

# LEARNING STYLES, APPROACHES AND STRATEGIES IN ENGLISH LANGUAGE TEACHING PROCESS

Вінницький національний технічний університет

**Анотація.** Стаття спрямована на дослідження стилів навчання, підходів та диференційованих стратегій навчання у процесі викладання англійської мови. За наявності відповідного набору ресурсів, матеріалів та педагогічної підтримки, студенти самі собі будуть визначати цілі вивчення мови та отримувати підтримку у їх досягненні ефективними способами, які їм справді цікаві та можуть співіснувати зі способом життя та зі стилем навчання кожного студента.

**Ключові слова:** стилі навчання, автономний підхід, диференційоване навчання, індивідуалізоване навчання, самостійне навчання.

**Abstract.** The article aimed at exploring learning styles, approaches and differentiated learning strategies in English language teaching process. With an appropriate range of resources, materials and pedagogic support, where students would set their own language learning purposes and would be supported to reach these goals in ways which are effective, which are of real interest to them and which can co-exist with each student's lifestyle, not just their learning style.

**Key words:** learning styles, autonomy approach, differentiated learning, individualised learning, self-directed learning.

## Introduction

Learning process requires an appropriate way or style in learning the lesson. The students will learn in the flow of their learning style consciously or subconsciously. Learning style will facilitate the students to learn language in their best. According to Peirce, learning style is the method that the people prefer it over those other methods in learning. So, learning style can be determined based on students' preference in learning language. The information of students' learning style will much help the faculty or school to design the learning process which can accommodate the student's learning well.

## Research results

Many researchers have attempted to define different aspects of individual differences in the learning process. These researchers have centered much on such fundamental questions as: 'What makes a "good language learner"?' and 'Why do some students achieve proficiency more efficiently and easily than others?' One of the reasons is that there are considerable individual differences in language learning in terms of gender, age, social status, motivation, attitude, aptitude, and culture. What works for one learner might not work for another. There is the fact that students take in and comprehend information in different manners. The different ways of how a learner takes in and processes information are collectively referred to as learning styles or learning preferences [1].

All learners have individual characters regarding to learning processes. For example, some learners may respond to hands-on activities, others may favor visual presentations. All students have their own learning styles and learning strengths and weaknesses. Some learners are visual and prefer to learn by charts, whereas others like to learn by spoken explanations, and are called auditory learners. Mismatch between teaching and learning styles causes learning failure, frustration and demotivation [3].

The challenge for educators is to assist people to reach their full potential, to maximize their opportunities and to accomplish individual goals. However, all this must be achieved withing a social context. Whether at the level of the individual, the group, the community, the society, or humankind generally, learning in its fullest sense is a social activity, and the attainment of full personal autonomy in learning language must recognize this interdependence [2].

Activities which fall under the umbrella of learner autonomy have been given a variety of labels, including 'individualised learning', 'self-directed learning' and 'study skills'. These practices recognise differences amongst learners, and practitioners cater for and encourage this diversity. For example, teaching 'study skills for language learning' is often done to provide learners with the ability to then go on to cope with the target language directly and learn effectively with minimum support from teacher and it is considered by some teachers and publishers – as 'developing learner autonomy'. The Autonomy approach as 'self-directed language learning'. Withing the types of learning are often associated with learner autonomy, both a range of freedom and a range of teacher support possible [4].

One of the interesting developments in individual differences research is to move from regarding influences, such as aptitude (motivation, learner strategies, learner styles), as invariant and unidirectional in influence and

instead seeing how instruction can be adapted to take account of the characteristics of learners and thereby become more efficient.

This is an approach originated in the field of Cognitive Linguistics that recognises the difference in learners' ability in different skills areas. A vast amount of research has been conducted on individual differences, and it is most commonly associated with terms such as 'learner styles' and 'cognitive style' [2].

In practice, the teacher often produces several versions of either a task or a text – a range of levels to cater for the range of proficiencies in the classroom. This is often teacher-led in terms of the materials used, but the classes are both student-centred – in the way the tasks are implemented – and student-led to a degree, if the students are allowed to choose which level they want to work at on any particular day. The idea of allowing students to choose materials above or below their 'level' is an interesting one – catering for different levels and offering choice are therefore a good fit with self-directed language learning [5].

*Individualised (or personalised) learning approach* focuses on the needs and wants of individual learners. Students are taken through the process of designing, implementing and evaluating an individual learning plan. This particular area of learning allows for a blend of classroom and out-of-class activities – such as online, self-access centre or community interactions [1].

While 'individualised' learning is something mistakenly considered as 'individual' learning, there is no reason for this to be *isolated* learning. Individualised learning often involves learning with others and from others – to share ideas and achieve overlapping individualised goals

*Self-directed English learning approach* – a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources and evaluating learning outcomes [5].

### Conclusions

Raising awareness of language learning styles, approaches and strategies is often the main focus of developing students' self-directed language learning skills. By introducing different ways of making language learning more effective, teachers are essentially setting up the conditions to keep the learners invested in their learning, while supporting proficiency development.

When introducing explicit learning approach and strategy instruction, it is important to bear in mind the following:

- The number of strategies used is less important than the relevance of the approach, style, strategy to the task and the learner.
- Strategy instruction works most effectively when both teachers and learners consider the learners' level, the socio-cultural context and the learner's goal.

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Кобилянська Ірина Василівна – к.пед.н., старший викладач кафедри іноземних мов Вінницького національного технічного університету, м. Вінниця. [ikobylianska@gmail.com](mailto:ikobylianska@gmail.com)  
Kobylianska Iryna Vasylyivna – Candidate of Pedagogy, Senior Lecturer at the Foreign Languages Department, Vinnytsia National Technical University, Vinnytsia. [ikobylianska@gmail.com](mailto:ikobylianska@gmail.com)