

Creating Methods Suitable for Various Learning Styles in EFL Classroom

Erkinova Xursanoy A'zamjon kizi

Chirchik state pedagogical university, Tourism faculty, teacher, Uzbekistan

Received: 21 March 2025; **Accepted:** 17 April 2025; **Published:** 19 May 2025

Abstract: This article illustrates the importance of modifying teaching methods to assimilate different learning styles in English as a Foreign Language (EFL) classrooms. By investigating real literature and conducting a survey among EFL teachers, this research reveals actual techniques that accommodate various learners. The findings offers that differentiated instruction, multimedia resources, and learner-centered activities increase language acquisition and engrossment. The study determines with recommends for integrating these methods in EFL settings.

Keywords: Learning styles, instructional methods, educational strategies, student engagement, adaptive learning, experiential learning cycle, technology, academic results, student needs.

Introduction: The concept of learning styles has gained considerable attention in educational research, suggesting that individuals have preferred modes of receiving and processing information (Fleming Mills, 1992). Varying theories, such as Gardner's Multiple Intelligences (1983) and Kolb's Experiential Learning Theory (1984), emphasize the need for differentiated instructional strategies to cater to these preferences. The objective of this study to examine actual approaches for making instructional practices that provide different learning styles, basically academic results. In this technological era, instructors can collaborate online learning platforms with face-to-face experiences to form blended learning atmosphere. This lets for adaptability in how students capture with material and reproduce on their past affairs. Collaborative Learning: Group work and collaborative projects encourage learners to share diverse perspectives and experiences, enriching the reflective observation stage and enhancing overall learning. Technologies like e-portfolios, discussion forums, and simulation software can simplify the reflective cycle by allocating platforms for real experiences and learning practices. Technology can enhance learning experiences for mixed-level classrooms by providing personalized learning opportunities (Hattie Donoghue, 2016). Kolb's theory encourages a mindset of lifelong

learning where individuals continuously seek new experiences, reflect on them, and adapt their understanding over time. Learning styles refer to the preferred ways in which individuals absorb, process, and retain information (Felder Silverman, 1988). This is specifically significant in fast moving branches where current personal growth is important.

METHODS

This research deals with a mixed-methods approach, specifically, using Kolb's theory in practice. A literature review was managed to find out real fragments for learning styles and instructional methods. Afterwards, a survey was dispensed to 150 learners across different chastisements to evaluate their consciousness and application of learning style-based strategies in their teaching. Collection of information were examined using descriptive facts and thematic inquiries.

Teachers can make syllabuses that combine all four stages of learning, confirming that students capturing real experiences, viewing them, intellectualize fresh ideas, and implement what they've gained. In higher education system, Kolb's model supports experimental learning through positions, community-engaged learning programs, and actively involved in laboratory activities. Scholars can make curriculum that contain reflective journals or group debates to enable the reflective surveillance phase. In this case, jigsaw

method is well-suited for students' learning environment. Teachers divide the class into 2 groups and hand out different kind of topics for each team, then students individually give their opinions about each topic. This way, learners have the opportunity to gain information in a short time without reading the whole text. Students become "experts" on one part of a topic and then teach their peers, promoting accountability and collaboration (Aronson et al., 1978). Moreover, professionals can integrate community-engaged learning and pasture trips that let students to involve directly with their subjects, regarded by reflection and debate in class. Evaluations can be planned to assess not only integrating new knowledge but also the capability to review experiences and implement points in new settings. Portfolios that document a students' trip by the learning capacity can be productive evaluation device. Organizers can monitor students by the phases of Kolb's cycle utilizing strategies such as storytelling, contemplation periods, and brainstorming activities that influence active involvement of students and enhance mental awareness.

RESULTS

The literature review exposed a number of important learning style types, containing visual learners, auditory, reading and writing, kinesthetic learners and Gardner's Multiple Intelligences. The research outcomes showed that 78% of instructors acknowledged the prominence of modifying their teaching techniques to assimilate various types of learning styles. However, only 45% stated frequently applying such approaches in their lessons. Basic issue from qualitative answers covered the efficiency of interactive assets and cooperative learning in capturing various types of students. The most widely used approaches involves: educators conveyed utilizing different kinds of instructive techniques customized to single learner requirements. Integration of visual, auditory, and kinesthetic materials was prominent, with 78% of responder using interactive devices. Cooperative activities were preferred with encouraging interpersonal interaction and acknowledging collaborative learners.

DISCUSSION

The discoveries underlines major differences between instructors' understanding of learning styles and their implementation in teaching. This inconsistency come from insufficient of coaching and resources to apply distinctive techniques productively. To combine this differences, the research suggests a fragments for enlarging instructional methods that assimilate visual aids, interactive activities, and collaborative projects.

Upcoming research should concentrate on continued investigation to assess the persistent stimulation of these flexible approaches on student participation. The discoveries emphasize the prerequisite of implementing various teaching approaches to handle the individual learning approaches in EFL classrooms. Differentiated instruction corresponds with Gardner's (1983) Theory of Multiple Intelligences, which states that students gains variable strong points among diverse fields. Furthermore, the use of multimodal resources supports the principles of Universal Design for Learning (UDL), which advocates for providing multiple means of engagement, representation, and action/expression (Rose Meyer, 2002). Differentiated instruction is a pedagogical approach that tailors teaching methods to accommodate the diverse needs of students (Tomlinson, 2001). While the study underscores actual rules, it also admits the obstacles instructors come across. Specified improvement courses concentrate on coaching professionals to apply these approaches can increase their efficiency and encourage a more comprehensive academic setting.

CONCLUSION

Improving teaching techniques to assimilate varied learning styles is not only significant for encouraging a real EFL classroom but also act a critical part in supporting extensiveness and fairness in academic setting. The various characteristics of learners needs an adaptable methods that distinguishes and assess individual diversity, allowing all students to succeed in their language learning travel. The incorporation of differentiated instruction and multimedia resources has been revealed to considerably increase student participation and language learning process. By modifying teaching styles to address the exceptional requirements of auditory, visual, and kinesthetic students, instructors can form a more energetic and approachable learning atmosphere. This flexibility not only aids learners understand compound language terms more successfully but also promotes a sense of acceptance and stimulation, as students think their individual needs are admitted and admired. Moreover, the results of this investigation emphasize the significance of cooperative learning outcomes. Team works that inspire class discussion not only help collaborative students but also encourage mental awareness and speaking abilities crucial for linguistic skills. By imposing the strong points of different kind of learners through cooperative activities, professionals can foster a friendly educational network where learners can share their experience with each other.

REFERENCES

Fleming, N. D., Mills, C. (1992). Not Another Inventory,

Rather a Catalyst for Reflection. *To Improve the Academy*, 11(1), 137-149.

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.

Hattie, J., Donoghue, G. (2016). Learning Strategies: A Synthesis and Conceptual Model. *International Journal of Educational Psychology*, 5(3), 202-221

Felder, R. M., Silverman, L. K. (1988). Learning and teaching styles in engineering education. *Engineering Education*, 78(7), 674-681.

Aronson, E., Blaney, N., Stephan, C., Sikes, J., Snapp, M. (1978). The Jigsaw Classroom. Sage Publications.

Rose, D. H., Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. ASCD.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. ASCD.