



Learning Strategies in Lifelong Learning

Hur Mustafa Yucedal

English Language Teaching Department, Faculty of Education, Tishk International University, Erbil/Iraq

Email: mustafa.yucedal@tiu.edu.iq

<http://dx.doi.org/10.47814/ijssrr.v5i9.445>

Abstract

The individual's interest in reading, thinking and analyzing to gain information for personal or professional reasons can be called lifelong learning. Learning for an individual begins in the family, develops in school, and continues throughout life. That is why learning is sustainable. To succeed in life, it is essential to be educated. To obtain new information, the individual must have a learning style and develop himself with strategies. In this article, the writer emphasizes the teachers' mission on teaching strategies and why learners need learning strategies in lifelong learning.

Keywords: *Cognitive Strategies; Learning Strategies; Learning Styles; Lifelong Learning*

Introduction

In this era of constant and rapid advancements in science and technology, it is currently too simple to obtain information. Simply pressing the Internet's search button and waiting ten seconds will yield the desired information. Even though it is simple for an individual to gain access to vast information, it is essential to glean the pertinent data. Individuals who gain access to health information may generate innovative technologies for the benefit of humanity. The individual who possesses the essential information is the organization's or society's primary source of power and riches. The primary characteristic of information producers in every organization is their commitment to lifelong learning (Alt & Raichel, 2018). These individuals establish a learning organization and a learning society. In the current technological age, educators have the most access to information, allowing them to quickly classify, produce, distribute, and execute these activities. For educators, the role of technology in education is significant because it facilitates easy access to a variety of resources, flexibility, pedagogical activity, student autonomy, a stress-free learning environment, interaction with course content, instant feedback, self-assessment, and more time to interact with students (Daskan & Yildiz, 2020). Therefore, the initial responsibility for the education of qualified individuals lies with educated parents and teachers.

Learners accomplish tasks with the support of the instructor; in the process, they build new abilities and broaden their understanding (Rhodes et al., 2003; Yildiz & Celik, 2020)). Moreover, in the

modern education system, students should be expected to apply established rules and investigate priority subjects using their own plans and procedures, arrange the gathered material, make comparisons, evaluate, and draw conclusions (Gregory, 2002). Tosun and Yildiz (2015b) note that the majority of students in educational institutions are aimless. Therefore, students require motivators, guides, and inspiration. In this context, extracurricular activities can be a good remedy for teaching a language (Tosun & Yildiz, 2015a). They can be implemented within the school curriculum or outside the classroom, and teachers are the primary resource for teaching students to learn. Hence, their primary responsibility should be to instruct students on controlling and improving their learning (Hallinan, 2008). According to Yildiz and Yucedal (2020), autonomy enables learners to take an active role in their learning process. Thus, learners take charge of their education and develop the ability to establish their own goals and objectives.

1. Students' Learning Styles and Learning Strategies

For students' self-learning, they must first get to know themselves in terms of the way they learn. It is known that there are three main cognitive learning styles such as auditory, visual, and kinesthetic. Learners may be one of the mentioned learning style followers. We call the way students learn 'learning styles, and the techniques used in learning 'learning strategies.' Teaching-learning to learn also deals with teachers' knowledge and skills, so teachers must be aware of these questions below before teaching learners to learn.

- a) What is the teaching of learning, and how should that be?
- b) What methods should teachers use to teach students trying to learn?

From the learners' perspective, an individual needs to know and apply various methods that they can use in learning to be successful in education. For instance, they must know the answers to these questions below in person:

1. Do you prefer a quiet and lonely study environment to learn?
2. Are you fond of a crowded or quiet library?
3. Do you prefer to study in front of the television or listen to music?
4. Do you study alone or with group work?
5. Do you need to eat and drink while learning?
6. Do you see eating and drinking as an element that prevents you from learning?

Hence, students can learn by clarifying their learning patterns and using the techniques used in learning (Griggs, 2000).

1.1. Determination of Students' Learning Styles

The expression 'learning styles' is interpreted in different ways. According to Ellis (2015), factors affecting students' determination of learning strategies include learner and social and situational factors. These interpretations are based on different characteristics of individuals' learning. Kolb (2007) defines the learning style as the preferred way the individual access and uses knowledge. Jonassen and Grobowski (2012) associate the learning style with four forms of learning: concrete life, reflective observation, abstract conceptualization, and active life.

A student's learning style can be defined as the student's preparation to absorb every new and difficult knowledge, learn while learning, and use different and unique ways to remember the information later (Pettus & Blosser, 2002).

The learning style model was developed by Dunn and Dunn in 1986, and they collected their learning styles with four main headings after intensive research on learning styles. These are environmental conditions, sensory characteristics, social preferences, and physical characteristics (Klitmøller, 2015).

Learning styles are cognitive, affective, and psychological behavioural characteristics that learners use as determinants that do not change to some extent in how they perceive, interact, and react in the learning environment (Moussa, 2014). The learning style defines the educational conditions most conducive to making learning easier for the student. These features show how the student perceives learning and reacts to the elements around it (Sze, 2009).

1.2. Individual Learning Style Checklist

On behalf of the students' future successes, the school administration should research the students' learning styles and determine their status. For this, a checklist can be prepared that covers the characteristics related to the areas that the researchers put forward. Ultimately, each student's 'learning style structure' can be created using this checklist (Prashnig, 2004). The sample checklist can be prepared as follows.

1.2.1. Statements About Environmental Conditions

- I must have a desk to study
- I prefer a quiet environment to study
- The walls should be white, green, or blue, and the room should be light
- There should be posters on the wall of the room where I study.
- My room should be simple and large
- I cannot work in a noisy environment
- Radio or TV should be on in my room
- I concentrate better in dim light

1.2.2. Statements Related to Sensory Properties

- I like to be appreciated for my achievements in the course
- I do not particularly appreciate being disturbed while studying
- I am glad because I am active in online lessons
- Working alone gives me more peace of mind
- I do not like someone else appreciating me

When students' responses to the tests are checked, information about their learning purposes will be useful for themselves and the teachers. First, from the point of teachers' view, it helps the teachers plan the appropriate teaching strategy for the student, structure the educational goals and subject, choose the needed communication tools, and organize the working groups (Fazio & Siegler, 2011). Communication occurs in a learning setting, where students are given a chance to discuss topics of significance with one another (Yildiz, 2020). Second, from the students' point of view, students can organize the tasks and learning activities accordingly (Blumenfeld et al., 2006).

The learning style explains why a student learns differently from another student. Thus, the student's learning process can be controlled. The essential way to learn for the student is to take on the responsibility of learning himself/herself or on his/her own (Fejes, 2008). Therefore, the student needs to know the learning style and incorporate it into the learning process. Thus, the student can access the constantly changing and developing information without expecting help from others.

Awareness of how students learn accelerates their learning and makes them successful (Yildiz, 2015a). Therefore, it is important to start teaching students learning strategies and direct them to the right strategy, even if they are primary school students.

1.3. Importance of Learning Strategies

A learning strategy is an individual's way of organizing and using a specific skill set to learn content in school and non-academic settings or performs other tasks more effectively and efficiently (Anthonysamy et al., 2020). When it comes to education focused on achieving certain goals, one of the most important factors is how well both students and teachers can implement the necessary steps in the learning process. It is essential for teachers of foreign languages to have the self-assurance to select appropriate strategies, procedures, and progressions for each student. At the same time, they instruct them in a foreign language (Yildiz, 2017b). These strategies include teaching how to develop a work plan for a test, monitoring the understanding of content, clarifying materials, and evaluating work. This type of self-regulating learning is the key to successful learning throughout life and involves the development of strategies such as goal setting, self-teaching, and self-monitoring (Steffens, 2006). According to Pathomchaiwat (2013), the learning strategy covers student-used behavioural and thinking processes that affect a student's learning, such as the placement and retrieval of information in memory. The purpose of the learning strategy is to enable the student to select, organize and integrate new information by triggering his sensory status (Obaid, 2013).

Many classifications have been made about learning strategies to date, and these classifications have formed the basis of much research. These can be classified as 'Iteration, Semantics, Organizing, Monitoring Understanding and sensory strategies (Casey & Goldman, 2010; Anderson, 2005). However, cognitive strategies provide students to achieve their learning goals, and sensory strategies remove motivational and sensory barriers to learning (Yildiz, 2016a; Kisanga, 2020). Some examples of sensory strategies are collecting the individual's attention during learning, maintaining his attention, concentrating, reducing anxiety, using his time effectively, and ensuring motivation.

Motivation, one of the elements influencing success in secondary or foreign language learning, is defined as a force that originates, leads, and maintains the learning process (Celik & Yildiz, 2019). Students must learn how to learn and course subjects in lessons (Yildiz, 2015b; Yildiz, 2016b). Therefore, for effective learning, there is a need to include the teaching of learning strategies and course subjects in all educational steps, from primary education to the end of higher education (Nisbet & Shucksmith, 2017). Finally, students need to be delivered the knowledge and skills related to learning strategy questions shown under the subheadings.

1.3.1. Learning Strategy Questions

a. Within the scope of learning strategies and features

- 1- What learning strategies are there?
- 2- What are the similarities and differences of learning strategies?
- 3- At what level should students use these strategies?

b. About how learning strategies are used

- 1- How to use or implement each of the learning strategies?
- 2- What should be considered during the application to make the most of strategies?

c. As for the use of learning strategies

- 1- What information is more effective at learning each learning strategy?
- 2- From what learning strategy to benefit would be more appropriate?

Conclusion and Recommendations

Individuals interested in expanding their knowledge for personal or professional reasons should make it a point to pursue, investigate, and continue their education throughout their lives. Individually, there is no maximum age at which one can continue to educate themselves. Learning new things is possible at any age, beginning with childhood and continuing until old life. Education is necessary if one wishes to be successful in life. It is essential for an individual to have a learning style and to be successful in successfully developing themselves with various tactics. Providing instruction tailored to individual students' unique approaches to learning has been shown to boost learning effectiveness. Lack of understanding of different learning styles among students can have a detrimental effect on a student's self-confidence and success, leading to an increase in anxiety levels. Therefore, individuals can be effective in learning if they become aware of the cognitive processes within their heads. In this setting, individuals need to have a solid understanding of their preferred modes of education and methods of education. People conscious of their educational processes have a better chance of success in both the classroom and in everyday life.

On the other hand, one of the goals of education is to produce individuals who are always thinking, who will give form to their ideas and contribute to the growth of both the individual and society. This is one of the reasons why education is so important. However, making a conscious effort and adhering to the necessary regulations are necessary to have personnel who possess these skills. Beginning with primary education, educators who are dedicated to their work and have a passion for teaching and learning should impart to individual students the knowledge and abilities connected to various learning methodologies (Celik & Yildiz, 2017; Yildiz, 2017a). Because of this, it is ensured that the individual will have more success in formal education and will be able to better themselves after completing formal education in the information age in which we currently live.

References

- Alt, D., & Raichel, N. (2018). Lifelong citizenship: Lifelong learning as a lever for moral and democratic values. In *Lifelong citizenship* (pp. 1-19). Brill.
- Anderson, N. J. (2005). L2 learning strategies. In *Handbook of research in second language teaching and learning* (pp. 781-796). Routledge.
- Anthony, L., Koo, A. C., & Hew, S. H. (2020). Self-regulated learning strategies and non-academic outcomes in higher education blended learning environments: A one-decade review. *Education and Information Technologies*, 25(5), 3677-3704.
- Blumenfeld, P. C., Kempner, T. M., & Krajcik, J. S. (2006). *Motivation and cognitive engagement in learning environments*. na..

- Hallinan, M. T. (2008). Teacher influences on students' attachment to school. *Sociology of education*, 81(3), 271-283.
- Casey, A. J., & Goldman, E. F. (2010). Enhancing the ability to think strategically: A learning model. *Management Learning*, 41(2), 167-185.
- Celik, B., & Yildiz, Y. (2017). Commitment to the teaching profession. *International Journal of Social Sciences & Educational Studies*, 4(2), 93-97.
- Celik, B., & Yildiz, Y. (2019). The role of foreign language culture on teaching the language and learner motivation. *International Journal of Social Sciences & Educational Studies*, 5(4), 150-161. <https://doi.org/10.23918/ijsses.v5i4p150>
- Daskan, A., & Yildiz, Y. (2020). Blended Learning: A Potential Approach to Promote Learning Outcomes. *International Journal of Social Sciences & Educational Studies*, 7(4), 103-108.
- Ellis, R. (2015). *Understanding second language acquisition 2nd Edition-Oxford applied linguistics*. Oxford university press.
- Fazio, L., & Siegler, R. S. (2011). *Teaching fractions* (Vol. 22). North Coburg: International Academy of Education.
- Fejes, A. (2008). To be one's own confessor: Educational guidance and governmentality. *British Journal of sociology of education*, 29(6), 653-664.
- Gregory, M. R. (2002). Constructivism, standards, and the classroom community of inquiry. *Educational Theory*, 52(4), 397.
- Griggs, S. (2000). *Practical approaches to using learning styles in higher education*. Greenwood Publishing Group.
- Jonassen, D. H., & Grabowski, B. L. (2012). *Handbook of individual differences, learning, and instruction*. Routledge.
- Kisanga, S. E. (2020). Coping with educational barriers in Tanzanian inclusive education settings: evidence from students with sensory impairment. *Current Psychology*, 1-10.
- Klitmøller, J. (2015). Review of the methods and findings in the Dunn and Dunn learning styles model research on perceptual preferences. *Nordic Psychology*, 67(1), 2-26.
- Kolb, D. A. (2007). *The Kolb learning style inventory*. Boston, MA: Hay Resources Direct.
- Moussa, N. (2014). The importance of learning styles in education. *Institute for Learning Styles Journal*, 1(2), 19-27.
- Nisbet, J., & Shucksmith, J. (2017). *Learning strategies*. Routledge.
- Obaid, M. A. S. (2013). The impact of using multi-sensory approach for teaching students with learning disabilities. *Journal of International Education Research (JIER)*, 9(1), 75-82.
- Pathomchaiwat, P. (2013). English language learning strategies used by university students: A case study of English and business English major at Suan Sunandha Rajabhat in Bangkok. *International Journal of Industrial and Systems Engineering*, 7(5), 1157-1161.
- Pettus, A. M., & Blosser, M. E. (2002). Fun with learning and recall. *Science Activities*, 38(4), 10-14.
- Prashnig, B. (2004). *Power of diversity: New ways of learning and teaching through learning styles*. A&C Black.
- Rhodes, K. W., Orme, J. G., & McSurdy, M. (2003). Foster parent's role performance responsibilities: Perceptions of foster mothers, fathers, and workers. *Children and Youth Services Review*, 25(12), 935-964.
- Steffens, K. (2006). Self-regulated learning in technology-enhanced learning environments: Lessons of a European peer review. *European journal of education*, 41(3-4), 353-379.
- Sze, S. (2009). Learning style and the special needs child. *Journal of Instructional Psychology*, 36(4), 360-363.

- Tosun, M., & Yildiz, Y. (2015a). Extracurricular Activities as Warm-Ups in Language Teaching. *International Journal of Social Sciences & Educational Studies*, 2(1), 62-64.
- Tosun, M., & Yildiz, Y. (2015b). The role of moral values and systematic informing in aim-based education. *International Journal of Social Sciences & Educational Studies*, 2(2), 40-44.
- Yildiz, Y. (2015a). The key to success in English learning can be involvement in extra curricular. *International Journal of Thesis Projects and Dissertations*, 3(3). <https://www.researchpublish.com/papers/the-key-to-...>
- Yildiz, Y. (2015b). Better education at Ishik University preparatory school with extracurricular activities. *Advances in Language and Literary Studies*, 6(4), 158-161.
- Yildiz, Y. (2016a). Impact of language-oriented extracurricular activities on academic achievement in Language preparation schools. *Journal of Education in Black Sea Region*, 1(2).
- Yildiz, Y. (2016b). The role of extracurricular activities in the academic achievement of English as foreign language (EFL) students In Iraqi universities (A case of Ishik University preparatory school). *Unpublished PhD Thesis. Tbilisi: International Black Sea University*.
- Yildiz, Y. (2017a). Components of commitment to the teaching profession. *International Journal of Social Sciences & Educational Studies*, 4(2), 115-122.
- Yildiz, Y. (2017b). Extracurricular activities in the steps of aim-based education. *International Journal of Social Sciences & Educational Studies*, 4(2), 129-135.
- Yildiz, Y. (2020). Task-Based language teaching: An approach in the spotlight to propel language learning forward. *International Journal of Social Sciences & Educational Studies*, 7(1), 72-77. doi: [10.23918/ijsses.v7i1p72](https://doi.org/10.23918/ijsses.v7i1p72)
- Yildiz, Y., & Celik, B. (2020). The use of scaffolding techniques in language learning: Extending the level of understanding. *International Journal of Social Sciences & Educational Studies*, 7(3), 148-153.
- Yildiz, Y., & Mustafa Yucedal, H. (2020). Learner autonomy: A central theme in language learning. *International Journal of Social Sciences & Educational Studies*, 7(3), 208-212.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).