

1. explain learning styles and strategies ?

Learning Styles & Strategies

Broadly speaking, learning styles can be defined as general approaches to language learning, while learning strategies are specific ways learners choose to cope with language tasks in particular contexts.

Learning Styles

Each student has his/her own style of learning. As a result, we have different students with different learning styles inside the classroom as shown below:

1. Visual or Spatial Learners

Visual learners need to see things to fully understand them. They learn best from visual objects such as diagrams, charts, etc. They prefer to write things down.

2. Auditory or Musical Learners

They learn mainly through listening so they learn best through discussions and talking. They benefit most from reading texts aloud and using a tape recorder.

3. Physical or Kinesthetic or Tactile Learners

Learners here learn through using their bodies, hands, and sense of touch. They can use their muscles well so they can be used in playing, tidying, cleaning the board, collecting activity books, etc. They learn best through using their hands to make things, fitting things together, or taking them apart so hands-on activities are ideal to help those students learn best.

4. Social or Interpersonal Learners

They prefer to learn in groups or with other people. They have the ability to understand others' feelings and intentions.

5. Solitary or Intrapersonal Learners

Here, students prefer to work alone and use self-study. They have the ability to understand well their own feelings, strengths, and weaknesses. They tend to write a personal diary, achieve independent projects, discuss feelings about certain topics, express likes, and dislikes, etc.

6. Verbal or Linguistic Learners

They prefer using words, both in speech and writing.

7. Logical or Mathematical

They prefer using logic, reasoning, and systems.

Learning Strategies

Many students use learning strategies automatically without any awareness of them. The role of teachers here is to:

- Recognize their students' learning strategies,
- Make them explicit to students, bring them to their attention, and talk about them.
- Encourage students to use them in the classroom
- Make them more effective in the learning process,
- Base teaching process and techniques on these strategies.

Students use the following learning strategies most often when learning a language:

1. Cognitive Strategies

When they manipulate the language material using indirect ways, e.g. through reasoning, analysis, note-taking, and synthesizing.

2. Metacognitive Strategies

When they identify preferences and the need for planning, monitoring mistakes, and evaluating task success.

3. Memory-Related Strategies

When they link one item or concept with another but do not necessarily involve deep understanding, e.g. using acronyms, sound similarities, images, keywords.

4. Compensatory Strategies

When they make up for missing knowledge using gestures, miming, or guessing the meaning from the context.

5. Affective Strategies

When they manage their emotions by identifying their mood and anxiety level, talking about feelings, rewarding themselves, and using deep breathing or positive self-talk.

6. Social Strategies

When they learn via interaction with others and understand the target culture, e.g. asking questions, asking for clarification, asking for conversation help, talking with a native-speaking partner, and exploring cultural and social norms.

2.What is multiple intelligence ?

Multiple Intelligences Theory - Which is Your Learning Style?

Multiple Intelligences is Howard Gardner's psychological theory about people and their different types of intelligences (logical, visual, musical, etc.). There are seven Intelligences that each person has. A person may have two or more dominant intelligences, and maybe there are some individuals who have a balance of all seven intelligences.

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'.

Types of Multiple Intelligences

Visual / Spatial Intelligence

Ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Verbal / Linguistic Intelligence

Ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Logical / Mathematical Intelligence

Ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

Bodily / Kinesthetic Intelligence

Ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. (E.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Musical / Rhythmic Intelligence

Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

Interpersonal Intelligence

Ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

Intrapersonal Intelligence

Ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

3.write a note on listening to news programmes

There are a variety of learning opportunities served to students so that they can gain more knowledge out of them. Listening is a skill that we all ought to develop, and listening to the news could be a way to help nourish such a skill. Students are asked to read newspapers to develop their writing skills and language skills, as well as general knowledge. When it comes to the development of a language, it is not only reading that is required, but listening too is equally important.

While reading this article, you will come to understand why listening to the news is important for students and how it helps them develop their language skills.

The moment we talk about learning any language, all the tricks of LSRW need to be used. LSRW – Listening, Speaking, Reading, and Writing. In this article, we are going to talk about listening only and how it helps in language learning. Along with reading the news, children must also be asked to listen to the news. Why should we do so? Let's understand.

- Listening helps us understand the pronunciation of each word.
- It improves our listening skills to understand and not to answer.
- We come across the correct sounds made by each English letter.
- We learn to structure sentences in an appropriate manner.
- Vocabulary is in abundance when we listen to the news.
- Our general knowledge improves.

English is known to be a professional language and the only medium through which to speak to the world. This is why learning English as a second

language is so important. A person who knows how to speak, read, and write in English has a better chance of succeeding in their career. This is the reason why we are all running to learn to speak English.

Listening to the news can be as useful as reading the news in the advancement of this language. Keep listening to the same news again and again if you don't understand English and want to learn it. First, don't try to mug up, but listen for fun every day. Within a week's time, you will find yourself catching four to five words from the news and then sentences.

Ideas to listen to the news effectively

Keep listening to the news and do not try to memorize new words or sentences.

Try to understand the news. If you are not able to understand, listen to the news in your own language and then in English.

Write down what you understand.

When you start to understand the news in English, try to catch their pronunciation.

Then finally, you can grab new vocabulary.

Listening is a skill that, if developed, can help us learn and understand many new things. Listen to understand and not to answer or memorize. This will help in our language improvement as well as general knowledge acquisition.

4. what is spiritual quotient ?

Spiritual Quotient (SQ) is a relatively new concept that has emerged in the last few decades as a way to measure a person's spiritual intelligence. Unlike Intelligence Quotient (IQ) and Emotional Quotient (EQ), which are more commonly known, SQ focuses on a person's spiritual development and connection to the divine.

Spiritual intelligence is defined as the ability to perceive, understand, and utilize spiritual information and experiences. It's about connecting with something greater than oneself, and tapping into a higher consciousness. Those with a high SQ are often more

compassionate, empathetic, and have a greater sense of purpose and meaning in their lives.

Here are some ways to improve your Spiritual Quotient:

Meditation

Meditation is a powerful tool to help increase your SQ. It allows you to connect with your inner self and develop a deeper understanding of your thoughts and emotions.

Meditation also helps to reduce stress and anxiety, leading to a greater sense of inner peace.

Mindfulness

Practicing mindfulness is another effective way to increase your SQ. Mindfulness involves being present in the moment, focusing on your thoughts and feelings without judgment. This helps to develop a greater awareness of your inner self and the world around you.

Service to Others

Engaging in acts of service is a great way to increase your SQ. Helping others not only benefits those around you, but it also helps to increase your own sense of purpose and fulfillment. Acts of service can be as simple as volunteering at a local shelter, or as involved as joining a humanitarian aid mission.

Study of Spiritual Texts

Studying spiritual texts such as the Bible, Quran, or Bhagavad Gita can also help to increase your SQ. These texts offer valuable insights into spirituality, morality, and ethics, and can help to guide you on your spiritual journey.

Connecting with Nature

Nature is a powerful spiritual force that can help to increase your SQ. Spending time in nature, whether it's hiking in the mountains or walking along the beach, can help to ground you and connect you with something greater than yourself.

In conclusion, Spiritual Quotient (SQ) is an important concept that can help us to develop a deeper understanding of ourselves and the world around us. By engaging in practices such as meditation, mindfulness, service to others, studying spiritual texts, and connecting with nature, we can increase our SQ and develop a greater sense of purpose, meaning, and fulfillment in our lives.

5. DISCUSS THE STRUCTURE O RESUME ?

Resume structure

Headings can be effective to organise and highlight information. Your choice of heading should be guided by the alignment between 'what you bring' to 'what the employer is looking for'. Examples include: Common elements of resumes

- Name and contact details
- Career Objective
- Qualifications
- Skills summary
- Professional experience
- Achievements
- Extracurricular activities
- Interests/hobbies
- Referees

Career objective

Your profile or career objective is meant to provide the employer with a very brief overview of what you bring to the role and where you would like to go. It can also be viewed as your 'elevator pitch' for your five-year plan.

Qualifications

Your qualifications provide the employer with information about your level of education, which implies something about your cognitive capacity and may provide the employer with a sense of what you're capable of. It also tells an employer about the content you've studied. For specialist roles, such as research or accounting, the content you have studied is very relevant; for generalist roles, content is arguably not very important.

Skills summary

The skills summary forms an opportunity to showcase examples of relevant skills. Employers want to attract employees with work experience so that they can be confident that those employees will be able to perform to standard. You may simply not have much work experience, particularly if you're in the early stages of your career. A skills summary can convince an employer that you can function

effectively in the position despite a relative lack of work experience. It allows you to highlight a number of transferable skills needed for the job you're applying for that you have developed in a broad range of areas, including work, studies, volunteering and other extracurricular activities.

Professional experience

Tailor your experience to what the employer seeks. Therefore, it is your job to provide the most relevant information; potentially even leaving information out of your resume! Consider closely your experience, however because whilst some may not seem relevant whilst they are.

Dividing information into a skills summary and work experience, where you emphasise 'how you did the job' (skills summary) and 'what you did' (work experience) may make it easier for an employer to find the information they're looking for.

Achievements

These may come from a variety of sources. You may have won a scholarship based on academic merit. You may have won an award for community work, or a prize for a sporting achievement. Ask yourself how your achievement(s) contribute to presenting yourself to an employer.

Extracurricular activities

You develop skills in all kinds of experiences. Consider including experiences beyond paid work, such as volunteering and active involvement in student societies. Like in the paid employment section, elaborate a little with stating some key responsibilities (tailored to the position you're applying for).

Interests/hobbies

Similarly, interests or hobbies can provide you with skill development that aligns to what the organisation is looking for. They may also tell the employer about whether you 'fit' into the organisation.

Referees

In Australia, employers prefer to speak to people who know you in a professional capacity. Include a current or previous supervisor from a paid position, if you have one. Alternatively, a lecturer, who knows you, may also be a good referee because they can speak about several aspects of your academic and professional behaviour at university. Personal referees are sometimes also used, though you need to make sure that these personal referees are not a friend or relative: they're likely to always speak very positively about you. A good example is the imam of your mosque.