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Learning Styles and their Different Features

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ABSTRACT: This cross-sectional study has been prepared to investigate the self-efficacy levels and preferred learning styles of EFL learners' schools along with revealing the relationship between these two variables and the learners' social interaction. In case you have got a kid or understudy that's being taught in a mixed classroom or crossover learning environment for the primary time, chances are they may be feeling a bit misplaced. From adjusting to advanced coursework to remaining restrained with negligible face-to-face intuitive, getting utilized to this unused sort of instruction may cause them to battle - particularly in the event that their person learning fashion isn't being tended to. While some critics doubt the efficacy of the learning style theory, its popularity in schools today makes it a topic well-worth paying attention to - specifically if some of your students are having a tough go at retaining information while learning remotely. It's worth mentioning that elements such as gender, nationality, proficiency level and age were taken into consideration while collecting and analyzing the data. The results indicated that learners use various learning styles and don't rely on a particular one. However, the logical learning style registered the highest score.

KEYWORDS: Key words: Learning Styles, Self-efficacy, Social Interaction, Variables, Gender, Nationality

The first purpose of the study is to detect the different preferred learning styles of EFL learners at schools. The second purpose of the study is to define the level of self-efficacy the same EFL learners have. The third considerable purpose of the study is to exhibit the patterns of social interaction the EFL learners adopt in their communication with others including different types of the social environment surrounding them. The attending students come with their own learning experiences acquired throughout their different training phases within the education system of their respective countries. These experiences are defined, to a great extent, by the kind of education and educational patterns which, at the same time, have been reshaped by cultural assumptions and expectations. In these influences two important aspects are at stake, i.e. educational culture and learning styles.

Educational culture involves beliefs and attitudes about the learning/teaching process, in particular the values, preconceptions and ideas about what must or must not be done, what is correct or desirable, what is expected or not from the learning experience. More in general, the field of education can be greatly influenced by culture in areas such as the philosophy of learning, curriculum designs, classroom dynamics, teacher/learner relationships or teaching methods and styles.

On the other hand, apart from genetic conditionings, the way in which one learns derives from the way individuals have lived and have been taught. Preferences for different ways of learning are included within so-called learning styles, which can also encompass 'characteristic modes of perceiving, remembering, thinking, problem-solving, and decision making, reflective of information-processing that develop in congenial ways around underlying personality trends' (Messick, 1994: 122).

Learning styles may be influenced by educational culture. Perception of the learning experience throughout one's life can be affected by style in that it selects those memories which either confront or adjust to the learning style characteristics. As Alonso and Gallego (2006) claim from a phenomenological perspective, learning styles characteristics are surface indicators of two deep levels in the human mind: the entire system of thought and the individual qualities of mind which establish links with reality. It makes sense, for instance, that active learners remember especially the teacher who used to teach through games and experience as their approach meets his learning preferences.

The last but not least purpose of the study and which seems to be a criss-cross one between all the three pre-mentioned purposes is the attempt to discover how potentially preferred learning styles and Self-efficacy can have a correlation with the social interaction of EFL learners studying language. Lack of research on EFL learners' self-efficacy, preferred learning styles and their correlation and influence on the learners' social interaction was the main trigger

behind studying these three variables. For that reason, the researcher preferred to conduct a three-section questionnaire where each section stands for a specific variable. Quantitative data were collected because from the arithmetical perspective, integrating results across studies lies in the framework of recent advances in literature review via the quantitative synthesis mechanisms instead of using the narrative approaches.

Self-efficacy, which is defined as people's belief about their own capabilities and ability to produce designated levels of performance that would have an influence over events affecting their lives (Bandura, 1986). Self-efficacy plays a key role in the learning process either by helping or impeding the learner's progress (Bandura, 1984). A great number of studies were produced after Bandura had published his groundbreaking work entitled "Self-Efficacy: Toward a Unifying Theory of Behavioral Change" in 1977. His innovative work added great value to self-efficacy. Through years, there have been diverse attempts which tried to interpret learning styles and add new aspects to it when possible. Literature has provided a 'myriad definitions' related to learning styles (De Vita, 2001, p.166). Miscellaneous definitions were formulated by theorists, researchers, and scientists, but all agreed that learning styles stand for the person's special way whereby he or she learns, perceives, analyzes the information, interact with others, and reflects the way one responds to learning (Keefe, 1979; Silver et al, 1997; Marcy, 2001).

Learning styles play a critical role in learners' learning process. Nowadays, Colleges and universities are showing an increased variance between the university on one hand and students on the other hand. That's why, understanding of the most preferred learning style of students can provide effective learning strategies for teachers to employ in their classrooms (Lohri-Posey, 2003). In the same time knowing one's learning style does not mean necessarily to expect a learning improvement because it's mainly what one will do after recognizing his or her preferred learning style and the gained outcomes will determine whether the preferred style has a positive or negative effect. Embracing learning behaviors that are in line with your preferences is more likely to result in positive learning outcomes than embracing other styles that are the opposite of your preferences. Students learn in a different way from each other (Price, 1977) and for that reason, many studies and research have been written and conducted for the purpose of discovering the different means learners are following in their studying and how these different styles affect their performance in return. Majority of researchers attempted to clarify how the learning process generally can be improved when learning styles are taken into consideration (Keefe, 1991; Reiff, 1992; Brown, 1994) and how much learning styles are important for language learning in particular as Oxford deems. Nowadays, universities and colleges are showing a growing disparity between students and teachers because the learners' differences are called deficiencies and ignored and as a consequence, learning was suffering. The current study tried to investigate and shed light on the learning styles followed by learners, who are studying English as a Foreign Language at school, their level of self-efficacy and detecting any potential relationship between these aspects and the learners' social interaction. One of the questions you might ask yourself when you read this information is, what language competences characterize a person who can prove they have a level B1 in English?

- Is able to understand the main points of clear texts in standard language if they are about topics with which they are familiar, whether in work, study or leisure contexts.
 - Can cope with most of the situations that might arise on a trip to areas where the language is used.
 - Is able to produce simple, coherent texts about topics with which they are familiar or in which they have a personal interest.
 - Can describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans.
- Students with a dominant reflective style prefer to listen rather than talk and often assume a secondary role within the group. This kind of behavior agrees with the culture of the communist classroom but contrasts with the post-revolutionary period in which students have higher levels of active participation and autonomy. Results in this study show a correlation between reflection, oral participation and period of time, revealing an increase in students' oral participation in the period after the research. People are social, instead of singular creatures. They continually associated with their environment. Their modes of being are approximately their emanant attunement with their constantly-changing setting. Interpretation, in case seen as such a mode of being within the world, cannot be considered per se, but ought to be contextualized as a social framework. The results of the current study also confirm this relationship, albeit indirectly. The results suggest that the social aspects of language learning are a "never ageing" topic, which should be emphasized more with further studies.



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