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INFERIORITY OF KINESTHETIC LEARNER STYLE IN SECOND LANGUAGE LEARNING

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Abstract. *This article dives into the challenges confronted by kinesthetic learners within the setting of moment dialect procurement. Kinesthetic learners, who lean toward physical engagement and hands-on encounters, frequently experience challenges in conventional dialect learning situations that basically emphasize sound-related and visual strategies. The seen inadequacy of the kinesthetic learning fashion is investigated through restrictions in openings for physical engagement, battles with memorization, and potential mistaken assumptions of their learning inclinations. To address these challenges, the article recommends methodologies such as joining development into lessons, utilizing real-life scenarios, and giving multisensory assets. Grasping a more comprehensive approach to dialect instruction that suits different learning styles guarantees a more viable and enhancing dialect learning encounters for all.*

Key words: *Kinesthetic learners, visual methods, language acquisition, conventional method, linguistic concepts, multisensory recourses.*

INTRODUCTION

Second language acquisition is a complex process that varies among individuals due to diverse learning styles. Kinesthetic learners, who grasp information through physical activities and hands-on experiences, may face perceived challenges in the realm of language acquisition. This article aims to explore the potential difficulties faced by kinesthetic learners in acquiring a second language and discuss strategies to overcome these obstacles.

Kinesthetic learners thrive on movement and tactile experiences to comprehend and retain information. In a traditional language learning environment, which often prioritizes auditory and visual methods, kinesthetic learners may feel at a disadvantage. Their preference for physical engagement can be misconstrued as a hindrance to language acquisition.

LITERATURE REVIEW

There are different learning styles and preferences that students bring into the classroom. Some students prefer to learn by listening to lectures, some by reading texts, and others by seeing demonstrations. However, there is another learning style that is often overlooked: kinesthetic learning.

Kinesthetic learners are active participants in their learning process. They prefer to learn through hands-on activities and experience rather than passively listening or watching. In the classroom, kinesthetic learners often benefit from opportunities to move around, take breaks, and work with their hands. By taking into account the needs of kinesthetic learners, teachers can create a more inclusive learning environment that meets the needs of all students.

Kinesthetic learners learn best through physical movement. Incorporate physical movement into your lessons whenever possible. This might mean incorporating hands-on activities, allowing for frequent breaks to move around, or using physical props to help illustrate concepts.

Kinesthetic learners need to be given the opportunity to be active participants in their own learning. This means allowing them to experiment and explore, and giving them plenty of opportunities to practice what they're learning. For example, using manipulatives like real coins for counting change in math class may be more beneficial than completing a worksheet. Another idea would be to add movement when learning skip counting.

ANALYSIS AND DISCUSSION

Dynamic, hands-on learning is vital to the kinesthetic learner. These learners ordinarily ought to touch or do something in arrange to prepare modern data. Indeed on the off chance that unused data is caught on through seeing or hearing, kinesthetic learners favor to have something to do – an work out, a worksheet...before it'll sink in, be truly caught on, and adhere.

A few kinesthetic learners discover it troublesome to sit still for long periods of time. Their brains are fortified by physical development or touch, so being inactive can set up a circumstance where the brain stops retaining data due to need of physical incitement. For this reason, kinesthetic understudies can discover the classroom setting challenging. In the event that they are anticipated to sit, perused, observe or tune in for long periods of time they can effectively discover their considerations and consideration floating.

Those understudies doodling, tapping their pens or squirming their feet are most regularly kinesthetic understudies. This conduct (whereas possibly

diverting to other understudies or to the educator) can really offer assistance the understudy to remain focused.

At the earlier grades, kinesthetic learners can be less demanding to suit within the classroom. Instructors frequently consolidate “manipulatives” (things like squares, “power of ten” pieces, or cash to educate and hone concepts in math, for illustration). But as educational module gets to be more content and concept-based, as within the higher grades, it is frequently past the scope of the classroom for the instructor to join physical works out in educating.

A few subjects can be challenging for kinesthetic learners. Paper composing can posture challenges since understudies can feel impeded down in so numerous words and concepts with nothing (physically) concrete to work with.

Math over the review four level can moreover be troublesome for kinesthetic understudies to relate to. In the event that the concepts and equations are illustrated as they work within the genuine world, this potential issue can be dodged (for case, finding the volume of a glass employing a genuine container and water as well as the fitting scientific conditions). Once more, on the off chance that the understudy is anticipated only to work with concepts and equations as they are displayed orally or on paper, this may be very troublesome for the kinesthetic learner.

Reading long portions from writings may tire a kinesthetic intellect. So numerous words fair sitting there on the page may overpower the kinesthetic brain.

CONCLUSION

While, kinesthetic learners may confront seen challenges in moment dialect securing, understanding and pleasing their special learning fashion can lead to more compelling and comprehensive dialect instruction. By grasping assorted educating strategies and making an environment that caters to diverse learning inclinations, teachers can offer assistance kinesthetic learners flourish in their dialect learning travel. Recognizing the esteem of all learning styles cultivates a more comprehensive and enhancing dialect learning involvement for people with differing cognitive inclinations.

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