Matching Learning Styles with Teaching Styles: An Overview

MAM Sameem

English Language Teaching Unit, Faculty of Arts & Culture
South Eastern University of Sri Lanka
risameem@yahoo.com

Abstract: Research on learning styles is essential as has been amply demonstrated by modern studies that correct matching of teaching and learning styles often leads to ensuring efficiency and effectiveness and results in positive outcomes for both the students and teachers alike. Catering to the learning preferences of each and every student in a single classroom existing in time and resources constraints is next to the impossible from pragmatic perspectives. Matching learning styles and instructional strategies can improve education and training efficacy. The values based on learners' developing instructional methods that adapt to those patterns expand traction in education, with numerous organizations and businesses offering learning styles as professional development courses for teaching. The study is an overview of the aspects pertaining to and relevant for improving the learners' accomplishments through the means of matching teaching and learning styles to ensure their compatibility. The theoretical approach consists of examining relevant literature and presenting various views on how to match learning with teaching strategies. It will be determined by a review of the literature and data analysis.

Keywords: Learning and teaching style, matching learning and teaching styles

1. Introduction

It is usual that most of ESL teachers confront learner resistance when implementing a new teaching activity in classes. Some students express a desire for more opportunities to engage in free conversations for a more communicative approach. It is suggested that while deciding what activities to do in a language class, the teacher should take such variances into consideration. There's no arguing that teachers and learners differ in a variety of ways. Understanding learners' learning styles can assist both teachers and students. It is necessary to identify and comprehend the style of learning, in order to engage students in active learning. Many studies on the compatibility of learning styles have been published (Naimie 2010; Mayer 2006).

Teaching style has also received attention, teachers should have knowledge of learners' learning needs, preferences, the necessary instructional methods required to meet learners' necessities, and teaching methods. Recently, there has been a greater emphasis on learning and teaching styles. Neil Fleming's VARK model and Howard Gardner's Multiple Intelligences Theory are two major framework.

The VARK learning styles framework was developed by Neil Fleming in the late 1980s as a tool to help individuals and educators understand and address the diverse ways people prefer to learn. Neil Fleming's VARK model has since gained recognition and popularity in the field of education and has been used to improve teaching and learning strategies for individuals with various learning preferences. This VARK framework is a popular framework that categorizes individuals into four primary learning preferences: Visual, Auditory, Reading/Writing, and Kinesthetic. Visual learners prefer to process information through visual aids like diagrams and charts. Auditory learners excel when information is presented verbally or through discussions. Reading/Writing learners thrive when they can read and write about the subject matter. Kinesthetic learners learn best through hands-on experiences and physical activities. Understanding one's VARK learning style can help individuals tailor their study and learning strategies to better suit their unique preferences, eventually enhancing the students ability to captivate and retain information effectively

Howard Gardner's Multiple Intelligences Theory (1983) is a radical educational framework that challenges the traditional notion of intelligence as a single, uniform entity. Gardner's theory suggests that human intelligence is multidimensional, comprising a diverse range of distinct intelligences, each with its unique set of capabilities. These intelligences comprise linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. Gardner's theory has had a deep impact on education, underlining the importance of recognizing and nurturing individual strengths and talents rather than adhering to a one-size-fits-all approach to learning. This perspective has transformed the way educators approach teaching and has paved the way for more personalized and inclusive educational strategies, catering to the diverse intellectual gifts that every

individual possesses. Gardner's work continues to influence pedagogical practices and underscores the richness of human cognitive diversity.

Teaching and learning style studies have been concentrating on the learning styles. Gender, age, and personality are frequently studied concerning learning styles (Severiens 1997). Most studies relatively revealed matching learning styles (Beck 2001). In the case of matching, it has a positive impact on the learners' learning process. Matches, on the other hand, might be helpful, mainly with low-level learners (Peacock 2001). This research aims to give some viewpoints on this topic.

Literature review

The present research reviews literature on sensory preferences, cognitive styles, learning styles, and personality types etc. These names have been used consistently in some circumstances, while they have been separated in others (Riding 1991). The "intricate manner in which learners most efficiently perceive, process, and recall what they are attempting to learn." James (1995). According to Reid (1995) the characterization of cognitive styles involves with "an individual's natural method of acquiring, retaining new skills and knowledge." Mortimore (2003) describes learning styles and cognitive styles are differentiated. As a consequence, learning styles, rather than learner attitudes, can be expanded over time. It should be emphasized that the boundary between cognitive and learning styles (Williamson 2006).

Keefe (1991) says that learning style is both a student attribute method. Learner attribute that indicates how a learner learns and enjoys learning. Every learner has a consistent style of experiencing and organizing information in the world through social cognitive styles, physiological learning styles, and character learning styles. Independence and dependent fields learning styles, reflective, and the Kolb experiential learning model. Auditory, visual, tactile, and kinaesthetic is the four sub-styles of sensory learning styles, according to Keefe (1991).

2.1 Categories of learning styles

In discussing the categories of learning styles one may observe that there are many different kinds of strategies (Kinsella 1996). Environmental elements, physical elements, emotional elements, psychological elements, and sociological elements are the five stimulus categories (Kang 1999).

Personality, sensory, and cognitive is the three sorts of learning styles. Global, field-independent, and the Kolb experiential are all examples of cognitive learning styles. Visual, Auditory, Reading and writing and kinaesthetic (VARK) learners are the four sub-styles of sensory. Tolerance of ambiguity styles is an example of temperament learning styles. Thus, the learning styles discussed in the research study. Visuals prefer to think in pictures and learn from videos, and diagrams. However, verbal learners get more knowledge from verbal explanations (Felder 1993). Individual differences in information processing are addressed by the concept of cognitive style. Messick (1984) proposed a generally accepted description of cognitive styles, describing them as individual variances in how they organize and process information. Fleming and Mills (1992) suggested "these four modalities that seem to reflect the experiences of students and teachers, although there is some overlap between them".

Auditory learners get knowledge via audio sources such as speaking dialogues and listening to others speak. Understand the internal meaning by attention to the speaker's ability's tone and pitch. They benefit from having stuff read aloud to them (Felder 1993). Kinaesthetic learners enjoy moving around and working with tactile materials. The students take frequent breaks and walk around the classroom (Oxford 2001) who observes that the intuitive learners tend to prefer information coming from their internal memory, and contemplation. They enjoy developing new theories and possibilities in a non-sequential, futurist, and large-scale manner (Oxford 2001). It has been globally noticed that the students focus on the larger picture, guessing the text's major theme. Such students prefer brief responses over detailed explanations, as per Csizér and Dörnyei (2005). Active learners like to work in groups and complete tasks effectively by practicing and debating them with others, whereas reflective learners prefer to work alone (Felder, 1993). Students want to work and learn on their own schedules while there are some individuals who prefer to study and learn in a group environment (Dornyei 2005).

2.2 Language Learning strategies

Wenden and Rubin (1987) study revealed that any series of operations, plans, procedures are utilized to facilitate storage and acquisition for the learners. The advantage of determining a learner's style is that it aids them in more efficiently solving difficulties. As generally conceived deliberate directions and learning approaches, the

successful learners with their difficulties will control their own life (Biggs 2001). Therefore, language learning strategy is an external skill to improve their learning in the classroom. Depending on the perspective of learning in a variety of ways.

Learning styles are based on research that shows that learners from diverse backgrounds receive knowledge differently as a function of heredity, environment, and significant environmental stress. Reid (1987) aims to classify learning styles into six categories. The first is a preference for visual learning styles. If they read, this sort of learner recalls and absorbs information and instructions better. The second primary learning style preference is auditory, in which learners recall knowledge by reading aloud while reading, especially when learning new material. The third major learning style preference is kinaesthetic, in which students will retain material better if they actively join in classroom activities, and field trips. The physical learning approach, in which students conduct in a laboratory, handle and work in the classroom. The significance of based on learners' learning styles and creating approaches that cater to those styles has won ground in the world of education, with numerous organizations and businesses offering learning styles professional development courses. As it has already been mentioned at the outset of this paper the academic interest on inquiring the learning styles has received an increased attention lately. This has further been pressurized by the demands by academic progress scrutinizers insisting on the making use of the best strategies for assisting learners. Koch (2007) categorically states that there has been no research concluding that more testing could lead to higher levels of accomplishment, yet in the meantime accepts the need for testing for improved levels of accomplishment. The educational world is beginning to see the especially in understanding the many methods in which students learn and the crucial role that this plays in determining broad academic success.

Observing is the best way for these learners to study. To comprehend the content of a lesson, they must observe the teacher's eye contact and facial expression. They may learn best from visual presentations and think in pictures. To absorb the material, they frequently choose to take comprehensive notes. They prefer oral lectures, conversations, and the opportunity to think things out and listen to what others have to say. Written information is most likely to be meaningless. Reading aloud and utilizing a tape recorder is frequently beneficial to these learners, says Gardner (1985).

A few definitions of learning styles are information in learning circumstances are referred to as learning styles. Students' learning styles as a term gives the meaning of the basic ways they take to learning a new language, such as global, auditory. The way a student perceives interacts with the learning environment (Celce-Murcia 1991). In general, cognitive and physiological characteristics are stable indications of how students respond to the learning environment (MacKeracher 2004). In all classrooms, there will be learners with multiple learning styles. Teachers who adopt their techniques and strategies to fulfil the requirements are an effective way to accommodate these learning styles (Hinkelman, 1992). Individual learning styles focus on various methods in which an individual learns, stores, and gathers information. As a result, each teacher-student relationship is unique.

2.3 Teaching Styles

Evidence shows that teachers' teaching styles are the most important factors affecting students' achievements both directly (Beck 2001; Huges 2009). Many researchers attempt to investigate teaching styles and information to improve teaching quality. Each teacher, like their learners, may communicate their teaching in a variety of ways, but only one approach or style was always used and facilitated their learners reach the goal efficiently (Kabadayi 2007). Individual beliefs, attitudes, inspiration, aptitude, and social background contributed to the various qualities (Peacock 2001).

Wong Sing Ying (2004), examining learning style preferences among UTM learners in Malaysia, focusing on gender, proficiency, differences, and similarities with the teaching style, states that male and female learners have similar learning style preferences, whereas high and low-proficiency students have different language learning styles. The research also revealed that language instructor teaching techniques varied and were influenced by instructional programs, but that language instructor teaching styles were more similar to the learning styles used by high proficiency learners. The study focused on varied genders, ethnicities, and levels of proficiency, whereas the current study's learners are all males of the same race and culture.

Teaching styles impact how to communicate in the classroom; failing to notice the different aspects of their students' teaching styles may fall short of developing a good educational framework. Teachers must learn to

understand and promote their students' cognitive styles in order to properly teach a diverse group of students (Bradshaw 2009). Many studies have revealed the critical and important impact of learning styles in language learning (Peacock 2001). Reid (1995), learning styles encourage learners to take responsibility to improve in the classroom.

2.4 Matching Learning Styles and Teaching Styles

There has been a long-standing discussion among teachers about the relationship and its impact on learners. Learning is a complex process that is influenced by a variety of elements, including the learner's characteristics, the teacher's skill, and the quality of interaction between the teachers and the learners. It is considered that when matching the format of their education, they learn effectively. The information is presented visually to a visual learner to learn effectively. This method is known as the "matching hypothesis" in its most recent incarnation (Pasher 2009) some discussions are based on reading relevant literature to learning hypotheses in the previous research. Learning style is one of the most important factors influencing how students learn a second language, according to Pasher (2009), who claims that learning style has the most effective effect on motivating and assisting students in school.

Masa and Mayer (2006) studying on 52 undergraduate students at California University in three experiments in a well-structured study, created a computer electronics course. Two different types of aid displays were created to provide images and printed texts to visual and verbal learners. The learning preferences and spatial abilities of verbalizers and visualizers were determined by the variety of measuring tools. Visualizers tend to learn more out of combined instruction that includes picture-based assistance screens while the verbalizers from the same type of instruction that includes word-based support screens. The findings demonstrated that those who were given support screens that matched their preferred style did not have a higher chance of succeeding. As a result, providing alternative teaching approaches for visual and verbal learners was not recommended.

Cook (2009) indicates that the statistical analysis found no statistically significant link between the two types of instruction. Learners with a sensory learning style perform better if they were given advice in which an issue was presented first, followed by the substantive data needed to solve the problem. In this situation, learners who learn intuitively perform better in completing two modules using the two guiding arrangements in the classroom. The hypothesis was not validated by the investigation to expand the learners' style for the matching learning styles (Felder 1993; Kolb1984). Teachers' guides to specific learning styles to help them get more familiar with new teaching approaches for learners. Despite the overall inadequacy of some learners and educators to transcend their styles, the benefits of style stretching. There are a variety of learning and teaching style assessments that may be used to evaluate and identify similarities between students and teachers. The same instrument is sometimes used to reveal both the learners and the teachers, which defines what is being matched.

When information is provided to the learner externally, for example, a visual learner learns better in the classroom. "Learning theory", in its new form, "matching hypothesis" is the name of this strategy (Pasher 2009). Researchers have defined the phrase "language learning system." Furthermore, learning techniques are defined as "the processes, plans, schedules, and arrangements of tasks by the learners to work with the accumulating, recovery, and information" (Wenden and Rubin, 1987). Learning methodology assumption that students participate in exercises with the intent of achieving specified goals and learning procedures can be considered as completely imagined meaningful bearings and learning techniques. Teachers of learning processes in the classroom can implement some of the following teaching strategies such as recognizing and reflecting on teaching and learning styles, encouraging questioning and discussion engaging learners with new problems and difficulties, using visual, audio, material, and sensation methods, as well as kinaesthetic strategies, to communicate, and assign open-ended activities that encourage creativity in the classroom (Wenden and Rubin 1987).

2. Conclusion

Research has established the importance of the proper utilization of the existing knowledge and insights on teaching and learning styles, as well as the aspects associated with each style. While there are advantages to matching teaching methods, it does not clear that this alone guarantees increased achievement in school or academics. Considering age, and educational level influence a student's learning, what was formerly chosen student's appreciated way of learning. Teachers must examine their own educational views and engage in a

continual testing process with themselves and their students, which involves observation, feedback collection, and critical reflection (Nuckles 2000). Even though there are benefits to matching teaching and learning styles. Teachers need to inspect their conviction structure concerning and take part in continuous sinteraction analysis, with self and with students, including perception, addressing, acquiring evaluative input, and basic reflection. Furthermore, Peacock (2001) suggests that "rather than attempting to accommodate multiple learning styles for a coordinated teaching style." It is dynamic to realize and investigate every individual learning style. Furthermore, students have more beneficial learning classroom management skills. Teachers should also make an effort to adapt their teaching approaches to their students' learning environments. Mismatching is often prescribed to be eliminated as it is accused of producing more low-level learners who are frustrated in the early stages.

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