



UNDERSTANDING DIFFERENT LEARNING STYLES IN EFL CLASSROOMS

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ABSTRACT

this article highlights the importance of considering various learning styles within the context of EFL classrooms. It examines the major learning styles-visual, auditory, and kinesthetic-along with their respective effects on students' language acquisition and engagement. By emphasizing the need to align teaching approaches with varied learner preferences, the article calls for more inclusive and productive instructional strategies. The discussion is supported by current research and practical recommendations for educators with a view to enhancing learning outcomes in EFL settings.

Introduction

Students enter EFL classrooms with many differences in the way they can absorb and process information. A recognition of such diverse learning styles is, therefore, vital to an effective language learning environment. While visual learners may learn best through the use of images and written materials, auditory learners are more suited to listening and speaking activities, and kinesthetic learners retain information best through the use of movement and hands-on experiences. Knowing these learning style differences can help teachers when planning lessons for all learners, as well as contribute to higher motivation and retention. This article aims to examine the main learning styles and their practical implications for teaching English as a foreign language.

Main body

In EFL classes, the learners' different backgrounds and preferences are reflected in the process of language acquisition. In addition, each individual learner possesses a particular approach to perceiving, processing, and retaining information. It is these individual differences or ways in learning that refer to learning styles and serve as the key factor in students' comprehending the new concept of language properly. Thus, by recognizing and understanding these different styles, teachers will be able to adjust their teaching style accordingly, in order to enhance communication, participation, and student achievement. This paper tends to explore the main learning styles, such as the visual, auditory, and kinesthetic, and discusses their very implications in teaching and learning. Among EFL classroom settings, the most prominent learning style is that of visual learning. In a visual approach, learners grasp information much better when it involves pictures, charts, diagrams, and written words. The case with these learners is that they primarily rely on spatial understanding. For these

students, color-coded notes, flash cards, and mind maps also turn out to be very useful. For example, teaching new vocabulary or grammar proves more effective with infographics or pictures that link the word to the meaning in their minds. With this, including as much visual element as possible can solidify what seems to learners as an abstract and incoherent concept in traditional auditory instruction.

On the other hand, auditory learners need activities of listening and speaking to their full capacity. They learn by verbal instructions, discussions, audio recordings, and repetition of sounds or phrases. Such students will benefit from role plays, listening comprehension, and conversational exercises during EFL lessons. Since the nature of a language is basically an auditory skill, application toward these learners is imperative [1]. Songs, rhymes, podcasts, and group discussions are other ways teachers can address auditory learners and enforce new learning. Such techniques stimulate pronunciation practice and enhance one's listening skills, which is very crucial for language mastery. Other significant recipients in EFL education are the kinesthetic learners. They learn more effectively through motion and manipulative activities. It is difficult for these types of learners to learn through passive listening or watching; they must participate actively, for example, through acting out in dialogues, using gestures, or playing active games involving physical activity. In this respect, EFL students who are kinesthetic may benefit from activities that allow them to physically act out instructions, practice TPR, engage in role-playing, or manipulate realia to internalize structure and vocabulary. This will definitely make the class not dull and make the learning process more encouraging [2].

While placing learners into these predominant style categories is helpful, it is equally important to note that most students have multimodal learning preferences. In other words, they use one, two, or perhaps all three approaches, depending upon the type of material or context. For example, a learner might prefer visual aids when learning vocabulary but benefit from kinesthetic practice during speaking activities. Such flexibility supports the idea that an effective EFL teacher will utilize a range of instructional methods to meet the full spectrum of learning preferences. This does not only ensure that the individual needs of the learners are met but also helps them become more versatile in exploring new learning strategies. However, this creates another challenge in the recognition of diverse learning styles: the tendency to fall into the "learning style labels" turning into limiting stereotypes. In as much as there might be certain values in becoming aware of dominant preferences, being too rigid towards such stratification leads students away from trying different approaches and adjusting themselves in various tasks while learning a foreign language. Therefore, EFL teachers must encourage learners to try several learning techniques, thus honing their whole approach to language learning. The ability to adapt thus is expected to be honed in language learning, as varied exposure to input and contexts enhances fluency and understanding [3].

Technological developments provide wide scope in using a series of arms for improving diverse learning styles in EFL classrooms: interactive whiteboard, language learning apps, online videos, and virtual flashcards offer multisensory experiences catering to visual, auditory, and kinesthetic learners simultaneously. For instance, in many instances, online forums often use speaking, listening, reading, and writing exercises; thus, learners can use English in different ways. Strategic use of technology by teachers, therefore, helps to present

differentiated lessons that can encourage multiple learning styles. Also, assessment methods should reflect awareness of different learning styles to fairly assess students' achievements. Traditional tests, which heavily favor reading and writing skills, may put at a disadvantage kinesthetic or auditory learners. Incorporating oral presentations, group projects, and interactive assessments allows all students to demonstrate their language competencies in ways that align with their strengths. Ensuring diversity in the methods of evaluation also motivates learners by recognizing their unique abilities and reduces anxiety associated with standardized ways of testing. The knowledge of learning styles can be effective in practice if a teacher is adequately trained. Many English as a Foreign Language teachers have had little formal training on this topic during their initial education, so they often cannot conduct differentiated techniques with confidence. Professional development related to learner diversity, cognitive styles, and inclusion helps provide teachers with strategies to find out about students' needs and to adapt their instruction accordingly. Ongoing reflection and peer collaboration enhance teachers' ability to create an inclusive and supportive language learning environment. Ultimately, a clearer perception of different learning styles in the EFL classroom will go a long way in achieving better results in foreign language education. Teachers will have it in their power to devise lessons not only effective in language acquisition but also in motivation and gaining more confidence for learners. EFL educators, by providing instruction that is sensitive to diverse preferences and that encourages multimodal learning, will ensure an environment wherein all students will have an opportunity to thrive. As the need for language learning continues to grow with an ever-globalizing world, embracing diversity in learning styles supports more equitable and successful educational outcomes for EFL learners everywhere.

CONCLUSION

Learning style acknowledges and integrates the efficiency of teaching and increases students' success in EFL classrooms. Personalized instruction caters to the needs of individuals, increases engagement, and provides better acquisition. Using various techniques that satisfy the preferences of a visual, auditory, and kinesthetic nature helps educators support learners in diversified ways. The conclusion, therefore, is that learning style awareness can promote a more dynamic and responsive approach to EFL education.

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