

Role of Teachers in Developing Learning Pedagogy

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Abstract—The rapid development of science and technology such as multimedia technology has offered a better tool to explore the new teaching method. In fact, multimedia technology has played an important role in English language teaching, especially, in the non-native speaking of English situations. It also aims to make non-native speakers of English as language teachers aware of the strategies to use it in an effective manner. This paper aims to analyze the use of technology to English language teaching in the non-native speaking countries and to bring out the problems faced by both teachers and learners of English. Multimedia teaching method has been used in college English teaching wider and wider. It has contributed a lot to higher teaching quality. Chalk and Talk teaching method is not enough to teach English effectively. There should change in the methodology of teaching and free from all kind of biasism. Not only that a teacher must have the quality of adapting himself/herself to the new technological revolution by incorporating it into teaching practices. This paper gives an in depth analysis of the new methodology that could be adopted in teaching practices in order to make teaching effective and student centric.

Keywords—Multimedia, learning strategies, personality, technology, Web based learning

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I. INTRODUCTION

The learners Carrier, Damerow and Bailey's book offers a wide-ranging perspective on digital learning, highlighting cutting-edge research and recent developments in the use of learning technologies in language education both in terms of theory and practice. In fact, one of the particular strengths of the book is how well the pedagogy and technology are orchestrated to reflect the essence of digital learning. The significance of 'learning to learn' has stimulated considerable debates in both theoretical and practical fields of education being a very strident and accountable process to develop reading, comprehension, expression, curriculum, instruction and assessment. Relatively, the principle inherent in comprehending various processes of learning styles and strategies on the basis of learners' autonomy has become equally important for the teachers and the learners as well. Research shows that the learning strategies of our learners today display puny extension in some essential skills like note taking, note making, idea organizing etc resulting abysmal performance.

However, last decades surge in the study of language pedagogy lending for cognitive strategies has retained enormous discretionary power that eventually led to a ray of positive hope in the fairness of the education system. The ultimate intention of making aware of the learning styles and strategies is to enable students encounter the problems they face both academically and non-academically. Focusing the significance of the strategies required for learning, Deshler & Schumaker in 'Multipass: a learning strategy for improving reading comprehension', [1] state that through the strategies we not only train the students for the fulfillment of immediate requirements but also help them to generalize those in other situations over time. Hence the exposition of the special individual potentiality of a child is the key factor demanding a serious, substantive, contextual and conducive atmosphere. The pedagogic perception of language as skill, as a matter of socialization, is no more a matter of fact memorizing or information collecting from various sources, rather an understanding of the learners' characteristics congruously.

A system of burdened and impulsive education devoid of individual learning styles doesn't awaken the mind and the dormant intelligence in it but stuffs it mechanically creating some chaos and confusions hemorrhaging the talent. It is a common acceptance that different learners have different attitude to learning a language for their individual differences. Taking these important faculties into consideration some successful pedagogic efforts and innovative ideas are

contemplated as learning styles and strategies of the learners. Moreover, these differences determine their response to different teaching styles and techniques and those shouldn't be unheeded. These differences include a learner's motivation, personality, language level, learning style, learning strategies, and age and past language experiences. [2]

The structure of the paper is organized as follows: Section II presents the past work related to this field. Section 3 describes about the methodologies used for this research work. Section 4 describes about teaching folklore through web based learning. Section 5 describes about the conclusion and future work.

II. TEACHING ENGLISH AS SECOND LANGUAGE

The concept of second language holds its position in between a first or native language and a foreign language, having profuse interactive scope outside and lacking the scope inside the home. Concept of second language acquisition is inclusive of applied linguistics with effectiveness of two prominent disciplines; psychology and education. The combined endeavor of the two important faculties takes care of making learners active processors of information, creating comprehension of materials, establishing relationships between new knowledge and previous knowledge. Language learning is not the acquisition of a conscious set of rules or facts but a process of understanding, speaking, writing and expressing the thoughts and emotions.

The philosophy of active learning can be best done when the surrounding environment is contextual and learners get optimum opportunity to exploit it. Teaching is a sub-social process which technically sits on the triangle of teacher, student and subject matter having the interior area filled with general learning styles and specific learning strategies. The effectiveness of the teaching process amounts high when the vertex of student's corner becomes more significant. The scope of high degree of interaction involves facilitating, motivating, enabling, engaging the students according to their own style rather than plain presentation of facts and figures didactically before them. Here the improvement and desirable changes are brought about in the behavior of learners are perpetually under the scanner of experiences and responses of their own. Our main focus is on learning of a second language, which encompasses a setting where it has abundant inputs in the surrounding with wider scope of daily communication. We need to remove veil after veil until we reach the inmost depths and touch the pure white individuality and specialty in order to naturalize the target language.

III. CONCEPT OF LEARNING STYLE

Learning style is predisposition to behave in a particular way when engaged in the learning process. Learning strategies are the methods employed by the learner to achieve learning. Research is being done taking various factors to investigate links between learning style and strategy and multimedia. Such knowledge could prove invaluable when attempting to design multimedia learning materials for the widest possible educational use. The viewpoint to learning is relatively sturdy and it gives general direction to learning behavior being a key

component in effective teaching. Style is a motif of a person to execute a specific assignment. Learning styles are the ways in which a learner naturally prefers to take in, process and output the information and acquire the skill. This is the way of interpreting, organizing and representing information. It reveals the way one learns the best thus having a great impact on academic life and career as well. The theory of individual learning style took effort in the 1970s and since then it has been exerting a greater impact on the realm of pedagogy. The classroom methods are suitably affected by the individual learner preferences. As the interest towards a rhyme, TPR (Total Physical Response), physical game, story, picture displayed in a classroom is not always the same.

The focus and intensity for different styles differ depending on their grades, personality, academic competence etc. David A. Kolb in his experiential learning model spells out "five particular levels of behavior: personality types, early educational specialization, professional career, current job role, and adaptive competencies." The analyses show that learning styles have a significant influence on learners' learning strategy choices. There is evidence that the Judging scale correlates positively with seven sets of learning strategies. Thus it turns out to be the most influential learning style variable affecting learners' learning strategy choices. Compared with low achievers, high achievers are more capable of exercising strategies that are associated with their non-preferred styles.

The statement of Dunn and Griggs can be most suitable here; "learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (Dunn & Griggs, 1988, p.3). Pertaining to this the theory of multiple intelligence proposed by American Howard Gardner such as musical-rhythmic, visual-spatial, verbal linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, existential and moralgeneral abilities contributes a lot in the field of multiple learning and teaching styles. The Experts give a significant emphasis on the individual styles and thus classify the learning styles distinctly as below.

A. Visual style of learning:

Out of all the three methods of learning strategies, Visual Learning is one of most important strategy that was popularized by Neil D. Fleming in his VAK model of learning. The visual learning style, often referred to as the spatial learning style, is a way of learning in which information is associated with images. This learning style requires that learners first see what they are expected to know. People with a visual learning style are often referred to as visual-spatial learners. Basically, the visual learning style means that people need to see information to learn it, and this "seeing" takes many forms from spatial awareness, photographic memory, color/tone, brightness/contrast, and other visual information. Naturally, a classroom is a very good place for a visual learner to learn. Teachers use overheads, the chalkboard, pictures, graphs, maps, and many other visual items to entice a visual learner into knowledge. This is great news for you if this is the way you typically learn.

Advantages of Visual Learning

Visual learners typically do really well in a modern classroom setting. After all, there are just so many visuals in classrooms - whiteboards, handouts, photos and more! These students have much strength that can boost their performances in school. Here are just a few of the strengths of this learning type:

- Instinctively follows directions
- Easily visualizes objects
- Has a great sense of balance and alignment
- Is an excellent organizer
- Has a strong sense of color, and is very color-oriented
- Can see the passage from a page in a book in his or her mind
- Notices minute similarities and differences between objects and people easily
- Can envision imagery easily

B. Auditory style of learning:

The Auditory style is learning by hearing. This type of learning is helpful in the classroom environment. During a lecture, an auditory learner is able to easily comprehend process and retain information. Auditory learning is not only the ability to listen to spoken word and interpret tone, but to do so with a high level of accuracy and efficiency. Learners with strong auditory ability are able to hear and comprehend without missing much. Some people prefer to learn by hearing what they want to learn. Theirs is the auditory learning style. To learn, such people would prefer listening to discussions, talking matters over, reading out of texts or making use of e-courses containing audio recordings. One special advantage of this style is that you assimilate and retain information without having to see it in texts or pictures. However, the difficulty of learning among silently reading learners – in a library, for example – is one disadvantage.

C. Kinesthetic style of learning:

These learners experience learning by actions; doing or being physically associated with the process. They prefer to connect their learning with real-life experiences. Hands on experiment are more conducive for them in an active lab setting demanding more physical involvements. They prefer to the concreteness of the learning such as class demonstrations and field work outside the class room to understand and remember things. They remain focused on the topic, come prepared prior to class teaching, and take note actively throughout the teaching. Studies in short intervals of time having gaps of short breaks retain the memory of these children. The stimulations of almost all the senses like sight, touch, smell, hearing and speaking through energetic activities like TPR (Total Physical Response), music, rhyme, video, power point presentations, field trips, real life examples, collections, project work, role play, exhibitions, group

presentations etc are mostly preferred by the learners. They often love to work on trial and error method. Discussions with other kinesthetic learners are found to be useful for them. Application of the knowledge, comparison and analysis of ideas, taking help of references, scrutinizing samples, study through screenshots and photographs are their interest area.

D. The Reading and Writing learning style:

This form of learning includes both talks and texts. Children of this kind love to play with the words such as rhymes, guessing words, tongue twisters, limericks and activities like public speaking, debating, politics, writing and journalism. They often record their speaking, speak before mirrors, and talk themselves through simulators. They are adept at expressing themselves verbally. [7] Collaborative teaching- learning, oral lectures, use of mnemonics and acronyms for remembering things and other verbal tools are preferred by such learners. They normally have good memory power. Scripting of memorable words and sentences, reading things dramatically and in a varied manner, setting some key points to familiar song, jingle and rhyme, working with others, doing verbal exchanges are found to be useful for such learners. They have fascination for performing arts, old writings, music and lyrics, novels and fictions in order to satisfy their linguistic needs.[8] If you learn best by reading texts or writing down notes from what you read, see or hear; then you are defined as a read & write (R&W) learner. R&W learners need writing materials to take down points they think are important from what they read, hear or see. The R&W style has the advantage of making students more independent. With note-taking, they can learn and retain more of the concepts on their own with learning style that works for them. However, they also face the disadvantage of not being able to learn easily with only visual or audio instruction or where they do not have access to writing materials.

E. The social-interpersonal learning style:

Learners having such learning style interact well with people both by face to face conversation and by non verbal expressions like proper posture, gesture or body movements. They are sensitive to the feelings, emotions and sentiments of other persons and listen sincerely to other peoples' style of expressions. They are typically fond of working through vivid discussions in a group. The preference of social activities rather than individual activities is high in case of them. Social learners often create a study group or any specific club, may be of same or different age and work taking feedbacks from them trying some techniques of memory development. They stuff their learning through varied responses, imaginative associations, role-playing techniques etc in a social setting and creative suggestions of the group members, analyzing the errors of others. As class room is a risk-free environment to make mistakes than the real life situations, this kind of learners experiment more in groups to learn. [10]

Women studies plays an important role in imbibing a socio-interpersonal learning style as it helps n every class from English to history, math to science, parenting to auto mechanics, there is room for feminism. It could be something

as grand as teaching about women's roles in history to something as simple as asserting that girls can work on cars, too, but it should be a part of every class, every day. Historically, women — and other oppressed groups — have been marginalized. We have been relegated to boxes in the margins of textbooks as if to say, "This is what the women were doing back at home while the men were off at war. It fits into this little box which must mean that it wasn't that important and it won't be on the test." Imagine what that does to the self-esteem of the girls seated in the classroom.

Incorporating feminism in the classroom is so much more than doing a lesson about the Suffragettes. It's about showing girls that they matter, too, by giving them books written by women. It's about teaching boys to respect women. It's about encouraging girls to take math and science classes. It's about privileging the voices and fostering the interests of all of the students in the classroom, regardless of gender.

The study of feminism is also intersectional with other topics. It isn't just about women, but about all oppressed groups. Teaching feminism in the classroom is not only about women; it's about civil rights, LGBTQ rights, and rights for people with disabilities just to name a few. Teaching respect and acceptance of all people is teaching feminism. If we can incorporate feminism in the classroom, the benefits would be endless. Men would be taught to respect women, making sexual assault and sexual harassment in schools a thing of the past. Women would follow their passions rather than what society wants of them. Bullying would virtually disappear because respect and acceptance would triumph. [15].

Various cognitive styles of learning and activities followed for the respective ones have been depicted below.

IV. ROLE OF TEACHERS IN DEVELOPING LEARNING STYLES

Teachers, however have to call to mind that learners may not always stick exactly to one stipulated type but they may alter or develop their learning styles in course of time. The first four styles of learning; visual, auditory, kinesthetic and tactile refer to the physical, perceptual learning mediums and can be categorized under 'sensory preferences'. Visual students enjoy a lot all activities of visual stimulations. They make their learning by reading, observing pictures, chat models, written work on the black board, movies, slide show, flash card, projector etc moreover, oral discussions and lectures without any visual backup make them bored and confusing. In contrast, auditory students are very much comfortable with dry, undistorted lectures or plain oral conversations. [11] Their excitement lies in role plays, mock interview, debate, elocution, quiz, interactions among peer and with the teacher etc. kinesthetic and tactile students however prefer to learn by frequent movements, physical responses, tangible objects, realia, collages, models, experiments, action works etc. They can't endure constant sitting for a period of time and need short breaks in times.

The most significant factor associated with learning style is 'the personality type'. The diversities in personalities determine the learning styles of a learner. They may be extrovert or introvert, may be intuitive-random or sensing sequential, may be thinking or feeling type or closure vs. open

perceiving category. The extroverted types of students are more expressive, friendly, and interactive. On the other hand introverted students are having their own internal world, scanty friend circle and often derive bliss from solitude. Intuitive random students better understand theoretical phenomenon and new abstract interpretations, often regulating self learning, on the contrary sensing sequential students show more interest for facts rather than theories, depend on specific instructions and guidance of the teachers. Thinking learners are more straightforward and hardly care for others concern while expressing their own views, whereas feeling students are empathetic and compassionate in their words valuing others ideas. While closure oriented students are serious, hard working, need written information and like tasks with deadlines. On the contrary, the open learners are very much perceiving, light, fun loving and enjoy language as a game instead of taking it seriously of task completion activity. The teacher being a keen observer and style instructor makes the learners aware about their specific preferences and designs the best strategies for the purpose.

V. CONCEPT OF LEARNING STRATEGIES

The word 'strategy' has a significant place in the world chart being associated with many ups and downs of many nations and people. Though it has a military origin, it still connects with wisdom, science and craft and application of skills. It first sprung from the need of the people making plans to defeat their enemy. This is derived from the Greek word 'strategos' which means 'general' or 'stratagems' which means 'tricks of war'. Alfred Chandler wrote in 1962 that: "strategy is the determination of the basic long term goals of an enterprise, and the adoption of the courses of action and the allocation of the resources necessary for carrying out those goals". Bruce Henderson defines "strategy depends upon the ability to foresee future consequences of present initiatives. Strategy mainly involves two significant processes: formulation and implementation. The former deals with analyzing and diagnosing the situation developing guiding policies, and the latter includes the action plans to attain the destination."

According to Chamot "learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistics and content area information. Studies indicate that "learning strategies is a technical phrase that means any specific conscious action or behavior student takes to improve his or her own learning". It is considered that "any specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" is a language learning strategy (LLS). Strategies are the conscious steps of behavior used by language learners to enhance the acquisition, storage, retention, recall and one of new information. The concept of learning strategy is still a fuzzy one and not easy to have a final definition, though it has been over thirty years since researchers began the study of learning strategies.

Strategy is a very important phenomenon in any field as the resources available for any specific purpose is limited. The adversary's capability and intentions are uncertain. The resources are irreversible. Strategies improve student

performance in spite of lacking a good cognitive skill earlier. These also help in increasing student independence and engagement with learning. Through various strategies learners realize the best one and find out the weakness in ineffective strategies in order to augment the performances and thus ultimately take new challenges. Thus their opportunities to practice skills become wider.

As students step up from one class to another, they confront greater challenges of imbibing much information, working independently, comprehending the extended and complicated written text, expressing themselves properly, presenting well in tests etc in their academic classes. To induce the concentration of the mind and to increase its potentiality they have to apply some learning strategies to accomplish any task more effectively and efficiently despite their knowledge and versatility deficits. Various studies in this field expose three main rationales related to learning strategies; first, according to Armbruster older students show better proficiency in use of such behavior than the younger ones as these are related to age. Secondly Deshler & Schumaker opine that students who learn how to learn are more expert in learning new information and adapting to changing conditions of future. Thirdly this requires the learners to welcome the accountability for their learning. [11] Thus the age, learning how to learn and acceptance of major responsibility are three significant factors paramount to make a learner independent.

Learning strategies are the specific conducts and mentation detected by the learners to learn language. These refer to learners' self created thoughts, actions and ways which are directed to the achievement of the learning goals in an organized manner. The learning tricks or the academic skills followed by the learners to excel their performances are named as learning strategies. Weinstein and Mayer (1986) opined about learning strategies that "they are behaviors and thoughts that a learner engages in during learning, which are intended to influence the learners' encoding process" (p.315). According to Jasmina Hasanbegovic "learning strategies refer to students' self generated thoughts, feelings and actions, which are systematically oriented towards attainment of their goal". Scarcella defines learning strategies as "specific actions, behaviors, steps or techniques; such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning" (Scarcella & Oxford).

Considering the vitality of learning strategies Allwright states, "learning strategies can also enable students to become more independent, autonomous, lifelong learners" (Allwright, 1990). Students apply a broader range of learning strategies with their consciousness sometimes and acquire the skills of language and sometimes the skilled teachers make them adopt the appropriate ones. Schumaker and Deshler (2006) have the opinion on learning strategies as "an individual's approach to a task. It includes how a person thinks and acts when planning, executing and evaluating performance on a task and its outcomes." Thus it is a deliberate individual practice to organize and remember things in learning process. "Learning strategies are intentionally used and consciously controlled by the learner" [12] let's say for example a teacher is going to conduct a brainstorming activity in a class; she has to make a

plan first about the way she is proceeding. Taking consideration to the number of the students in the class, she sets the strategies. Oxford (1990) compiles the learning strategies briefly as "any specific action taken by the learner to learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations, is a language learning strategy." Rubin (1987) opines "learning strategies are strategies which contribute to the development of the language system which the learner constructs and affects learning directly". Cohen gives his consent "second language learner strategies constitute those processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language, through storage, recall application of information about the language." [4] Seliger (1984) defines "strategies as basic abstract categories of processing by which information perceived in the outside world is organized and categorized into cognitive structures as part of conceptual network."

The different definitions and opinions on language strategies can be presented in brief as follows. Learning strategies are learners' actions or behavior for improvement of their own apprehensions and internalization. These may be behavioral or cognitive. They may have direct or indirect effect on language development. They are flexible and often conscious. They are problem oriented and solution intended. These may be conscious or subconscious steps towards goal. Use of right strategies at right time helps the learners learn the language in a better way i.e. in an autonomous and independent manner. The learners can be trained to use strategies. The right choice of strategies that fit the learning style of the learner presents a meaningful, active and successful self regulative learning. Some learning strategies adopted by different learners are; repeating new words in mind thereby memorizing it, trying to use the language that they have already learnt during conversations, making predictions of new word meaning by requesting opinions from others about their use of language, throwing themselves into critical situations of using the language, recording, judging and correcting by self for fluency and accuracy, asking a learner to revise what they have learnt, discovering ways of remembering new vocabulary, exploring own area of weakness and deciding the ways of improvement etc.

VI. TYPES OF LEARNING STRATEGIES

According to the two psychological scientists Dr. Yana Weinstein and Dr. Megan Smith the six research-based learning strategies are spaced practice (learning to be done in smaller chunks over regular interval of time), retrieval practice (recalling learnt information putting all the learning materials away), elaboration (asking students open ended questions to elaborate their understanding as much detail as possible), interleaving (practicing different skills one after another interrupting the repetitive monotony of the same thing), concrete examples (showing concrete examples for the abstract phenomena), dual coding (combining words with visuals for durable learning). The combined effort of all the strategies instead of isolated try outs makes the learning more permanent. [13]

VII. TEACHER'S ROLE IN DEVELOPING LEARNING STRATEGIES

The Learners are expected to be individualistic executants by controlling the learning situation with required focus and intention. In order to teach learning strategies teachers as strategy instructors have to learn about students' interests, motivations and learning styles and strategies. So the basic thing that a teacher always needs to carry in his mind is the ways of acquiring information for a good impact on overall scholastic accomplishment and life adaptation process of the learners. Teacher as an ardent strategy instructor first has to identify the type of curriculum demand the child fails to meet, so that he can determine the task specific strategy as a required remediation for the student. Secondly the new strategy is introduced to the learners by breaking down it into simpler components. Thirdly the strategy is modeled in detail before the students demanding their full involvement and at the fourth step students use the verbal rehearsal to learn the steps systematically. In the fifth step the students practice the up to date strategy to a desired level of performance in controlled (simple, short, easy) materials. The next step is to practice the strategy to master over that with proper reinforcement and corrective feedback from the teacher. The final step is determined by a post test to mark the satisfactory progress in the target strategy. For instance, the teacher puts an eye at introducing the students with one strategy at a time, presents approaches age and grade appropriately, makes explicit instruction about strategies.

The instructions should include elements that help students generalize a strategy and apply it to other tasks. A good strategy instructor should introduce the strategy by modeling it and describing it, sell the strategy by telling how it works, generalize the strategy by telling where else it is useful and help students perfect the strategy by providing practice opportunities.

VIII. LEARNING STYLES VS. LEARNING STRATEGIES

The Learning styles are the general approaches –for example, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject. These styles are “the overall pattern that give general direction to learning behavior. Of greatest relevance to this methodology book is this statement: Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others. This chapter explores the following aspects of learning style: sensory preferences, personality types, desired degree of generality, and biological differences. Learning strategies are defined as “specific actions, behaviors, steps, or techniques-- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning” When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Learning strategies can be classified into six groups: cognitive, meta-cognitive, memory-related, compensatory, affective, and social.

Styles and strategies help determine a particular learner's ability and willingness to work within the framework of various instructional methodologies. It is foolhardy to think that a single L2 methodology could possibly fit an entire class filled with students who have a range of stylistic and strategic preferences. Instead of choosing a specific instructional methodology, L2 teachers would do better to employ a broad instructional approach, notably the best version of the communicative approach that contains a combined focus on form and fluency. Such an approach allows for deliberate, creative variety to meet the needs of all students in the class.

While learning style refers to the relationship of an individual with his method of learning, learning strategies mention the attitude and actions related to the learning objectives. While learning style deals with the cognitive level and learners' preferences, learning strategies deal with meta-cognitive level and learners' competence. Moreover, learning style refers to approach whereas learning strategy refers to the actions taken for learning. According to Scarcella and Oxford in “The Role of Styles and Strategies in Second Language Learning”, while learning styles reveal the preferred system of brain response and biological reciprocation to certain sensory stimuli, learning strategies explicate distinct actions, techniques, strides and stances adopted by the learners to amplify their learning. Learning strategies are dependent of learning styles. The former deal with specific approach and the latter refer to general approach of learning. [14]

Direct strategies refer to subconscious tasks, which are inherently learnt while indirect strategies refer to conscious strategies. These two classes are then subdivided into six sub-groups of memory, cognitive, compensation, social, affective and meta-cognitive. These subsets are interwoven with each other, creating an occasional overlap in the strategy groups. According to Oxford direct and indirect strategies and these six strategy categories function as a mutual support network within which various types of strategies enhance second language learning. Oxford's inventory is designed in a way to suit not only students learning English as a second/foreign language (ESL/EFL) in America but also students of any country. The inventory has already been translated into many languages and used as an effective tool for measuring strategy preferences and 10 developmental stages in strategy usage. [15]

IX. CONCLUSION

Summing up the significant factors of the general approach of learning style or the specific action of learning strategy on the considerations of the cognitive, affective or the behavioral aspects of the learners the teacher has to deliberately develop the appropriate plan, material and course of action in order to get the maximum learning outcomes for the growing academic challenges. There is a need of a harmonic relationship between the two in order to achieve the best result among the learners. The more the balance between style and strategies is found, the less the anxiety and the more the confidence among the learner is to be paramount. Increasingly the intensity is about learning by doing. So the issue of building capacity for learning with a range of key constructs including motivation, propensity, and application of strategies to produce an effective language learner with a base of full fledged rich and extensive language

proficiency is solicited. In a word, multimedia teaching method belongs to CAI (computer-aided instruction) in substance, and we can heighten efficiency substantially, which is a kind of trend. We should make best use of its advantages and bypass its disadvantages. Of course it can't replace all other teaching methods and we can apply several methods together in one class. Only under the background of quality education can we use advanced educational theory and we can fulfill the target of college English teaching by utilizing modern education technology reasonably. [16]

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