

# THE ROLE OF LANGUAGE LEARNING STYLES AND STRATEGIES IN EFL CLASSES

Tukhliboeva Dilbarkhan Khalimjon kizi

Master Student, Namangan State Institute of Foreign Languages  
named after Isxakhan Ibrat khalimjanovna19@gmail.com

Advisor: Erkulova Feruza Melikuziyevna  
PhD, Associate Professor Namangan State

Institute of Foreign Languages named after Isxakhan Ibrat  
feruzaerkulovauzb@gmail.com

## Abstract

When teaching students a foreign language, EFL instructors should consider both their students' proficiency level and learning styles. By assessing their background knowledge and language acquisition abilities, teachers can determine how and what to teach effectively. It is important for the teaching approach to be engaging and relatively stress-free. This article delves into various challenges and typical developmental trends associated with creatively teaching English as a second language.

The initial section of the article offers insight into the diverse learning styles of students who encounter difficulties with the language. Subsequently, it synthesizes the results from a study that compared skill acquisition, including listening, reading, writing, and speaking, in a text-based learning style setting. The detailed activities highlighted are tailored towards facilitating a smoother learning process through innovative teaching methods.

**Keywords:** Learning styles, school pupils, learning strategies, The VARK questionnaire.

## Introduction

In this globalization, learning styles and strategies that have been selected appropriately in EFL classes are much of a great help for making language acquisition to be more interesting and effortless. The study by Carol attempted to establish basic terminology and discuss definition and classification of language learning strategy theory have consistently found that learning strategies may well prove to be an extremely useful addition to a language learner's tool kit. Despite this, one of the difficulties with researching language learning strategies is that they cannot usually be observed directly; they can only be inferred from language learning behavior., " Language Learning strategies: Theory and research by Carol Griffiths( School of foundation studies AIS St Helens Auckland, New Zealand February 2004), Diane Larsen Freeman observed learning strategy training – training students in the use of learning strategies to improve learning effectiveness. While early research went toward identifying just these kind of learning strategies, it was not long before language educators realized that simply recognizing learners' contributions to the process was not sufficient. (Techniques and



principles, Learning strategy training, cooperative learning, and multiple intelligences, p159). The aim of this research focuses mostly on key issues relating to the EFL learning styles: taking into consideration learners' level and their background knowledge, within common developmental patterns in a creative way for not only learning but also teaching English as a foreign language. This research attempts to value students' learning styles and explains not only teaching strategy but also teaching to learn through different situation to contribute academic success.

### LITERATURE REVIEW

**AIM:** Language learning styles and strategies play a crucial role in English as a Foreign Language (EFL) class, influencing how students perceive, process, and internalize new linguistic information. Understanding these individual differences is essential for educators to tailor their teaching approaches effectively and enhance student learning outcomes.

**DATA:** Research by Oxford (2003) highlights the importance of identifying learners' preferred language learning styles, such as visual, auditory, kinesthetic, or tactile preferences. By recognizing and accommodating these styles in EFL instruction, teachers can create more inclusive and engaging classroom environments that cater to diverse learner needs.

The previous studies have shown that learners who utilize effective language learning strategies tend to exhibit higher levels of proficiency and motivation in acquiring a second language. Rubin (1987) categorizes these strategies into cognitive, metacognitive, and social/affective dimensions, emphasizing the multifaceted nature of language learning processes.

**CONTEXT:** The role of contextual factors, such as cultural background and language proficiency level, has been found to influence the selection and implementation of learning strategies in EFL settings (Cohen, 1998). Acknowledging these external influences is crucial for educators to design instructional activities that are culturally relevant and linguistically appropriate for diverse student populations.

### METHODOLOGY:

Pariser (2012) emphasizes the need for teachers to foster learner autonomy and self-regulation by encouraging students to reflect on their learning styles and experiment with different strategies independently. This approach not only promotes active engagement but also empowers learners to take ownership of their language learning journey.

### CONCLUSION:

Overall, the synthesis of existing literature indicates that language learning styles and strategies significantly impact students' EFL learning experiences and outcomes. By integrating this knowledge into instructional practices, educators can create dynamic and student-centered classrooms that support individualized language development and foster a culture of lifelong learning.



## PROCESS STEPS

During the procedure, the Attention is mostly paid to the audience's learning style in order to create better learning atmosphere. c was used to identify audience's preferred learning style by New Zealand educationalist Neil Fleming 1987. The VARK model categorizes individuals into visual, auditory, reading/writing, and kinesthetic learners. The VARK questionnaire was used to identify audience's preferred learning style by Neil Fleming 1987.

Traditionally, VARK model categorizes individuals into visual, auditory, reading/writing, and kinesthetic learners. Students complete the VARK questionnaire online or as a printed handout. After they finish, I can analyze their responses to understand their dominant learning style.

Here is an example question from a VARK questionnaire:

- When learning a new skill, which approach would you prefer?

- A. Watching a demonstration or tutorial video
- B. Discussing the process with someone and asking questions
- C. Reading a detailed instruction manual or guide
- D. Trying out the skill hands-on while receiving feedback

Possible outcome is making learners evaluate their learning styles and take advantage of using learning strategies to make language acquisition easy for them.

According to the students' observed learning style it can be easier to decide which strategy to use to make easy learning process for both online and offline

For VARK questionnaire I selected 8 th grade pupils to analyze their learning preferences in order to create specific ways of processing the information in class as we work through it.

Data consist of 13 pupils answers for questions which were given as hand outs.

Understanding students' preferred learning styles is crucial for educators in tailoring instructional methods that enhance learning outcomes. The VARK questionnaire is an effective tool for identifying individual learning preferences. This text outlines the process of administering and analyzing the VARK questionnaire among students.

The first step in this process was to obtain the questionnaire: Access the official VARK website or relevant educational resources to download the VARK questionnaire or any teacher can create his own questionnaire according to their students' level

Next, teachers familiarize themselves: Review the structure of the questionnaire, which typically consists of multiple-choice questions designed to assess four main learning styles: Visual, Aural, Read/Write, and Kinesthetic.

The second step in this process was Administer the Questionnaire: Explain the Purpose: Begin by explaining to the students the significance of understanding their learning styles and how it can aid their academic success. Then, distribute the questionnaire: Hand out printed copies of the VARK questionnaire or provide an online link for completion. Set a Time Limit: Allow students a specific time (usually 10-15 minutes) to complete the questionnaire to ensure they can focus without feeling rushed.

The third step in this process was to Collect Responses : Gather Questionnaires: After students have completed the questionnaire, collect the physical copies or monitor the submissions if done online. Check for Completion: Ensure all students have answered all questions to obtain comprehensive data.



The fourth step in this process was to score the responses

1. Scoring Method: Each question corresponds to a particular learning style:

- Visual: Focused on images, diagrams, and colors.
- Aural: Preference for listening and speaking.
- Read/Write: Enjoys reading texts and writing notes.
- Kinesthetic: Learns best through hands-on activities and movement.

2. Calculate Totals: Tally the responses for each learning style to determine the total scores. Higher scores indicate a stronger preference for that learning style.

The fifth step in this process : Analyze the Results

1. Interpret Scores: Evaluate the total scores to identify predominant learning styles.

- Visual Learners: High scores in visual-related questions.
- Aural Learners: High scores in auditory-related questions.
- Read/Write Learners: Strong preference for text-based input.
- Kinesthetic Learners: Preference for tactile, hands-on approaches.

2. Identify Hybrid Preferences: Many students may have preferences across multiple styles; categorize them accordingly (e.g., Visual-Aural Learners).

Step 6: Provide Feedback

1. Individual Reports: Share personalized results with students, highlighting their preferred learning styles and what they mean for their study habits.

2. Group Presentation: Consider presenting aggregate findings to the class to foster discussion on diverse learning preferences and strategies.

Step 7: Implement Teaching Strategies

1. Tailor Instruction: Use the insights gained from the analysis to adapt teaching methods, incorporating various instructional strategies that cater to different learning styles.

2. Encourage Self-Advocacy: Teach students how to utilize their preferred learning styles in their study routines, helping them select appropriate study techniques and resources.

The aforementioned procedures took four weeks, started in November, 2 and ended in December, 2. The target school was 31<sup>st</sup> school, Uychi district, Namangan.

#### TOOLS

In the research study several tools were used. After identifying students' background knowledge and their preferred learning style, materials were distributed and analyzed.

Most of the students (about 78%) preferred an Auditory learning style. Thus, most materials given to pupils of experimental group during the lesson were video clips, music and dialogues. To check the teachers' opinions teachers were asked to participate in online quiz and submit their answers.

To find out the pupils' perceptions and opinions about the usage of the visuals and paper-based questions were used.

#### Analyzing Data

In the study, the data were analyzed by comparing general background knowledge of English and survey results of group, 8<sup>th</sup> form, and teachers' answers were given in the pie and bar chart and table. According to OXFORD ( 1990, 2011), the range from 0% to 49% is low-



frequency strategy use, between 50% to 69.9% is considered medium, and 70% or above is regarded as high-frequency strategy use.

## RESULTS

Table 1 demonstrates the results of pretest language proficiency that checked students' average background knowledge. According to the results of the analysis, the mean score of the experimental group was 46.15, while the mean score of the control group was 53.84. The  $t$  value of -7.69 shows the difference between the knowledge of pupils in the given words.

Table 1

Background knowledge of the pupils	Group	N	Mean	T
	Experimental(first)	13	46.15	-7.69
	Control (second)	13	53.84	

Table 2 shows the results of the after the research has been conducted and positively for both experimental and control groups. While the experimental group's average results soared up to 69.23 with materials such as video clips, music and dialogues since most of the students (about 78%) preferred an Auditory learning style. The control group improved their language learning ability to 61.53 percent that shows the effectiveness of teaching traditionally. Finally, the difference between groups was that experimental group had 23.08 percent improvement, and for the control group it was 7.69.

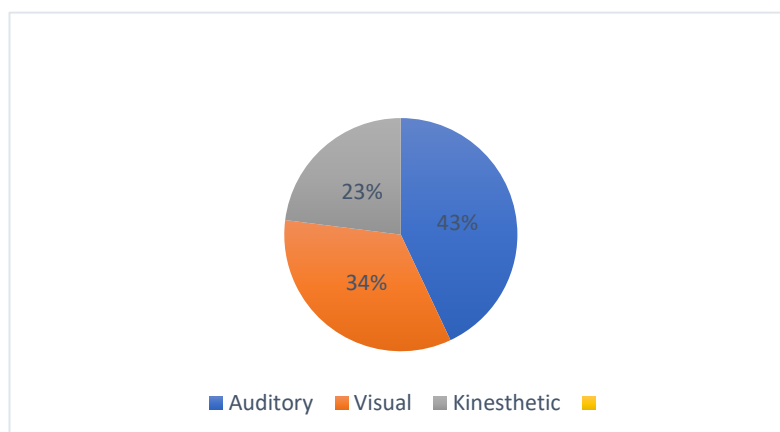
Table 2

Post test Results	Group	N	Mean	t
	Experimental(first)	13	69.23	
	Control (second)	13	61.53	-7.7

We have collected an analytical survey from colleague teachers, who have from 3 to 15 work-experience in teaching English as a foreign language, and analysed questions outcomes, in detail.

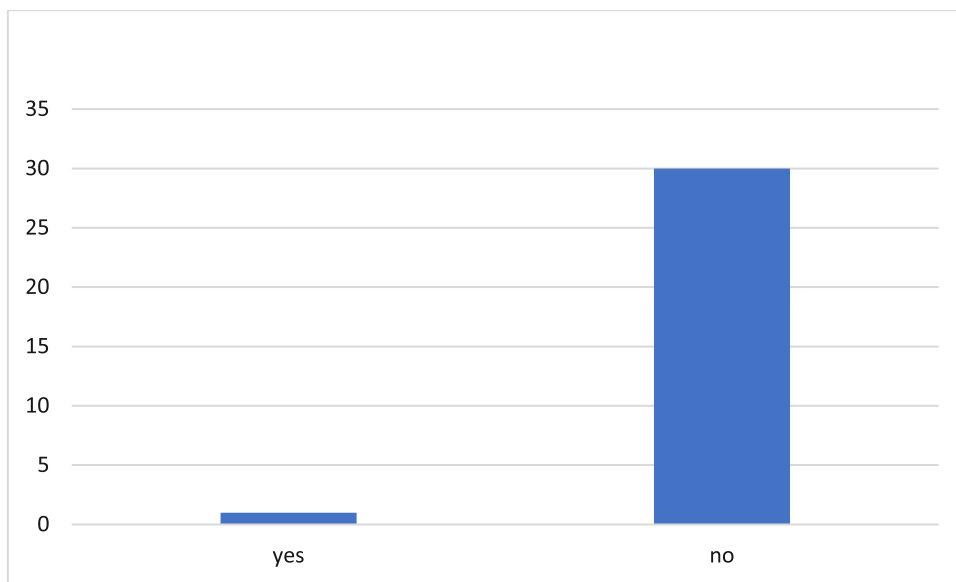
### The results of teachers' survey

**1. What are the primary learning styles you observe among your students in the language classroom (e.g., auditory, visual, kinesthetic,)?**



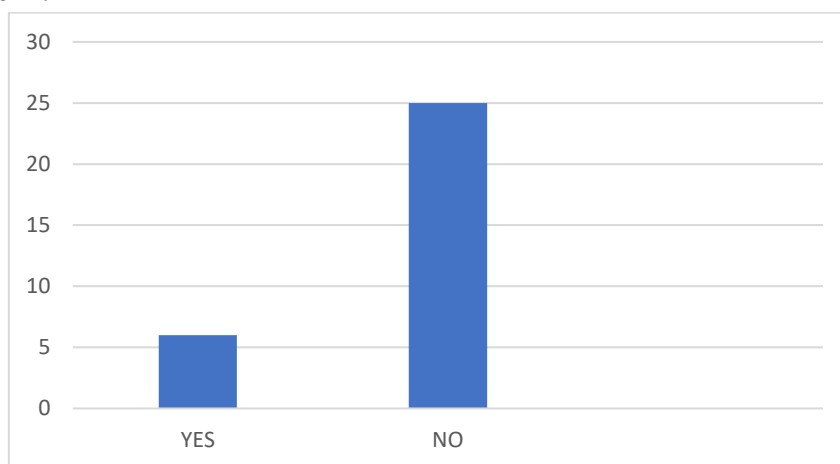
This simple text-based pie chart visually shows the proportions of each learning style reported by the teachers. According to the pie chart above Auditory learners constitute 43% of the responses while the other two groups namely Visual and Kinesthetic learners make up 34% and 23% (respectively) of the responses.

**2. Do you identify the predominant learning style of your students at the beginning of the course?**



This bar chart aims to find out the teachers’ opinion about the identifying the predominant learning style of the students in improving students’ language learning skills during English lessons. Except one individual, all the teachers disagree about identifying the predominant learning style of the students.

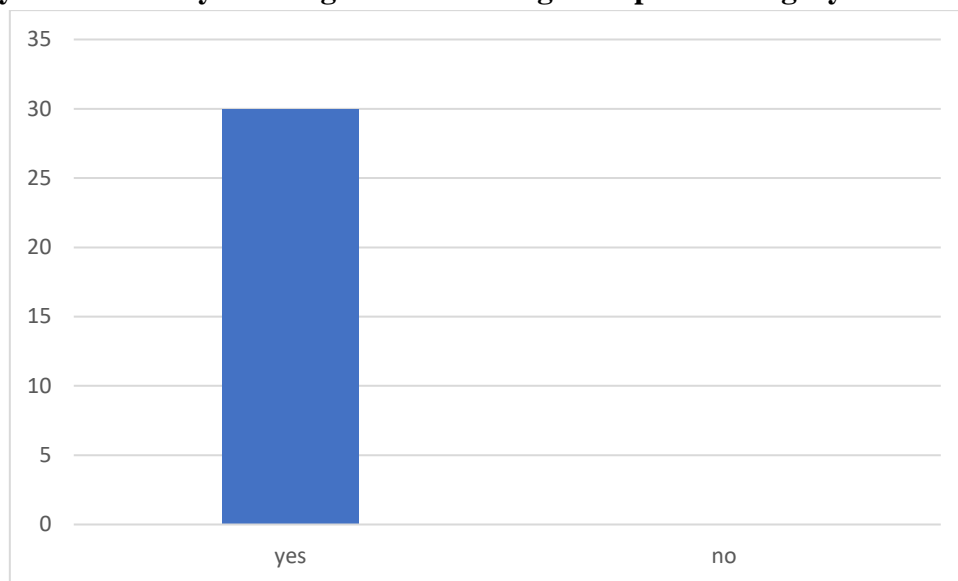
**3. Do you adapt your teaching methods to cater to different language learning styles in your classroom?**



Only 6 teachers often adapt their teaching methods to cater to different language learning styles, while 24 teachers never adapt teaching methods in their lessons.

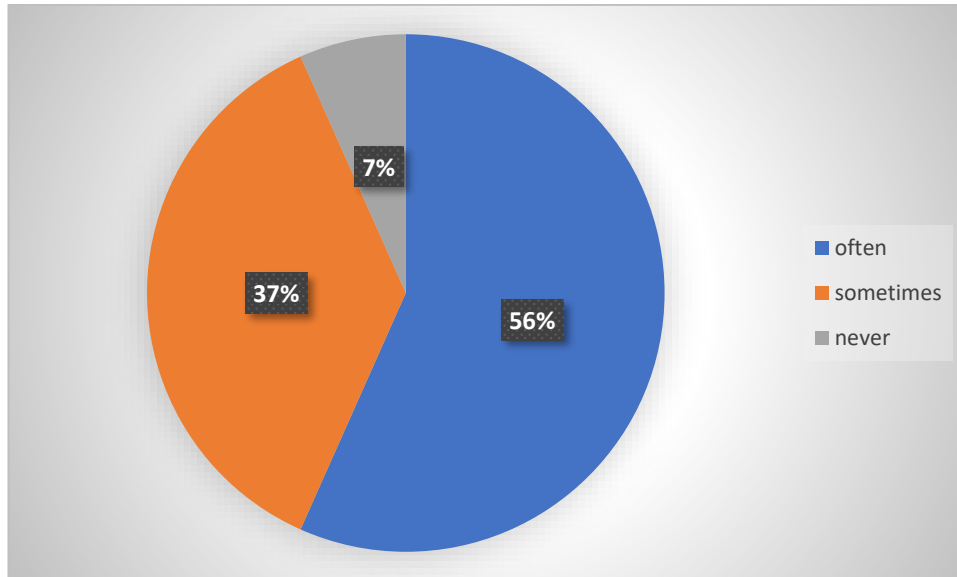


**4. Have you noticed any challenges in addressing multiple learning styles at once?**



According to the present survey results, all of the instructors observe challenges in addressing multiple learning styles during the English lessons.

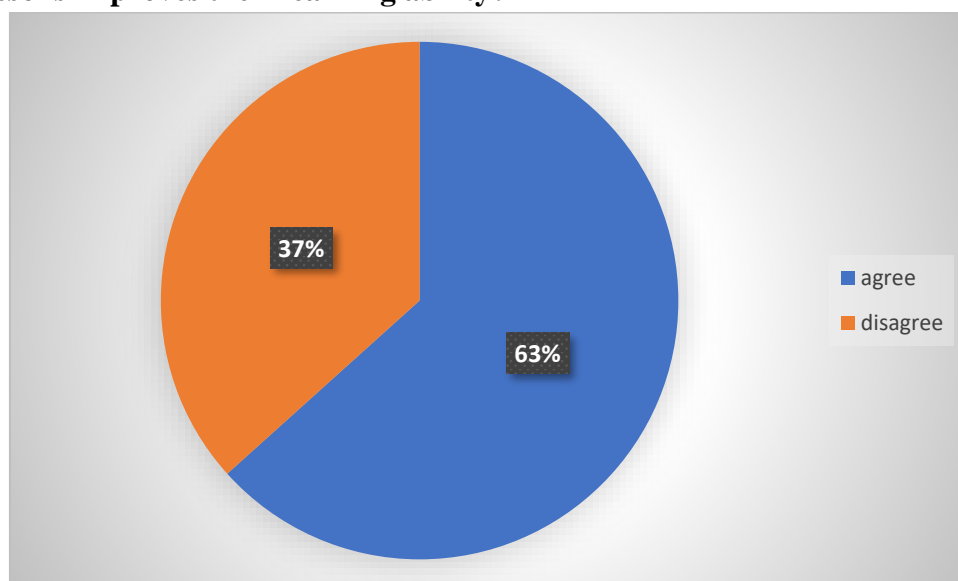
**5. Do you use technology or digital tools to enhance learning for different styles in your language teaching?**



The chart indicates that 56 percent of teachers have a frequent access to the technology for using to enhance learning for different styles in their teaching, while about 37 percent have access occasionally and 7 percent lack access completely.



### 6. Do you agree that appropriate materials usage according to the students' learning styles during the lessons improves their learning ability?



The majority of teachers, 63 percent, believe appropriate materials usage according to the students' learning styles during the lessons improves their learning ability, while 37 percent of teachers disagree with this statement.

### DISCUSSION

The recognition of diverse learning styles among students is important in enhancing language acquisition. By providing learners with the tools to evaluate their own preferences—whether they are visual, auditory, read/write, or kinesthetic—make learning experiences effectively. This self-awareness create a proactive approach to education, allowing students not only to identify strategies that are more effective for them but also to implement these strategies in their study routines. The study focused on two groups of 8<sup>th</sup>-grade students: the experimental group (8<sup>th</sup> A first group) and the control group (8<sup>th</sup> A second group).

The findings suggest that, with the awareness of learning styles and appropriate learning strategies enhanced the experimental group students' learning ability and reduced the overall time spend while by using traditional method the control group students learning behavior remained.

However, in diverse group of students ( each has different learning style) teachers may face certain challenges while creating an effective learning atmosphere and using preferable materials. Besides, even if teachers manage to hand out the suitable tasks for each student they may lack time in ordinary school classes. In this case, in order to achieve better results teacher may use the suitable materials for most students who prefer same language learning styles and strategy.

### CONCLUSION

As I conducted my research, I explored the interplay between learning styles and effective educational strategies, discovering valuable insights into how to foster engagement and knowledge acquisition. With the awareness of preffered learning style and effective strategies





pupils can master the language more easily and more effectively. Moreover, they experience no more boredom.

The systematic approach outlined in this study facilitates a deeper understanding of students' learning preferences and enhances instructional methods in an EFL context. By administering the VARK questionnaire, collecting responses, scoring them, and analyzing the data, we have gained valuable insights into the predominant learning styles among our students. The findings revealed a significant preference for auditory learning, with 78% of students favoring aural strategies, indicating a clear direction for future teaching practices.

Implementing tailored instructional strategies that align with students' preferred learning styles not only fosters a more inclusive learning environment but also promotes academic success. The individual reports provided to students can empower them to leverage their strengths in their study routines, while the aggregated class data encourages discussions about diverse learning preferences—thereby enriching the classroom community.

Additionally, feedback from teachers through online quizzes emphasizes the collaborative nature of this initiative, allowing educators to reflect on and adapt their teaching practices based on the identified learning styles. These combined efforts ultimately aim to enhance both teaching efficacy and student engagement in language learning.

This study serves as a foundational step in creating an adaptable curriculum that recognizes and addresses the diversity of learning styles present in the classroom, paving the way for a more effective and dynamic language learning experience.

## REFERENCES

1. "Language Learning strategies: Theory and research by Carol Griffiths( School of foundation studies AIS St Helens Auckland, New Zealand February 2004)
2. Diana Larsen (Techniques and principles, Learning strategy training, cooperative learning, and multiple intelligences, p159).
3. Oxford, R. L. (2003). Language Learning Styles and Strategies: An Overview. GALA, 1-25.
4. Cohen, A. D. (1998). Strategies in Learning and Using a Second Language. Teaching English as a Second or Foreign Language—The Electronic Journal for English as a Second Language, 3.
5. Neil Fleming 1987.
6. OXFORD, R. (1990). Language learning strategies. What every teacher should know. Newbury House
7. OXFORD, R. (2011). Teaching and researching language learning strategies. Routledge.

