



SELF-ASSESSMENT OF WAYS OF LEARNING LANGUAGE

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Abstract. This written article is related to self-assessment ways of learners' acquired knowledge via learning styles such as visual, auditory and kinesthetic (tactile) as well as implements some playful activities for language learners for each type of learning styles in the English language classroom.

Key words: learning styles, self-assessment, visual, auditory and kinesthetic (tactile) and playful activities

Learning process is regarded as being one of the dominant features of acquiring knowledge in any field and contributes to this field's advancement by inventing novel breakthroughs one after another. This is because knowledge is endless and the more one seeks the more they find. Accordingly, as each individual has their own character in spite of their country or nationality, they possess their separate learning styles while getting new knowledge or particular skill, which are not the same as other people with regard to the degree of learning styles. In other words, each person has their own learning styles and even it is thought that a person may have more than one style of learning, anyway one of them is dominant than the other. Actually, the styles are not mixed but they become handy in some situations when a person needs to use not only the dominant style but also the less dominant one in order to make comfort and convenience in learning process. This is because in learning process these learning styles are like frame or structure and at the same time helpful hint with which our task will be quite organized and quick. The VAK presents learning styles as follows;(F.Coffield 4,p.18)

- **Visual learning Style**

- **Auditory learning style**
- **Kinesthetic Learning Style(Tactile)**

If we briefly conclude the main meaning of each one, visual style is usually linked with illustrations and the learner usually tries to draw the situation into their mind or requires more presentations rather than theory. By this way, their information absorption could be improved by taking detailed notes and sometimes looking through diagrams, flipcharts, overhead transparencies, interactive whiteboards etc. This activity can be used at any proficiency level as a five-minute warm-up activity at the start of class. It can also be a vocabulary-building activity during class or a final activity at the end of a class period. Depending on your students' interaction preferences, they can complete the activity individually, in pairs, or in small groups.

Stage 1: Select a photo that is thematically related to the subject matter that you are teaching that day. For example, show a picture of process of a lesson

Stage 2: Tell students that they have 30 seconds to look at the picture. Without writing any information down, they should observe as much as they can from the picture.

Stage 3: After 30 seconds, stop displaying the picture. Teach students to note down as many details as they can remember about the picture. They can complete this individually, in pairs, or even small groups, depending on their preferences for interaction.

Stage 4: Have students share their observations and see how many observations they could come up with from memory.

Stage 5: Show the photo again and compare their observations with the photo.

Stage 6: Elicit additional observations from the class. Keep the following in mind: The next activity is also related to description of the following picture. However, in this activity learners should make up a story while looking at given picture. Finally, they compare the written story with the real one. Meanwhile, visual learner takes some knowledge while describing it

Auditory learning style refers to listening and whatever information they want to learn can be gained effectively only by listening that piece of information. They not only listen but also fond of speaking about that topic as they can listen themselves also what information they are speaking. In this way, it would help them if they more listen lectures and recordings of books or novels rather than reading and as a result with no result.

In this activity, auditory learners listen and fill the gaps. In this way, they improve auditory skills

Hush, little baby, don't you cry; Papa's going to sing you a _____.

Hush little baby don't say a word; Papa's going to buy you a _____

If that _____ sing, Papa's going to buy you a _____.

If that _____ ring turns to brass, Papa's going to buy you a looking glass.
If that glass begins to _____, Papa's going to buy you a _____.
If that jumping jack is broke, Papa's going to buy you a velvet cloak.
If that _____ cloth is coarse, Papa's going to buy you a _____ horse.
If that rocking horse won't rock, Papa's going to buy you a cuckoo clock.
If that _____ n't tick, Papa's going to buy you a _____.
If that walking stick falls down, you'll still be the sweetest little baby in town!
(traditional lullaby)

Kinesthetic learning is connected with movement rather than listening or imagining by just in silence and no acting state. They tend to be people that are more active as they are mostly related to physical world and they have to change the environment within short periods and with some breaks. By this way they get satisfaction of the physical movement they are doing and at the same time can gain quite considerable amount of information within short period (Vasquez. K pp.53-63).

Tactile-kinesthetic learners are great at “doing”, so the best way to teach action verbs and their imperative form to these active learners is by doing the actions. Do not be afraid to open and close windows and doors, take items and put them in different places, or, skip or. Then, use the imperative form to tell students to carry out these actions. **Sing song without voice, open/close door, clap your hands and others.**

Tactile-kinesthetic learners will love songs with movement. It can be as simple as having them hold hands and go round and round as they sing. On the other hand, have them sing songs where they mime the actions, like
Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes,
knees and toes. Eyes and ears and mouth and nose, head, shoulders, knees and toes,
knees and toes.(<http://www.preschoolexpress.com/musicstation/1/baypartsong.shtml>)

Learners must tactile as shown above

So these are the most common learning styles than can be met in any field. In learning and teaching process, one of the prerequisites of mentors and teachers is to be able to identify the dominant learning style of their students separately. Then prepare handouts and learning materials accordingly so that each student can feel that the lesson or materials are also related to their style of learning, which in turn increases the stimulation of students to the class, but also the effectiveness of the learning and knowledge acquirement will increase. This is one of the key elements to make the students focused on the lesson and interest them for the lesson. There are circumstances when not all of the students are not satisfied from a lecture or tutorial and this is because of the teachers' lack of methodology and knowledge about learning styles. In fact, she or he was not fully ready to cover all the characteristics of learning styles and adapt them to the lecture by using videos, recordings and some

physical acting exercises. Of course, this is something, which is closely connected with teachers' methodological competency.

As it can be seen above, before lesson or a lecture, the teacher should attempt to identify learning styles in order to make a frame or structure for their lesson. For this, they may use a number of testimonies to identify the dominant learning styles of students and learning of course depending on the topic they are going to have. By this way, they should create activities at least one for each style as each student has different style. In this situation, on condition that all the students are satisfied from the lesson, the teacher has proved to prepare well for the lesson and this is the demand from each teacher. These styles should not be understood narrowly by connecting them only to education or lesson situations as it can widely be used in daily life apart from school, college or university. Let's take an example of the process of knitting. If someone wants to learn this skill, firstly, they have to identify and fully understand their style of learning and only after that they can start and it can be quite successful. It can be learned by watching the steps or experiencing each stage firstly or just listening firstly which is mostly depends on the person's character and style.

Admittedly, each style has its own merits as well as demerits. For example, visual learners have the advantage of being able to understand the deep meaning of illustrations of materials while they may have a challenge by not being able to comprehend the lectures when the information is delivered just orally. At the same time, for auditory learners, what may be a downfall may be speaking and the data that are not included in the lectures may be a difficulty for them. In spite of the advantage of movement, kinesthetic people may have problems with sitting in one place for a long time. In fact, in order to use their learning styles effectively, people should firstly know their own learning style and after that, create their own technics to do their best and eliminate the lacks they may have. In the meantime, they may be required to be ready to adapt to another style from their natural one, which depends on their brains' working circumstances. For this, people are required to work on themselves no matter to what kind of learning style they belong.

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