Intelligence: the capacity to understand the underlying principles of some kind of causal system, the way a scientist or a logician does; or to manipulate numbers, quantities, and operations, the way a mathematician does.

Musical Rhythmic Intelligence: The capacities to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them. People who have strong musical intelligence don't just remember music easily, they can't get it out of their minds, and it's so omnipresent.

Bodily/Kinesthetic Intelligence: the capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. The most evident examples are people in athletics or the performing arts, particularly dancing or acting.

Spatial Intelligence: the ability to represent the spatial world internally in your mind -- the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world. Spatial intelligence can be used in the arts or in the sciences.

Naturalist Intelligence: the ability to discriminate among living things (plants, animals) and sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef.

Intrapersonal Intelligence: having an understanding of yourself; knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are drawn to people who have a good understanding of themselves. They tend to know what they can and can't do, and to know where to go if they need help.

Interpersonal Intelligence: the ability to understand other people. It's an ability we all need, but is especially important for teachers, clinicians, salespersons, or politicians anybody who deals with other people. An MI curriculum is designed to teach content by taking into account all eight intelligences described in the [overview](#) section. A child may wish to express his or her knowledge of that content in one of many different ways (i.e., puppetry, model making, classroom demonstrations, songs, plays, etc.). Learning through a variety of unique experiences allows children to better understand themselves as lifelong learners, and to see how others acquire knowledge and apply their skills. The key to implementing MI successfully is to design your classroom and the particular lesson so that students are able to participate in learning and understand the material in a variety of ways. Keep the following in mind [3].

Teachers know that students learn in different ways; the experience in the classroom confirms this every day. In addition, well-accepted theories and extensive research illustrate and document learning differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. Learners bring their own individual approach, talents and interests to the learning situation. We also know that an individual learner's culture, family background, and socioeconomic level affect his or her learning. The context in which someone grows and develops has an important impact on learning. These beliefs, principles and theories have an important impact on the opportunities for success for every student in our schools.

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