



A STUDY ON DIFFERENT LEARNING STYLES AS THE METHOD OF ADDRESSING INDIVIDUAL CHILD NEEDS

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Abstract

Everyone learns best in their own unique way. Chances are, each understudy in your group has an alternate favored learning style, which can make it challenging for you to be the best educator. Be that as it may, by attempting to integrate different techniques into your educating, you might have the option to arrive at most of your understudies. At the college level, students are expected to know how to get along with most teachers, but it doesn't hurt to help them out a little! The three main learning styles and how you can accommodate them are listed below. A person with a visual learning style prefers things that can be seen or observed, such as movies, flipcharts, diagrams, pictures, demonstrations, displays, handouts, and so on. These people will say things like "show me" and "let's look at that," and they will be able to do a new task most effectively after reading the instructions or watching someone else do it. These are the individuals who will work with lists and written instructions..

Keywords-learning styles, students, visuals

Introduction

Numerous ESL educators experience understudy obstruction when they present an educational action in the study hall. A few understudies need more chances to partaking in free discussions, communicating their desire towards a more openly situated approach. Then again, there are the people who might favor more accentuation on syntax educating. We believe that these learner differences should be taken into account by the teacher when deciding what activities to do in a language classroom. Students' learning processes are greatly influenced by their learning styles. Today, there is a growing gap between faculty and students, between teaching and learning, in colleges and universities. The learning process itself suffers as a result, and faculty frequently interpret new students' natural differences in learning patterns as deficiencies. What might be occurring, then, is a crucial "confound" between the favored styles of workforce and those of understudies. Educators should instruct this to their understudies. Teachers put in a lot of effort to improve their own teaching methods and keep teaching students about different ways to learn, like how to build word power and read better. Nonetheless, they fail to remember a certain something, the main one, which one suits them most. Understudies won't adopt the strategy suggested by the educator, and apply that to their learning practice. Therefore, teachers are expected to identify the internal preferred learning styles of their students so that their teaching methods can be compatible with the learning styles. Individuals learn best in different ways according to their learning styles. The idea of learning styles is based on the idea that people in groups often learn the most quickly by using different and preferred methods. A person's learning style may affect how well they absorb information, comprehend procedures, cultivate



competencies, and comprehend how to apply particular skills in a real-world setting. For instance, some people might learn best by reading materials on their own, while others might do better in a setting where students work together to learn. Over the long haul, this idea has been educated by different contending hypotheses that endeavor to make sense of the distinctions in educational experiences. It has been difficult for educators, academics, and theorists to agree on the most effective definition and evaluation of learning styles in light of this diversity of perspectives. Hence, while the suggested utilization of this idea is fairly conflicting, it's significant for people to comprehend their specific learning styles so they can be key and develop accomplishment while chasing after preparing, improvement and schooling open doors.

The various ways in which we learn, process, and retain information are referred to as learning styles. Every young child acquires knowledge through meaningful hands-on activities like touching, moving, and doing. Additionally, children learn through hearing and seeing. You will begin to notice your child's strengths and preferences as you observe them, which will tell you something about how your child prefers to learn. If you want to help your child develop his strengths, keep in mind that challenging him also helps him grow. Your youngster can succeed in various regions. As a result, give your child a wide range of experiences to help him or her discover new talents and interests that will expand his or her perspective on the world. It is always helpful for the teacher to divide the students into groups based on their learning styles and give them activities based on their learning styles in a class that has students with a variety of learning styles and strategies. They should find this appealing because they will enjoy themselves and succeed. For instance, the extroverted group may be required to verbally communicate some ideas in front of one or more class members. Then again, the gathering made up the thoughtful may require a consolation to share resoundingly and may need the security of writing down a couple of notes first and maybe imparting to another individual prior to being welcomed or expected to partake in a gathering conversation. Teachers should make an intentional effort to incorporate a variety of learning styles into their daily lesson plans, regardless of how students will be grouped. Coding the lesson plans so that a quick look at the completed plan reveals whether different learning styles have been included is one easy way to accomplish this. Putting "A" or "V" next to exercises that indicate whether they are principally interesting to the scientific student or the visual student will act as a wake up call that there is a requirement for combination of both sort of exercises. In the mean time, basically assigning different pieces of the example plan with letters (I for individual, P for pair, SC for little gathering, LG for huge gathering) and different images reminds the educator to focus on learning styles. In the event that the coding framework is utilized consistently, it turns out to be exceptionally normal to think as far as giving the setting and the exercises by which all students can discover some piece of the class that especially requests to them. A learning style is the way that various understudies learn. A way of learning alludes to a person's favored method for engrossing, process, fathom and hold data. The four key learning styles are: visual, hear-able, material and kinaesthetic. Visual students like to utilize pictures, diagrams and pictures to coordinate

and convey their contemplations and advance best from utilizing streak cards. Students who are auditory learners prefer to listen, debate, memorize, and discuss in class. They advance best from book recordings instead of print ones. Tactile learners find opportunities to participate in demonstrations, write, or construct models. They learn best through touch and movement. Sensation students like to involve their entire body in the educational experience — they use motions to impart thoughts and learn best in an active climate.

A person's method of making sense of new information, typically through sight, touch, and sound, is referred to as a learning style. Even though they aren't used nearly as much as the other three, smell and taste can still be useful for consolidating ideas in our minds.

Types of Learning Styles

These are the four main types of learning styles:

- **Visual** (learn through seeing)
- **Auditory** (learn through hearing)
- **Tactile** (learn through touch)
- **Kinesthetic** (learn through doing and moving)

Visual learners learn through seeing. Children who are visual processors tend to observe a parent's or teacher's body language and facial expressions for content and learn through demonstrations and descriptions. They tend to have well-developed imaginations and often think in pictures. Too much movement or action in a classroom may cause distraction for them. For older children who read, written instructions may help clarify verbal directions.

Auditory learners learn through listening. Children who are auditory processors learn through participating in discussions and talking things through. Verbal directions may help clarify instructions or written information. Too much noise may be distracting and children with this strength may learn best in a quiet environment.

Tactile learners learn through touch. Children who are more tactile prefer activities or projects that allow them to use their hands. Your child may prefer doodling or drawing to aid memory.

Kinesthetic learners learn through moving and doing. Children who are more kinesthetic learn through physical sensations and may have trouble sitting still for long periods. A hands-on approach that allows your child to actively explore her physical world helps her learn best.

How Can You Determine Your Child's Learning Style?

The best way to learn about your child's learning style is to observe what he or she is doing. Actions, interests, and preferences will provide information about how he or she is processing information.

If your child has developmental delays, you may find that you often focus on what your child isn't yet doing. Instead, try to focus on his strengths and favorite activities. All children, even the most challenged, have interests and preferences. Identifying these helps increase a child's motivation for learning.

Speak with family members and your child's team to develop an inventory of toys, objects, and activities that are meaningful for your child. Ask yourself questions like these:

- What types of toys does she prefer? Does she prefer quiet activities or lots of movement?
- Does he like to read books and draw pictures? Does he prefer to be shown how to do something rather than being told verbally?
- Is she active? Does she like to move and participate in more active activities?
- Is he drawn to numbers and patterns?

How Can You Support Your Child's Learning Style?

Parents and teachers have a tremendous influence on children. Understanding how a child learns can improve how we teach them. Early childhood programs are often organized in a way that supports the range of children's strengths and needs.

This includes having:

- Adequate periods for movement
- Group circle and music time
- Learning centers in the classroom that include a myriad of experiences (for example, reading corner, block area, manipulatives/fine motor area, outdoor play, and art)

This supports participation of children with a wide range of learning styles, while also exposing children to experiences they may not typically seek out.

As adults, we can help children better understand their strengths and individual differences, while supporting challenges. You can seek out real-world experiences that extend your child's learning. For example, if your child is interested in fish and aquatic life, visit an aquarium. Your child will retain more information and develop a broader understanding of the world if information is meaningful and presented in a way that meets his or her individual learning style.

Why are learning styles important?

Learning styles are important because they can help many individuals—including students, educators, professionals and learning and development specialists—better understand the particular modalities that can help learners process information most effectively. Here's a brief outline of how the concept of learning styles can inform and benefit the work of these various individuals:

Students: When students understand their own learning styles, they can optimize their approach to studying and homework. In addition, students can ask their instructors for accommodations to help them succeed.

Educators: Understanding the array of learning styles available in classroom instruction can help educators better differentiate their lessons to accommodate students' particular needs.

Professionals: Professionals in any career that requires continual development, growth and learning can benefit from understanding how they process information most effectively.

Learning and development specialists: Similar to educators, learning and development specialists who understand how learning styles work can offer professionals instructional differentiation to facilitate their learning.

Tips for finding your learning style

There are various ways you can assess your learning abilities and determine what learning style best suits your needs. Here are a few tips to consider when trying to identify your personal learning style:

Take an assessment. There are various assessments available online through which you can identify your learning style based on the guidelines of different theories.

Experiment with different learning methods. It may be helpful for you to experiment with learning the same materials through different methods to determine what style best suits your needs.

Reflect on your learning experiences. You can consider your past learning experiences and think about what methods of acquiring knowledge have been most successful for you over time.

Ask your supervisor or instructor for feedback. As a student or professional, you can solicit feedback about your learning style from a supervisor or instructor who may be able to provide insight into your ability to process information.

Teaching techniques involved in learning styles

An emphasis on mechanical memory and a teacher-centered, book-centered, grammar-translation method have traditionally dominated EFL instruction in China. These conventional language showing approaches have brought about various normal learning styles, with visual getting the hang of being one of them. A teacher's lesson plan must be designed with the students in mind. You should set objectives for your teaching methods once you know the students' learning styles. This necessitates using learning styles to differentiate instruction. In a perfect world, you should incorporate all learning styles so that each student can learn in the way that works best for them that day. Concentrates on demonstrate the way that matching helping styles to learning styles can altogether improve scholarly accomplishments, understudy disposition and understudy conduct at the school level. This does not imply that exclusively instructing students in their preferred methods is the best option. The fact that students learn more when information is presented in multiple modes rather than just one is a point that educational psychologists would not dispute. According to a study conducted several decades ago, students retain 10% of what they read, 26% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say as they do something (Stice,1987). This point is supported by the findings of the study. In my teaching practice, I use the following strategies:

- 1) Balance concrete information (such as data, facts, experiments, and outcomes) with abstract concepts (such as principles, theories).
- 2) Equilibrium material that underscores commonsense critical thinking strategies with material that accentuates crucial comprehension.
- 3) Make extensive use of illustrations, graphs, and brief sketches both during and after the presentation of written material. If possible, show movies or give demonstrations.



- 4). Don't lecture and write on the blackboard every minute of class time. Allow students to independently learn what they have been taught at short intervals. 5) In advising and in class, talk to students about their learning styles. Pose questions and problems for them to work on in small groups. Learning that not all of their academic issues stem from personal shortcomings provides students with reassurance. Making sense of for understudies how they learn most effectively might be a significant stage in assisting them with reshaping their opportunities for growth so they can find success.
- 6) Try to come up with some activities that use as many of the senses as possible to help students learn English. For instance, games that require students to write down what their classmates tell them, which they have already memorized, and passage dictations that are relatively long.
- 7) Encourage students to learn English online, such as by sending writing assignments via email and reading online materials (the experimental class uses a web-assisted textbook called New Horizon College English).
- 8) Inspire learning Instead of simply giving students more information to memorize, teach new material as much as possible in the context of a situation to which they can relate in terms of their own personal experiences. Teachers who are presented with this list of techniques may believe that it is impossible to cover all of the requirements and the syllabus in English class. The thought, in any case, isn't to embrace every one of the methods on the double yet rather to pick a few that look possible and give them a shot a periodic premise; furthermore, attempt a couple of all the more later in class. As a result, a teaching method that works well for students and is comfortable for teachers will naturally develop, potentially enhancing learning quality dramatically.

Conclusion

Envision a normal kindergarten homeroom. Without a doubt, a few understudies are centered around the substance and others are glancing near, squirming with their garments, or conversing with a companion about what's for lunch. I've learned that because students learn in different ways, it can be hard to get a whole kindergarten class interested in a lesson, asking questions, discussing, and participating. To learn the material, some students require movement, others require visuals, and still others may require a catchy song or phrase. As educators, we are aware that each student has unique learning styles. There are students who learn through auditory, kinesthetic, and visual methods. A student's likelihood of success in the classroom increases with their level of engagement with their education. The first thing you should do as a teacher is learn about and comprehend the various learning styles. After that, you should give your students a variety of learning experiences to meet their individual requirements.

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