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DOMAIN: FOREIGN LANGUAGE  
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TEACHERS ATTITUDE TOWARDS  
ACCOMMODATING STUDENTS LEARNING  
STYLES CASE OF 2<sup>ND</sup> YEAR EFL STUDENTS AT  
MSILA UNIVERSITY

Dissertation submitted to the department of English in Partial fulfillment  
of the Requirements for the Degree Master

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In the name of Allah , the most gracious , the most merciful ,all the praise is due to him alone , the sustainer of the entire world .

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And to all the teachers we were taught by .

# *Dedication*

I dedicate this modest work to:

- To All the members of my family.
- The special Classmates who supported me: Mounir Basti, Ilyes baghdadi, Abdou bouradji, Yahia Naidji, Walid zouaza, Khalil Dilmi.

Ahmed BENTHAMEUR

# *Dedication*

I dedicate this work:

- To all the members of my family who supported me.

Fatima TOUILE

## **ABSTRACT**

The current study aims to investigate the effectiveness of considering learning styles in EFL student's academic achievement. That , It is generally accepted that knowing a student's preferred methods of learning can be advantageous for both students and teachers. It seems hard to alter each student's preferred learning method in the classroom because pupils learn in a variety of ways. The investigation is concerned with the case of second year EFL students at Msila university. In order to test our hypotheses , Two online questionnaires were administered for both EFL students and teachers. The data collected from the instruments used were based on qualitative and quantitative methods. The results gained endicate that learning styles raise students skill levels in EFL instruction when taken in consideration , and play a significant role in teaching English , and that teachers are aware of the matter. Further more, In order to accommodate varied learning styles, it is also advised that teachers adopt a balanced approach to their teaching methods. The study adopts a theoretical methodology to analyze pertinent literature on the subject and give several viewpoints on how learning styles and teaching styles can be matched or mismatched.

**Keywords:** Learning styles, Teaching styles, Accommodating.



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# LIST OF ABBREVIATION

EFL	English as a Foreign Language
ESL	English as a Second Language
Q	Question
SPSS	Statistical Package for Social Sciences
MCQ	Multiple Choice Question
CBA	Communicative Based Approach



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# *General Introduction*

## **1. Introduction**

Learners that are actively involved in the learning process often employ a variety of approaches and learning styles to quickly pick up new information. Their own personalities are reflected in such techniques and tactics. Because of this, each person learns in a unique method that sets them apart from others. It is thought that the teaching and learning process might be facilitated when teachers are aware of their students' preferred learning styles.

Knowing how to communicate effectively is crucial for effective teaching. The teacher encourages the students' activities while making an effort to comprehend the feelings, passions, and fears of the pupils. Students may become more self-assured, broaden and enhance their intrinsic abilities, and increase their passion for learning as a result.

## **2. Statement of the Problem**

Teaching English as a foreign language is not an easy task. So that teachers withdraw to the use of learning styles due to the diversity of human being creation and so as language learners, teachers in the field of education face the challenge of the diversity of their students learning styles and the fluctuating performance, response, achievement and motivation of the students.

Exploring the underlying reasons for this problem, the researchers surveyed the respective theoretical and practical studies and papers. As a result, they came up with the urgent necessity to detect the students learning styles and whether they conform to teaching styles. The researchers are whole heartedly willing to put the corner stone in solving this problem and introducing alternative teaching styles accordingly.

### **3. Aims of the study**

Throughout this paper, we are aiming to find the role of EFL teachers in accommodating students learning styles in classroom. The results of this research will inform those involved how the depths of it though determining their perspectives and nature.

Such studies will pave the way for other studies adding more influential variables in the study, and thus contributing to the accumulation research on learning styles and their impact.

This study design to:

- a) To identify the impact of the use of learning styles within EFL classroom on students perception.
- b) Familiarizing the EFL instructors at the English department of Msila university with learning styles preferences.
- c) To expand the awareness of the importance of students learning styles preference.

### **4. Research questions**

Studies show that there is a great effectiveness for the use of learning styles within an EFL classroom in manipulating the students' perception.

On this basis, the following questions would be addressed:

- a) Are teachers of second year Msila University aware of their students learning styles?
- b) Do they take their students learning styles in consideration?
- c) Do their teaching strategies match their students learning styles?

### **5. Research hypothesis**

Then some hypotheses will be proposed to the research questions:

- a) Teachers of second year Msila University are aware of their students learning styles.
- b) Teachers of second year Msila University take the students learning styles in consideration.

As with any scientific research, we will follow some steps to collect data. The case study will be conducted with students from the University of Msila.

To prove our hypotheses, some data collection tools will be used; two online questionnaires addressed for teachers and students to get detailed information about their reactions to learning styles about their teaching/ learning process.

### **6. The reasons for choosing the topic**

In this research, we decided to prove that learning styles are useful in teaching EFL students. Because we remember when we were in secondary school, our English teacher used to do some useful learning styles that motivated us, got the whole class excited, and participated in the English course.

### **7. Structure of the study**

The study is organized into two chapters. The theoretical chapter contains two sections. The first section begins with a definition of learning styles including its role in English language teaching, strategies and its types, and the impact of learning styles on learner's achievement. Then the second one deals with Appropriateness and Accommodation, starting with the definition of teaching strategies and how games are used in teaching English as a Foreign Language. Moving to the Relationship between Students Learning Styles and Teaching Strategies.

The second chapter focuses on the practical side of the work, the first section includes two online questionnaires directed to both students and teachers of English as a foreign languages. Then the section two includes the analysis of the questionnaires data and contains the results of all the tools that are used in the practical side. Furthermore, we try to suggest some recommendations for teachers and learners about how to use learning styles effectively in the classroom.

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# *Chapter 1*

*Theoretical Framework*

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## **Section One**

### **Learning styles**

#### **Introduction**

As unique as each person is, so is the way they perceive and process information. Learning styles are what we refer to as this. Numerous investigations were conducted to better understand this unusual process. In fact, the instructional value of learning styles in EFL courses is of tremendous interest. It is regarded as one of the most crucial elements in learning any language.

This chapter explores the most significant theories and approaches that tackled the domain of learning styles as an essential element that affect learning outcomes. It also shows the different tools which indicate the prominence role of inducting measurements that examine the correlation between the different types of learning styles and the academic achievement.

#### **1.1 Definition of learning**

A person can find solutions to issues and learn tips and tricks that enable him to learn new things in life, develop them, and use them in his daily life through learning. Learning is an important source for everyone.

All people have the capacity to learn new things, build on the knowledge they already have, and comprehend challenging or complex ideas. The learning process is the umbrella term for all of these activities. Therefore, Kimbleand Garamczy (1963) stated that “Learning

is the result of behavioral tendencies changing relatively permanently as a result of strengthened practice.” (p. 133). Here, they meant that because of how learning evolves through time, the improved method.

To put it another way, learning is an acquired process through which information is retained and some practices must be carried out as well as behavioral adjustments. In learning a certain language there are ways which are employed in understanding a language and they change from one student to another, and this is due to several elements that influence language acquisition and the way in which the individual interact with this language. Among these key characteristics, there are personality and leaning styles which play an important part in the language enhancement.

Learning is a major focus of research in psychology, neuroscience, behavioral ecology, evolutionary theory, and computer science, as well as in many other disciplines. Despite its conceptual prevalence, definitions of learning differ enormously both within and between these disciplines, and new definitions continue to be proposed

## **1.2 Definition of styles**

It is important to understand what "styles" are before reading the learning styles literature. Cognitive psychologists were the ones who initially developed the idea of "styles." For Brown (2002):"Style is a concept that refers to consistent and rather persistent tendencies or preferences within an individual," . Styles are those general characteristics of intellectual functioning (and personality type, as well) that belong to as an individual, and differentiate you from someone else". (p. 119).

## **1.3 Definition of learning styles**

The lives of learners are greatly influenced by their learning preferences. Students can incorporate their preferred learning method into their academic routine once they are aware of it.

Literature has made use of a variety of terminologies, including learning style, cognitive style, sensory preference, and personality types. Some of these concepts have been separated and others have been used interchangeably in different contexts (Cassidy, 2004). The three sub-types of learning styles are visual, tactile/kinesthetic, and auditory. Learning styles are characterized as "the complex manner, and situations in which learners most effectively perceive" (Dornyei, 2005; Oxford, 2001).

Author	Year	Definition
Keefe	1979	Cognitive and affective traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment
Reid	1987	Variations among learners in using one or more senses to understand, organize, and retain experience
Willing	1988	Natural, habitual, and preferred ways of learning . . . a clear, comprehensible and coherent set of likes and dislikes
Spolsky	1989	Identifiable individual approaches to learning situations
Rossi-Le	1995	The preferred mode for perceiving, organizing, and retaining information
Reid	1995	Natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills

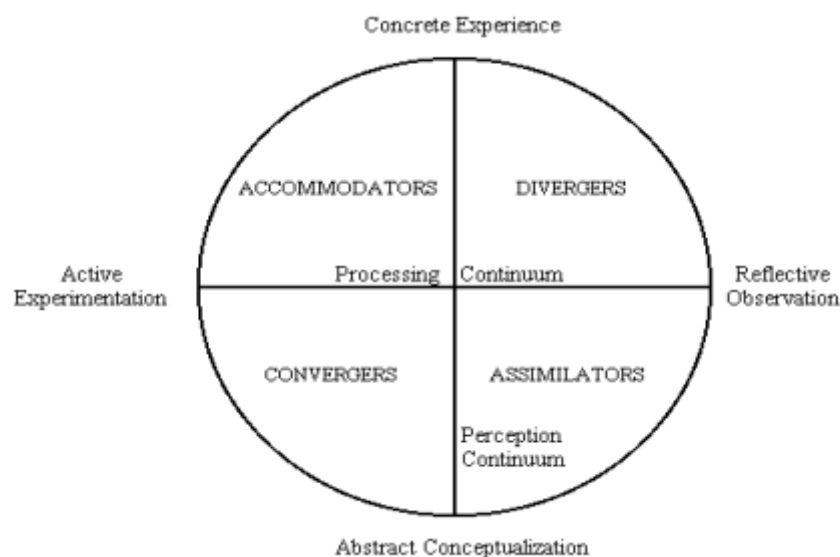
**Table 01: Definition of Learning Styles (Peacock, 2001, p.2)**

Furthermore, For Salkind (2008) described learning styles as "individual differences in the way that people prefer to learn in the dictionary. Individuals typically process information or approach learning situations according to their learning styles. These preferences for learning styles are believed to be natural". p. 597.

Also, according to Keefe (1979 as cited in Brown 1980), learning styles are "the typical cognitive, affective and physiological characteristics that serve as relatively stable indications of how learners perceive, interact with, and respond to the learning environment." (p.120).

On the other hand, Haynes (2007) defined a learning style as the manner by which a particular student prefers to learn (p. 148). Following the same line of thought, Pritchard (2009) stated that individuals choose to learn in different ways, and that they commonly prefer to opt for certain learning styles which are relevant to them (p. 42). In other words, each learner prefers different learning styles, and every learner has a dominant style or a mixture of learning styles.

The idea of a learning or problem-solving style, according to some theorists, "is a natural extension of Kolb's normative four-stage model (ELT) [Experiential Learning Theory]. It results from a specific Person's superiority of emotion over thinking or vice versa, and from that Person's dominance of observing over action or vice versa. (Sims & Sims ,1995, p. 100).



**Figure 01: Experiential Learning Theory and Learning Styles Inventory****(Yeboah & Sarpong, 2012, p.34)**

Every learner uses a varied set of techniques and strategies to learn and comprehend the language due to the diversity of their learning styles. Each learner has a chosen learning method that they use in order to find studying a certain language to be simple and fun. Additionally, the rate of language learning differs from student to student and might be either rapid or sluggish. Learning styles also take into consideration of individual factors such as sex, age, and personality as well as heritage, breed, and environment influence, namely influence from parent's education, culture, community, and school. The following is clear from the previous descriptions of learning styles:

- The preferred methods for teaching and learning are tied to different learning styles.
- How students take in information.
- The ways in which students behave or their personality traits.
- The preferences for using the abilities are the styles.
- It's critical that the skills and styles work together.
- Different students like different styles.
- Styles can be quantified.
- Styles can be learned.

**1.4 Types of learning styles**

In an effort to explain how people interpret information, numerous models have been put out through the years. These models also attempted to categorize various learning methods. There are seven different learning styles, according to many researchers.

### **1.4.1 Visual learner**

According to Chandler and Ferriman (2013), visual learners are adept at interacting with images, maps, and diagrams. They find it easier to retain knowledge when it is written down, and they can vividly picture passages from books in their minds. Additionally, because they need to look at the person speaking to them in order to maintain focus, visual learners prefer to sit in the front of the room where they can see the board.

Visual-verbal and visual-nonverbal learners fall into two types. Due to their preference for reading printed materials like textbooks, handouts, and personal notes, visual verbal learners are sometimes referred to as "print-oriented" (Marcia, 1995). These students are frequently the 'bookworm' variety who read solely for pleasure (Davis, 2007). In contrast, visual-nonverbal learners translate information into a mental image in order to assimilate the information offered (Marcia, 1995). In short, written materials are perceived by visual-verbal learners, whereas drawing materials are perceived by visual-nonverbal learners.

### **1.4.2 Auditory learner**

Speaking and listening are favorites of auditory learners. Instead of reading a list of directions, they would rather listen to an explanation of how to do a task. These individuals learn best through what they hear, including music, rhymed or rhythmic words or phrases.

They also like to learn while listening to music, and they remember things better when they are set to music (Bowie & Lebednik, n.d.).

There are two categories of auditory learners: auditory-nonverbal learners and auditory-verbal learners. As they listen to others speak, auditory-nonverbal learners are sometimes referred to as "listeners." They are "absorbers of verbally provided information while engaging in mental dialogues and decide how to go by reflecting on the words of others in the past" (Marcia, 1995, p. 12). The term "auditory-verbal learners" is used to describe those who need to "speak it out" (Marcia, 1995). When people talk to themselves while they think, they remember knowledge better (Nilson, 2003). The preference for listening to others speak eventually shifts from auditory/verbal learners to auditory/nonverbal learners, who prefer listening to themselves speak.

### **1.4.3 Reading and writing learners**

Reading learners are students who frequently read printed words and texts to learn new information. Lists, dictionaries, books, lecture notes, and circulation are things they enjoy. These students enjoy paraphrasing class notes, organizing lecture notes into sketches, and study multiple-choice questions for exams (Murphy et al. 2004). In addition, these pupils take notes, according to Drago and Wagner (2004). They learn more effectively by taking notes during lectures or while reading challenging books.

### **1.4.4 Kinesthetic learner**

Students who learn physically do so through doing, touching, and feeling. They must actively engage in hands-on learning. Kinesthetic learners have a lot of energy, making it challenging to keep them seated for extended periods of time. This sort of learner performs better outside or in a practical learning environment, according to numerous research. As a

result, for these students, classroom activities can be particularly difficult (Bowie & Chandler, n.d.).

They focus better in a classroom environment with engaged teachers. Additionally, when kids are allowed to participate in class activities, they remember information better. Simply put, kinaesthetic learners prefer learning that involves movement and action over learning that involves stillness and immobility. Simply said, they remember information better when it is applied directly to them (Davis, 2007; Naserieh & Anani Sarab, 2013).

The following table is a representation of the characteristics of different learners:

<b>Visual learner</b>	<ul style="list-style-type: none"> <li>• Observes rather than talks</li> <li>• Remembers faces</li> <li>• Memorise by seeing graphics, pictures</li> <li>• Notices details</li> <li>• Transforms information into knowledge by making drawing or images</li> </ul>
<b>Auditory learner</b>	<ul style="list-style-type: none"> <li>• Enjoys talking hums and signs</li> <li>• Easily distracted by noise</li> <li>• Enjoys listening activities</li> <li>• Reads notes and texts out loud</li> <li>• Records notes, information, lectures and listens to recordings regularly.</li> </ul>
<b>Reading/Writing learner</b>	<ul style="list-style-type: none"> <li>• Uses repetition of words and writing</li> <li>• Remembers and organizes things best in his mind by taking down notes</li> <li>• Makes lists to help them access information</li> <li>• Turns diagrams and maps into words</li> <li>• Adores reading textbooks, novels</li> </ul>
<b>Kinesthetic learner</b>	<ul style="list-style-type: none"> <li>• Likes physical rewards</li> <li>• Enjoys doing activities</li> <li>• Prefers to move their body and manipulate things with their own hands</li> <li>• Finds difficulties to sit for long periods of time</li> </ul> <p>Good in applied activities like: painting, cooking, and sports.</p>

**Table 02: Characteristics of Different Learners (Boneva & Mihova, 2012, p.12)**

#### 1.4.5 Multimodality

There are circumstances in which pupils solely use one learning style, but this is not always the case since some students combine the four learning types. Since they don't have a particular preference, they are categorized as multimodal. Students who have a variety of preferences are those who flip between modes according to the task at hand. They select the mode that is appropriate for the given circumstance. For instance, they would use their preference for reading and writing if they had to deal with legal issues. If they choose to observe a method being demonstrated, they will be demonstrating their preference for the kinesthetic sense (Fleming and Mills 1992).

### **1.5 Language learning strategies**

Any learning process needs to be modified in some way or through some method in order to achieve the learning's primary objective. Students adopt particular learning tactics to acquire a language while having various learning preferences. Learners' characteristics we aim to stimulate in order to help them to become more proficient language learners" are referred to as learning strategies. (1990, Oxford, p. ix). This depicts how students will develop learning methods as they go toward being more proficient language learners. The definition of learning strategies by O'Malley and Chamot (1990, p.43) as processes and instruments used by second language learners to categorize instances of second-language learning is another possibility.

The usage of strategies is one of the ways pupils successfully manage their own learning. The concepts and methods that students use to help them recognize, comprehend,

or keep data are known as strategies. They divided learning techniques into three categories based on this: metacognitive, cognitive, and socio-affective strategies.

- Cognitive strategies are mental processes that are applied specifically to learning and enable students to interact with the knowledge presented in activities and materials by focusing on it in various ways. The employment of cognitive methods is frequently limited to certain learning tasks that openly make use of learning resources.
- Metacognitive strategies are a term for the executive function, which refers to planning for learning, reflecting on the process while it happens, seeing or comprehending individual output, and evaluating learning once the activity is over.
- Socio-affective strategies: These may be related to interpersonal interactions and social mediating tasks. The primary socio-affective techniques are explanation and cooperation (Brown 1987)

### **1.6 The impact of learning styles on learner's achievement**

Individual students differ, and Ellis (2005) identified seven factors, including beliefs, affective state, aptitude, learning style, age, motivation, and personality, to help explain these discrepancies. Students with diverse learning styles will act differently in how they perceive, engage with, and respond to the learning environment (Junko 1998). One of the key factors that determine how-and how well-students learn a second or foreign language is their language learning methods and styles (Oxford, 2003). Cook (2000) emphasizes the students' dedication to learning by pointing out "Learning is the foundation of all effective teaching; if students do not learn, it is pointless to provide engaging, dynamic, well-constructed language sessions. The learning is the evidence of the teaching " (p. 23).

Furthermore, according to Oxford (2001, p. 45), "individual students' learning styles and methods might operate together with or conflict with a specific teaching methodology." Ellis (2005) made this suggestion when he put up the idea of connecting learners with lessons. According to him, the ideal teaching strategy is one that accommodates each learner's distinct learning style. It is important to research learning style, whether from the standpoint of learner-instruction matching or the relationship between learning style and learning approach (Ellis, 2005).

Teachers and scholars have long been interested in finding strategies to improve pupils' academic performance so that they might succeed as much as possible. Contrary to what was stated earlier in the theoretical foundation on page 1, several research contend that determining one's learning style is necessary to assess one's capabilities for academic accomplishment. Numerous studies have been done to highlight the connection between learning style and academic accomplishment, and they have shown that teaching tactics that mesh or match learning types can greatly improve students' academic achievement (Griggs & Dunn 1984; Smith & Renzulli 1984).

According to Abidin et al. (2011), students may have a variety of distinct learning styles, or they may combine several learning styles, which allows them to learn more effectively. They asserted that learning preferences have an impact on pupils' general academic performance. According to Dunn et al. (1995), students who were taught using a methodology that matched their learning style performed better than those whose learning styles were not compatible with the teaching approaches. If a student's learning style and the teaching methodology are compatible, this can improve the student's attitude toward learning

and boost their critical thinking abilities, academic accomplishment, and creativity (Irvine & York, 1995).

Numerous academics who are interested in the topic of learning styles agree that giving students the freedom to consider how they learn best by fostering their metacognition makes a difference: Applying learning style theory to education and learning results in engaging, effective learners who can handle problems in a learning environment and perform above expectations in exams, which is perhaps the most important benefit that can be claimed. Thus, learning style theory is an approach that is focused on meta-learning, similar to setting goals, picking appropriate methods, and tracking progress, which are more effective ways of advancing learning outcomes and accomplishment than those that primarily point to engage students at the level of presenting information or understanding and using (Hattie, Biggs, & Purdie, 1996).

The previous study suggested that recognizing learning styles and tailoring education to fit these learning styles could improve academic accomplishment. However, certain important facts needed to be addressed in this situation. Most students prefer to learn in particular ways, and according to Chuah Chong-Cheng (1988), who discusses the significance of learning styles as being not only significant but also vital to individuals in educational settings, each style of learning contributes to academic achievement success in remembering what has been learned. Compared to people who rely solely on one type of learning, learning styles typically hold more information and result in higher grades (Dunn, Beaudry & Klavas 1989).

To sum up, we can generally infer that studies on learning styles have yielded a wealth of data; nevertheless, the data have rarely been utilized by instructional program designers, allowing a broader understanding of learners' methods to learning to be achieved.

### **1.7 Importance of learning styles**

As was already said, learning styles are crucial components of the language acquisition process. In fact, "students bring a large amount of 'personal baggage' to the language course that will have a significant influence on how learning proceeds; they are not merely 'empty vessels' that will need to be filled by the teacher's wise words" (Cohen, 2009: 161). According to research, "styles affect how students learn, how teachers teach, and how the two interact" (Vaishnav, 2013, p 1).

In addition, (De Vita, 2001; Felder, 2005) claimed that in order for teachers and students to both understand what works best for them and what can improve their performance and success in their academic goals, it is crucial to be aware of the learners' learning styles and to help them discover and recognize their own styles . A diverse and inclusive teaching approach seems necessary to meet each student's needs and preferences because students are unique individuals with different capabilities, strengths, needs, and preferences. This will make the language course more effective for a wider range of students, if not for all of them. Students who prefer different learning styles may very well be deterred from studying and find it uncomfortable and difficult to learn efficiently if only one teaching approach is chosen (Ibidem). Learning styles are a crucial element in the learning environment, as evidenced by the fact that "in many circumstances, what is being taught has a less impact on learners' accomplishment than the manner resources are presented" (Abidin, et al., 2011, p. 143).

Moreover, teachers should also consider students' learning styles. Teachers' lesson plans and lesson designs are aided by their awareness of the individual differences present in the classroom. Teachers must consider the various learning styles by utilizing a variety of strategies and techniques in order to meet the needs of their students since it is critical that learning styles and teaching styles match in the classroom (Becker et al, 2007).

Additionally, numerous studies have demonstrated a link between individuals' academic success and their preferred learning styles. For instance, Park (2000) discovered that, in contrast to high and moderate achievers, low language achievers do not prefer auditory learning and have a negative preference for individual learning, proving that language competency does influence the students' learning styles.

According to other studies examining the connection between learning styles and academic accomplishment, the majority of students have several learning preferences, and those who employ a variety of preferences likely to perform better than those who use only one or two preferences (Abidin, et al., 2011; Vaishnav, 2013).

## **Section Two**

### **Appropriateness and Accommodation**

#### **1.1 Definition of Teaching Strategies**

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Any student's wants and desires will be met by teachers in the classroom in order to support them and help them study better. Teachers employ a variety of methods and strategies, including individualized instruction, project-based learning, feedback, cooperative learning, and inquiry-based learning, to accomplish these objectives.

One definition of teaching is the act of communicating a message. Smith (2016) claims that the process of teaching entails paying attention to the needs, experiences, and feelings of others while also implementing precise interventions to aid in their learning. Finding the link between the learner's current situation, the teacher's current location, and the teacher's desired behavior is another goal of teaching tactics (Toker et al., 2013).

A thoughtful plan or approach for achieving a specific goal, typically over an extended period of time, can also be referred to as a teaching strategy. Teaching strategies are a variety of teaching methods or techniques used by teachers to enhance students' learning, according to Etkind and Shafrif (2013). The principles and teaching techniques make up the teaching strategy. The information or skill being taught will play a major role in the teaching strategy(s) chosen, but the learner's learning preferences, aptitude, skills, and enthusiasm may also play a role. In order to select effective teaching strategies, it is crucial for teachers to be aware of these learning styles when planning lessons.

Teaching strategies are best understood in light of the educational framework in which they are implemented. The teaching tactics utilized are influenced by the various educational systems because each one has its own demands and expectations. One starts by looking at traditional education because in order to completely comprehend where we are heading, we must first understand where we have come from.

Teaching strategies, according to Antony and Walshaw (2009), include both inside and outside of the classroom activities like grouping students, developing their thinking, having them complete worthwhile math tasks, making connections, assessment for learning, mathematical communication, mathematical language, tools and representation, and teacher knowledge.

The fact that "teachers must be able to select and clarify acceptable mathematical goals for any lesson given, order mathematical assignments, and be able to evaluate the mathematical worth of a learner's explanation or argument" is another truth that Kazima (2006a) mentions. According to this notion, teaching requires careful planning for how the lesson should be evaluated. The best teaching tactics will therefore depend on the environment of the classroom.

## **1.2 The Relationship between Students Learning Styles and Teaching Strategies**

Teaching is a method of imparting knowledge and a student-centered activity. According to, according to Drago and Wagner (2004), and **Hashim (2005)**, Learning is a mental activity. A person can also learn by acquiring information through their experiences, knowledge, senses, and skills. According to Becker et al. (2007, cited in Norasmah and Mohd, 2010, 654), studying using traditional methods of learning including lectures, textbooks, and debates are essential elements that lecturers employ during lectures.

To reach every student's comprehension, teachers must diversify their methods of instruction. Additionally, they frequently combine several teaching techniques to cater to the various "learning styles of students."

According to a research by Drago and Wagner (2004 as cited in Norasmah and Mohd, 2010, p.654), there should be at least four general dimensions to learning styles. First, "Cognitive," which touches on aspects of perceiving, reasoning, solving issues, remembering, and connecting the relevant information to other topics during personal information processing. The second level is "Affective," where learning is viewed by taking into account personality traits like awareness, emotions, motivation, and frustration. Finally, "Physiological Learning" from a physiological perspective is based on biological characteristics, such as senses that are used in the learning process (auditory, visual, or kinesthetic). Furthermore, "Psychological when learning is considered in relation to one's "internal strength" and "self-confidence," individuality'.

Alias et al., (2005 as cited in Norasmah and Mohd, 2010, p. 654) assert that teachers should consider the diversity of their students as a factor when teaching. since they are anticipated to establish the appropriate environment to meet students' needs before planning their process of teaching and evaluation. In a classroom, a teacher has a significant impact on many different aspects of teaching, but also in inspiring students to grow in both their aptitude and desire to learn. A teacher is also required to understand how to establish a safe and supportive environment for their students' environment that encourages students to feel safe and unconcerned.

Moreover, having a diverse student body in the classroom is crucial for facilitating the teaching/ learning process. For instance, there are various ways that pupils might learn, including perceiving, hearing, acting, reacting, and other means. Contrary to instructors who employ a variety of instructional techniques, including discussions, lectures, or demonstrations (Stitt, 2003 cited in Norasmah and Mohd, 2010: 655). For instance, in a

classroom, a teacher might try to explain his concepts by assigning group projects to the students, followed by interactions and discussions to help the lessons be more understandable. In addition, not all students ask questions, so after the discussions, the ambiguous concepts would become clearer to the students.

According to Yussoff (2007 as cited in Norasmah and Mohd, 2010: 654), many teachers boast of having effective teaching methods, but in actual classroom settings they are unable to present the best approach to their students. This is because the typical teacher primarily deals with poorly structured class activities. In other words, teachers have a responsibility to make sure that students are getting something out of their lectures in order to advance their learning and skills. As soon as a teacher is required to maintain his profession. As a result, it is important for teachers and students to communicate with one other about the teaching methods that they find most effective and facilitate understanding. As a result, it is important for teachers and students to communicate with one other about the teaching methods that they find most effective and facilitate understanding. For instance, a teacher may advise students about their preferred method of learning before the start of the school year by writing it down on a piece of paper so that he is aware of how he will present his lectures and may adjust it if necessary.

Teachers need to be more driven to find effective teaching methods because if learning styles fail, it is because they lack the abilities required for learning theories. This happens when teachers lack information and don't comprehend students' learning preferences. The outcome would be significantly better, and both parties would be motivated to work, if the students' learning preferences and the teacher's teaching strategy were in harmony.

Students are believed to be diverse, and to have different characteristics that vary from one individual to another. Indeed, teachers are expected to be knowledgeable about various characteristics of their individual students, and to accommodate students' diversification into practice; so that, they enable them to effectively understand instructions, and to intelligently store knowledge for a lifelong learning.

### **1.3 Teaching Tips for Vark Learners**

Students practice different learning styles, according to research by Bachok et al. (2000), and inappropriate teachings and learning style application might affect students' learning and behavior quality in class. According to Prithard's research from 2005, effective learning is influenced by both the instructional methods and the resources used. Thus, consideration of students' preferred learning styles must be a major factor in the creation of teaching materials.

According to Yahaya (2007), there is another viewpoint, though, which contends that teachers' educational strategies must be effective in piqueing pupils' interests. In order to effectively educate target groups, educators need to be more proactive and responsive. With various educational strategies, teachers ought to be able to provide chances and experiences for students with various backgrounds and learning preferences (. Adaptive Learning Theory concurs with this viewpoint. This idea holds that students have unique learning preferences, hence any system designed on it needs to change its instructional approaches (Ismail 2008). Thus, the capacity of teachers and computers to include multimedia technology would be able to diversify instructional approaches to meet the needs of various students. According to Ismail's (2008) Preferred Sensory Modality Theory, each learner has unique acceptance skills that are based on particular senses.

There are students who can receive information more effectively through brain stimulation than through the visual sense, and there are students who can do so through contrast stimulation, such as the combination of the visual and hearing senses. Ismail (2008) claims that some pupils prefer to receive knowledge in text form, while others prefer it in the form of an image, graphic, or animation. As a result, the VARK learning style model, which will be explored next, can clarify and reinforce the function that multimedia courseware applications play during the teaching and learning process.

According to Fleming and Mills (1992), the advantages of multimedia courseware are based on the VARK learning style model, which has been developed from the standpoint of its capacity to serve as a catalyst and framework for discussion and picture-based learning activities like taking notes and preparing for tests and exams. In addition, the learning materials can offer a unified framework for instruction and a clear ideology for how to link ideas in a classroom.

Students have no trouble embracing the idea that collecting and writing down notes should run parallel to their preferred medium because doing so would ultimately increase their ability to study effectively. In addition, students engage in activities that can boost their cognitive and motivational abilities while using multimedia courseware that is based on the VARK learning style paradigm.

Students have a strong and unique tendency to accept learning, according to Fleming (2006). Due to time constraints, teachers are unable to create instructional materials that are adequate for the various needs of students' learning styles. Virleen (2010) claims that the traits in the VARK learning style model can be used to aid in the creation of teaching

materials, particularly software for multimedia courses based on the model, which is suitable and indirectly entices students to make an effective learning process.

According to a study by Larry and Marie (2005) on the preferences of students who used VARK in multimedia elements, visual learners are more likely to employ text and graphics. Audio applications are preferred by auditory students when using text, graphics, and other multimedia elements. While kinesthetic learners are more likely to employ text and graphics in tasks that call for active participation or hands-on activity. That study also looked into how students tended to lean toward each mode by employing their senses.

Mode	Tendency in learning process
Visual	Learning by looking at pictures, graphs, videos, and graphics. Could not take complete note during presentation.
Aural	Receive learning by listening method, by speaking or from music, discussion, and explanation.
Reading	Prefer words and texts as an information obtaining method. They like presentation style, by text or writing.
Kinesthetic	More likely to experience through physical movement aspect while studying, such as, touch, feel, hold, perform and move something. They prefer hands on work, practical, project, and real experience.

**Table 03: The tendency in learning process base on VARK mode (Norasmah & Mohd, 2010, p.658)**

## **Conclusion**

All in all, learning styles theory is crucial to the study of education. It also attracted the attention of other researchers. They make an effort to explain how different information is perceived by each person. There were other learning style models available, and some of them caught teachers' interest. This chapter has put focus on the important notions related to the present research. It contains three sections: each section casted light on the concept of learning styles. The first section has investigated the essential concepts related to learning styles including the different definitions of learning styles, the importance of learning styles in Education and their relation with teaching/learning process. The second section has tackled students' appropriateness and accommodation.

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# *Chapter 2*

*The Fieldwork*

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## Section 01

### Methodology

#### Introduction

This chapter focuses on the process of data collection that is involved in the study. It consists of three sections. The first section explains the study population. The second section points out the design that the study adopted. The third section highlights the procedures implemented in collecting the needed data. The last section presents the tool of the study.

#### 2.1. Participants

The participants in this study were selected from the university of Msila. Eleven (11) English teachers and thirty three (33) students participated in the online survey. The number of participants could be greater. However, the time frame was short, and many teachers and students did not respond at all or refused to participate due to the summer break. Participating teachers and students were selected based on their availability to participate, resulting in a lower number of informants. Therefore, it may be difficult to generalize the results because the number of participants does not completely match or correspond to the number of participants from previous studies.

#### 2.2. Procedures

It's time to discuss the method and the sequential steps that this research work underwent. Before anything else, prior research on the same topic was gathered, but before doing so, the goal and purpose of the research were established, and as a result, research questions and research hypotheses were proposed.

Due to time constraints and the summer break, it was not able to conduct the survey at the university, hence the entire data gathering process survey is based on the internet.

As a result, it is distributed to the samples via social media platforms like Facebook and WhatsApp for participants, who are teachers and students, the survey data in Google Forms questionnaire was gathered in two weeks. The link provided on social media has been entered by survey respondents who actively participate. A type of data collection technique that is highly convenient for the participants is an online survey. The participants can simply respond to the survey whenever and wherever they like because smartphones are now a basic necessity for everyone and they facilitate connections. In order to prevent participants from leaving the survey before to be submitted, all questions are set with the function "Required." This is also a good idea to prevent inaccurate survey responses. For data analysis, the survey results are then exported from Google Forms and imported into Excel and SPSS. Since participants are anonymous, it is unclear sometimes which district or university they represent. However, the majority of those who are interested in taking part attended university of Msila.

### **2.3. Research instrument**

According to Pahoo (1997) when he stated that “a research instrument is a tool used to structure. An instrument is a tool designed to measure knowledge, attitude, and skills.”

To investigate what is effect of learning styles on learning/teaching process, especially in the Algerian educational system, we have carried out an online questionnaire as a data gathering tool for both English teachers and second year students at university of Msila which has been administered to the ones whose views have been obtained, opinions and attitudes on how effective learning strategies influence the students' academic performance.

### **2.4. Method**

The primary goal of the current research project is to examine the efficacy of learning styles in improving students' capacity to comprehend English as a Foreign Language quickly and amusingly. We require information that supports both the nature of our topic and the research methods we are using. Because questionnaires are one of the most widely utilized methods in L2 research to gather attitudinal data, this study uses questionnaires to gather both quantitative and qualitative data. (Dörnyei & Taguchi, 2010; as cited in El Boukhari Ghirleb, 2015).

Semi-structured elements are included in the questionnaire for teachers and students. However, the open-ended question items are only given to teachers so they can share their personal thoughts and opinions on the outcomes of employing learning styles in EFL instruction and learning based on their own experiences. Since the participants, who are the study's intended subjects, will be a source of some information. Two variables, an independent variable and a dependent variable, are present in this study. Learning styles, a quality that has an impact on the dependent variable, students' Students' EFL instruction, are the independent variable. Our main objective is to confirm the research hypothesis and provide the necessary answers. A descriptive design aids in identifying and resolving issues with current practice, the goal of the study, the sample being examined, the amount of time available, and the type of data collected. There are three research questions in this study:

- Are teachers of second year Msila University aware of their students learning styles?
- Do they take their students learning styles in consideration?
- Do their teaching strategies match their students learning styles?

To make the research systematic, some hypotheses have been assumed for the research questions; a hypothesis is a guess or suggestion for the solution of a certain problem:

- Teachers of second year Msila University aware of their students learning styles

- Teachers of second year Msila University take the students learning styles in consideration

### **2.5. Nature of the Study**

This study is considered as quantitative. Numerical measures have been used and included in tables and graphs, in order to gather more information on the phenomena we are studying.

### **2.6. Description of the Participants**

#### **2.6.1. Description of the Teachers**

Eleven (11) teachers participate to answer the online questionnaire. They were randomly selected from Msila, and their ages ranged from twenty-four (24) to about or more than fifty (52) years old. However female teachers are more than male teachers. Regarding the experience they have different experiences in this field, there were a novice, expert and experienced teachers. So five (5) teachers have more than 5 years of teaching experience, three (03) of them have less than 5, and two (2) have years of teaching experience.

#### **2.6.2. Description of the Students**

Thirty three (33) students were invited to participate in this survey. They were not chosen equally among the university of Msila. Female students more than males. They are aged between 18 and 25 years old.

### **2.7. Description of the questionnaire:**

The most popular method for collecting information from a sample of people is through questionnaires. Each question on a questionnaire has a variety of possible answers. Additionally, it is a format that makes it possible to collect uniform, largely organized data on each of a huge number of cases.

For this study, two online questionnaires were addressed: one for teachers teaching English at the university and the other for students taking English as a second language (EFL). The survey is designed into Google Forms, a fully functional forms tool that offers several parameters to tailor the information gathered. Data on teachers' and students' perceptions of the value of EFL instruction and acquisition through educational games was to be gathered. All of the questions created for the survey were based on questions in previous studies.

### **2.7.1. Students' Questionnaire**

#### **2.7.1.1. Aim of the Questionnaire**

This questionnaire is created to check whether second year students have experienced EFL instructions using learning styles , what are the teachers' attitudes towards these tool , what they feel when they practice it, and whether this tools help the students to develop their academic achievement.

#### **2.7.1.2. Description of the Students' Questionnaire**

The student questionnaire consisted of twelve (12) questions, including multiple-choice questions (MCQ), close-ended questions, and yes-no questions. The questionnaire is written in English. The students have been helpful and cooperative with us.

### **2.7.2. Teacher's Questionnaire**

#### **2.7.2.1. Aim of the Questionnaire**

This questionnaire was given to English teachers, in order to check their attitude towards the use of learning styles in their classrooms, do they notice any progress in their

students' level after using it, what is their students' reaction to this tool, and what are the difficulties that a teacher may encounter when using learning styles.

#### **2.7.2.2. Description of the Questionnaire**

The teacher survey consisted of 16 questions, including open-ended questions, close-ended questions and formulated in Likert scales. The teachers' questionnaire was obviously written in English, as students' questionnaire. Then it is categorized into two sections. The first one was about general information. The second section was about their attitudes toward learning styles. Each question has the purpose of collecting certain information to prove the researcher's hypotheses all the teachers are cooperative with the questionnaire.

#### **2.8. Data analysis procedure**

The data gathered from the questionnaires is analyzed through the use of two different computer programs: the first is the "SPSS" which stands for the "Statistical Package for Social Sciences," and the second is Microsoft Office Excel 2007.

#### **Conclusion**

In this section we have covered everything related to research methodology. We have described the nature of our research and study; we have described the questionnaires provided to teachers, students, study and participants. The next section will be devoted to analyzing and discussing the questionnaires and opening the door for further research on this topic.

### **Section 02**

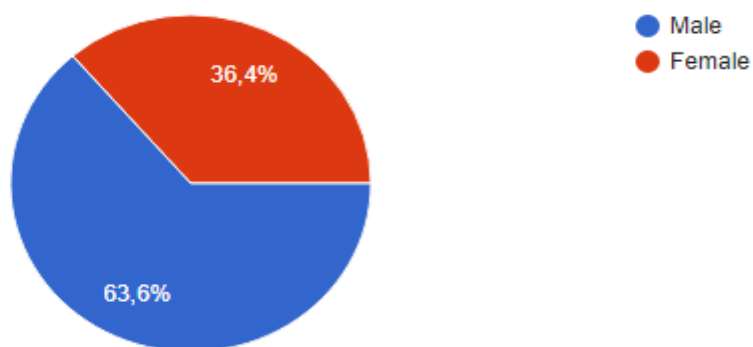
#### **Analysis, Discussion and Interpretation**

#### **2.9. Analysis of the teachers' questionnaire**

## Section one: Background information

Gender	Percentage (%)
Females	36.4
Males	63.6
Age	
25 to 30	45.5
30 to 40	36.4
More than 40	18.2

Out of the 11 respondents, (63.6%) were males while (36.4%) were females. This was an indication that male teachers dominated relatively in the study. Besides, teachers from 25 to 30 years old dominated the study with (45.5%).



**Figure 02: Showing teachers' gender**

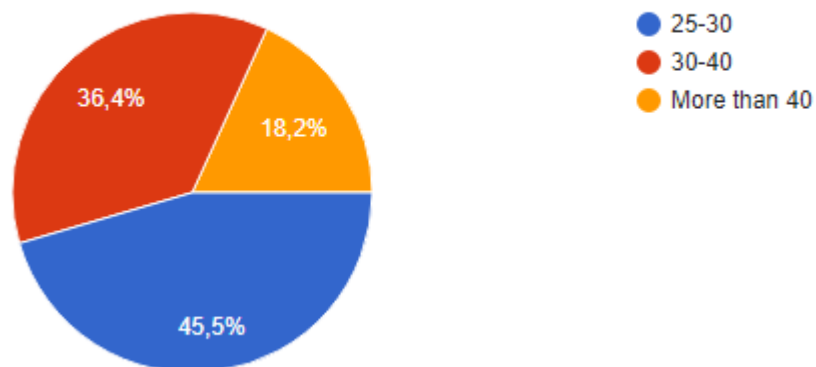


Figure 03: Showing teachers' age

- How long have you been teaching English?

Choices	Percentage (%)
2-5 years	0
5 years	10
More than 5 years	90

The aim of this question is to know the years of experience of the teachers. Most of the teachers are experienced rather than novice ones.

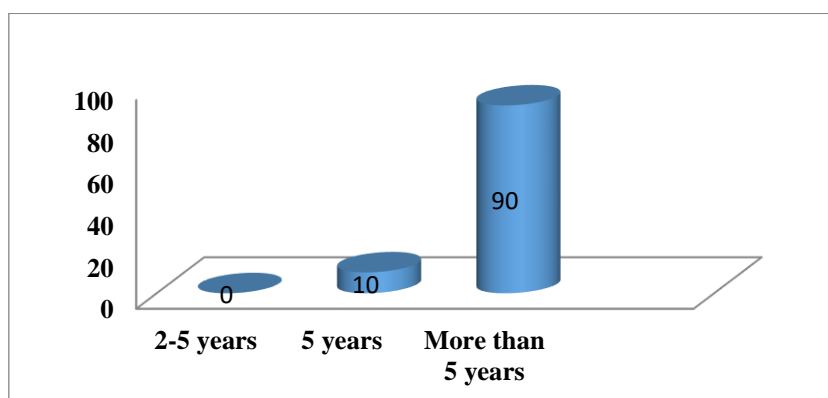


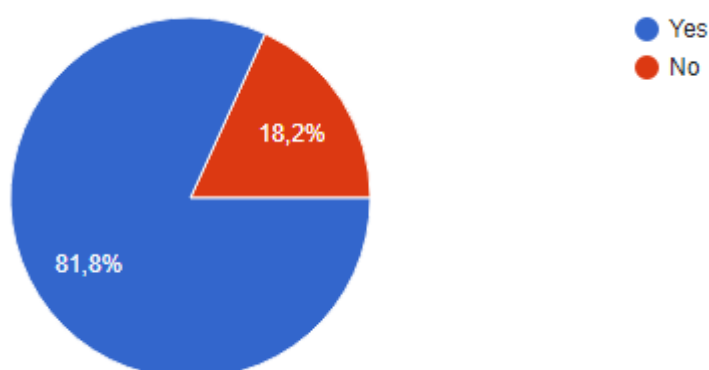
Figure 04: Teachers' experience

### Section two: Teachers' Attitude Towards Learning styles

**Q1: Do you usually try to know about your students' learning styles at the beginning of the year?**

Choices	Percentage (%)
Yes	81.8
NO	18.2

Concerning this question, the teachers were requested to state their attitude about their students and their learning styles. (81.8%) of the informants, stated that they tried to know about their students learning styles. Their answers are shown in the table below:



**Figure 05: Teachers' attitude about their students**

#### **- If yes, how do you do so?**

The answer for this question varies from a teacher to another, a lot of them stated that they try to ask them directly about their learning styles, while the others said that he do so by making oral and written diagnostic assessment, by testing their learn ability, by asking questions concerning their preference, whereas one of them claimed that he usually try to discover their personality, asking direct/indirect questions. Sometimes, he brings up a

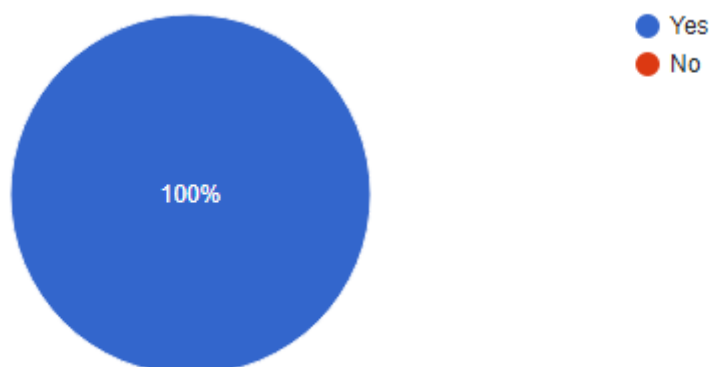
random topic to discover their innate thoughts and their perspectives; it's a way to discover their personality which eases up the teaching/learning processes.

**Q2 : According to you, is it necessary to consider your students styles while preparing the lesson?**

Choices	Percentage (%)
Yes	00
No	100

When the respondents were asked is it necessary to consider the students style while preparing the lesson, all the teachers agreed with a percentage of (100 %).

The following figure describes the teachers' responses:

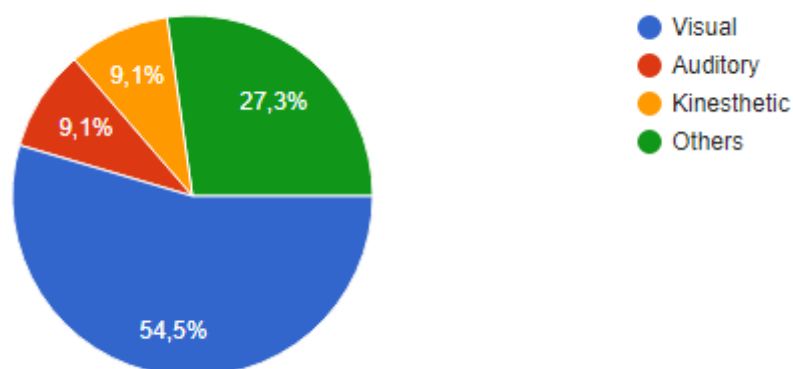


**Figure 06: Teachers' lesson plan**

**Q3: What type of learners do you have in your class?**

Choices	Percentage (%)
Visual learner	54.5
Auditory learner	9.1
Kinesthetic learner	9.1
Others	27.3

From the table above, many teachers assume that their students are visual learners with a percentage of (54.5%) while the others (27.3%) stated other types. Whereas the rest of the teachers their views were divided between auditory and kinesthetic learners with a percentage of (3.1%) for each choice.

**Figure 07: Types of learners**

**Q4: To what extent do you vary classroom activities to cope with students' learning styles? Explain, please**

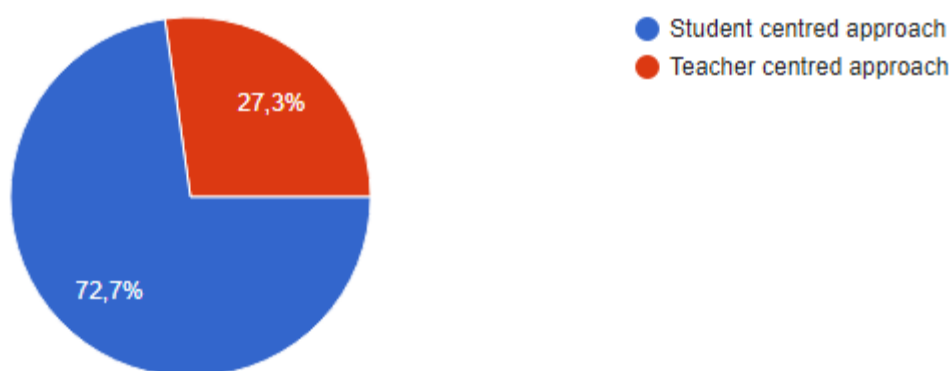
The aim of this study is to know the teachers attitude towards the activities handled by him to cope with the students learning style. Their answers were as follow:

- I vary the activities in order to avoid the personal differences.
- I usually vary classroom tasks from reading and writing to listening and writing to using creative imagination to push them read and use vocabulary.
- Not too much
- Though it is little difficult to cope with all learners' learning style, I try to do so .Activities in a form of consolidating exercises might help. Teachers may adjust their lesson plans according to any new situation that may occur, so activities ,too, vary according to need and interest and difficulties of students
- It depends on the nature of the activity. I mean as a teacher of literature, I focus on text analysis, but at other times I focus on creative writing....
- To a large extent to accommodate learning styles
- Varied activities is necessary in classroom as it determines student style for proceeding learning
- From activities that target the autonomous students to the collaborative students, in addition to activities that attempt to motivate their learning responsibility out calssrooms.
- I usually vary in my classroom activities so as to make sure that my students' understanding is achieved

**Q5: Which approach is better in teaching?**

Choices	Percentage (%)
Student Centred Approach	72.2
Teacher Centred Approach	27.3

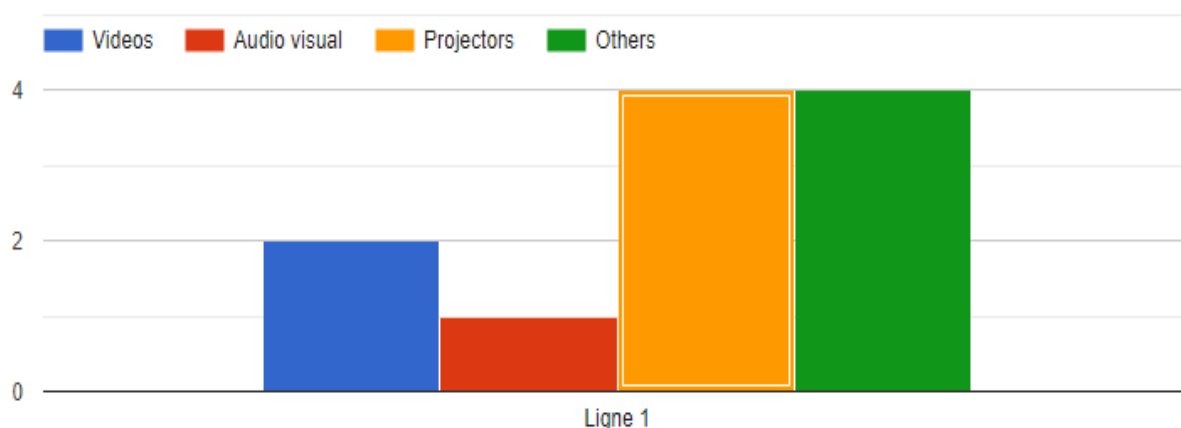
The aim of this question is to know which approach is better while teaching. Some of the teachers with a percentage of (72.2%) claimed that it is student centered approach, while the remaining (27.3%) claimed that it is teacher centered approach. That is to say that we have to focus on the student learning process.



**Figure 08: Teachers' views about the best approach**

**Q6: Which of the following materials do you use to support the lesson?**

When the teachers were asked material are they use in their classroom while teaching, the majority of them, representing the highest percentage, stated that they use projectors while the other views were selected between the videos and the audio visual aids. All in all, some of the teachers do not depend on technology in their classrooms.. Their answers are illustrated in the following figure:



**Figure 09: Teachers' views about the use of materials**

**Q7: What are the different strategies that you use in dealing with students styles inside the classroom?**

The aim of this question is to know the different strategies used by the teachers to teach. Their responses were as follow:

- Varying and Multiple strategies
- Reflective reading, reading-comprehension, and others
- Direct method, GTM

- Strategy should fit the learning style and the objective behind. I may use semantic map, questions/answers -interactive strategy-, reading aloud, writing on the board, written handouts, dictation -sometimes- pair works ...

- Winning the students' attention, focusing on lessabled students....sometimes I teach and involve my students through asking specific questions...

- Encouragement of all learning styles, Exemples, retrieval practices....

- According to the learning objective of the lecture, i attend either to allow the students to figure out the lecture's objective by themselves (I lay down hints in order to motivate their critical thinking) or directly declare the objectives. Nevertheless, if I declare the learning objective, I just assist them to build the lecture by themselves. Therefore they acknowledge by heart the learning objective.

**Q8: What are the obstacles that you face when you want to plan your lesson according to your students' difference?**

The objective of this question is to figure out the different obstacles faced by the teachers while planning a lesson based on the students differences, so the teachers' responses were as follow:

- The difference in understanding and focusing on the lesson among students.

- Time and resources

- Classes are not homogenous, some students are good ,others are not therefore , it is not that easy usually to deal with special cases students. I have no problems in planning my lessons.the problem raised here is that not all students attend their courses so, they miss a lot and at the end their performance will be ineffective due to lack of dedication and attendance.

- The absence of a text book

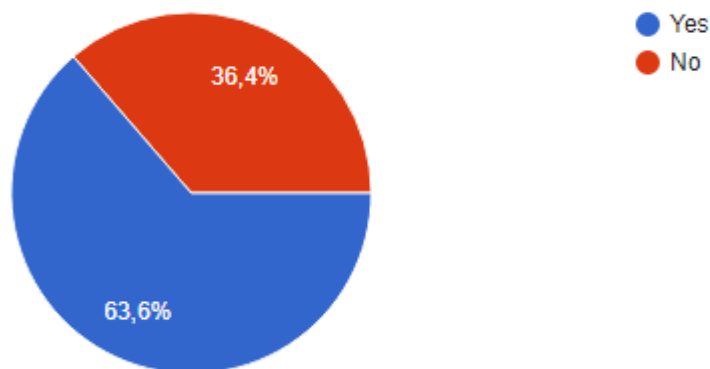
- The absence of authentic material

- Language acquisition, Time management and short attention.

**Q9: Did you give your students the choice to choose their preferred activities?**

Choices	Percentage (%)
Yes	63.6
No	36.4

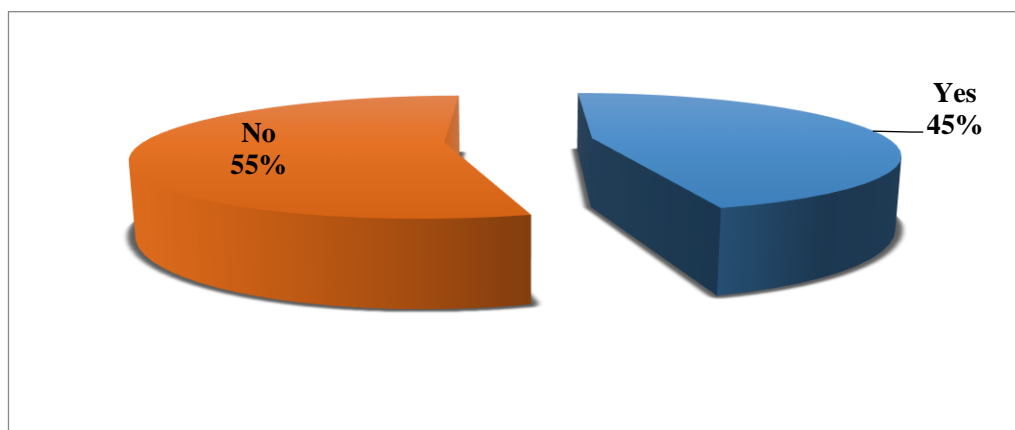
According to the aim of the question which is about is the teacher give the choice to his student to pick their preferred activities and through this table, we have noticed that the majority of the teachers have been answered by Yes (63.6%), while the rest of them (36.4%) said that they do not make any contact with the student. Consequently, while the highest percentage is opted for Yes , we cannot say that it is better to involve the student to every step in the classroom concerning his learning process.

**Figure 10: Teachers' attitudes about the students involvement**

**Q10: Does the program help you to include students' learning styles in the lesson and the activities?**

Choices	Percentage (%)
Yes	45.5
No	54.5

Concerning this question, most of the teachers (54.5 %) confirmed that the program does not help them to include the students learning process in the lesson and activities. Whereas, (45.5%) claimed that the program help them. The following pie chart gives an idea about the different responses of the informants:

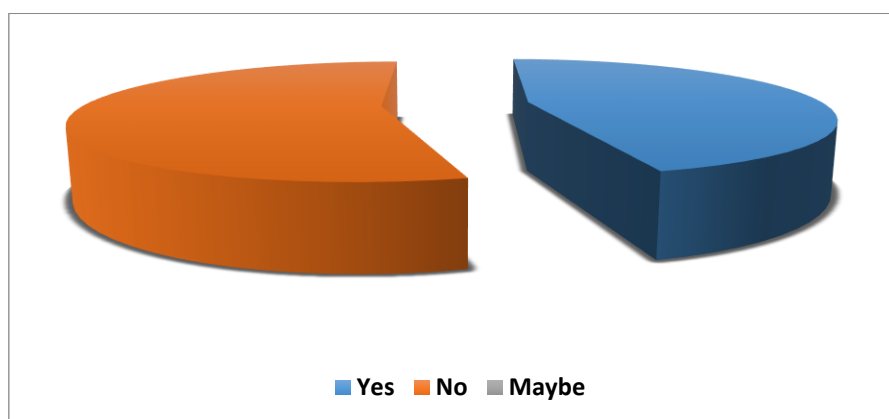


**Figure 11: Teachers' perception about the teaching program**

**Q11: Do you think that all the students learn in some way?**

Choices	Percentage (%)
Yes	45.5
No	54.5
Maybe	00

This question aimed at knowing if the students learn in some way, (45.5%) of the teachers answered that they think that the students learn in some way while the remaining, (54.5 %), said that they do not. The informants' responses are summarized in the following figure:



**Figure 12: The teachers' attitudes towards students learning**

**Justification:**

- Every student learn in a different way
- It's already written by experts
- Students capacities differ and so do their performance.
- Some students understand if the teacher is using a strategy that's compatible with their learning style but if the teacher changes his way of explaining the same students would find a hardship following him.

- In general students are similar in the way they perceive learning foreign language. They are all students with the same level, backgrounds they are different -in their personality traits: readiness, motivations, learning style...

- Some students enjoy high levels of critical thinking whereas others are so weak that they don't understand the language of instruction

- Different cognitive abilities

- Depends on learner style and chosen strategy

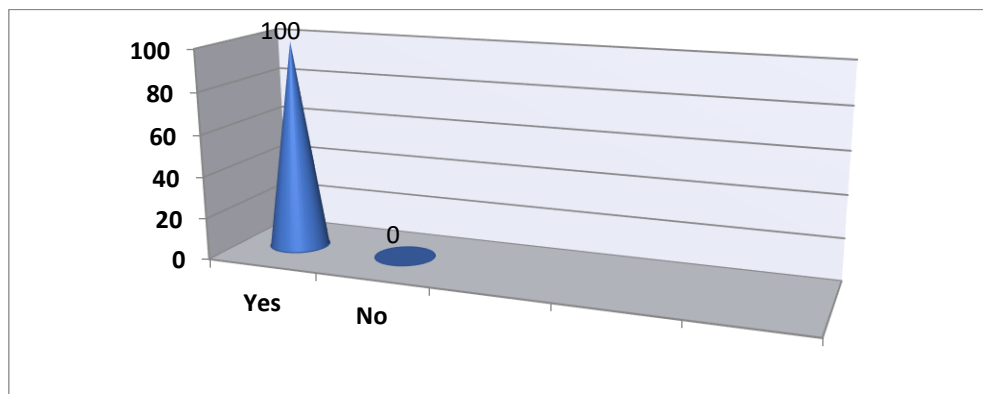
- The question seems vague to me. Nevertheless, if you mean that students learn in THE SAME WAY, obviously it is not, and there the difficulties lay down. However, if you mean that students learn in a way or another, i say that out of 100% they learn 35%, even they haven't attention to.

- There are students with special needs and differences in understanding and grasping.

**Q12: If No, do you notice differences exist between learners in terms of their learning styles and strategies?**

<b>Choices</b>	<b>Percentage (%)</b>
Yes	<b>100</b>
No	<b>00</b>

The teachers were all agree that they have noticed differences between learners in terms of learning styles and strategies. The following figure illustrates their answers:



**Figure 13: Teachers' perception about the students' differences**

**Q13: Why are learning styles and strategies important for second language teachers to understand?**

The aim of this question is to know the importance of learning styles and strategies for second language teachers, the teachers' answers were as follow:

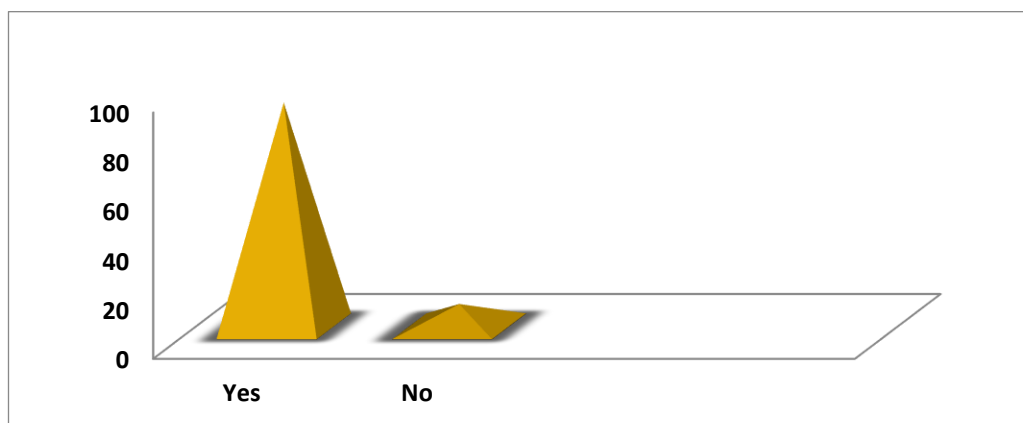
- For better achievement and motivation
- To cover most of the learners and to ensure that all get the lesson
- They are important because they help a lot to choose the appropriate strategies to be adopted to make students learn.
- They can facilitate learning or make it impossible
- There is a different between student's learning style and teachers' teaching style - strategies- the perfect teacher should know what - when- how - why to do things in any classroom situation.
- In order to achieve excellence
- Because they allow for a much better reach and motivation.
- This help teachers to decide the students preference as it is highly needed for designing a lesson plan that cope with right strategy.
- They are the keys, for them, to master teaching process

- They help teachers to categories their students and learners in different categories and decide which helpful strategies to be used.

**Q14: Do you adopt the way you teach to the way your students prefer to learn?**

Choices	Percentage (%)
Yes	<b>90.9</b>
No	<b>9.1</b>

Teachers are asked if he adopts the preferable way of teaching for his students, and all of them said (90.9%) answered by “Yes” while the remaining teachers answered by “No”.

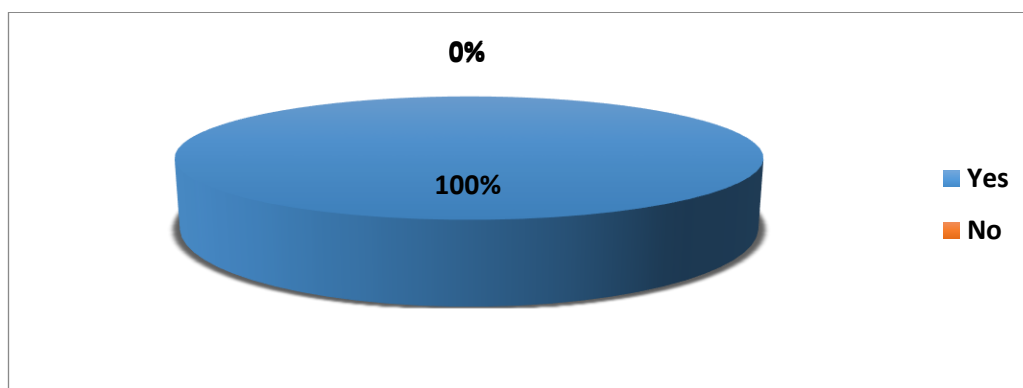


**Figure 14: Teachers' views about the preferable way of teaching**

**Q15: Do you encourage your students to vary their ways of learning?**

Choices	Percentage (%)
Yes	<b>100</b>
No	<b>00</b>

Teachers are asked if they encourage their students to vary their ways of learning, all of them claimed that they do so.



**Figure 15: Teachers' views about the students' encouragement**

## 2.10. Analysis of the students' questionnaire

### Section one: Background information

Gender	Percentage (%)
Females	66.7
Males	33.3
Age	
18 to 20	36.4
20 to 25	54.5
More than 25	9.1

Out of the 33 respondents as shown from the table, (66.7%) were females while (33.3%) were males. This was an indication that female students dominated relatively in the study. As well as, students of 20 to 25 years old dominated the study with (54.5%), and of

18 to 20 years are with (36.4%) in which the ones of more than 25 years with (9.1%) as shown in the following graph.

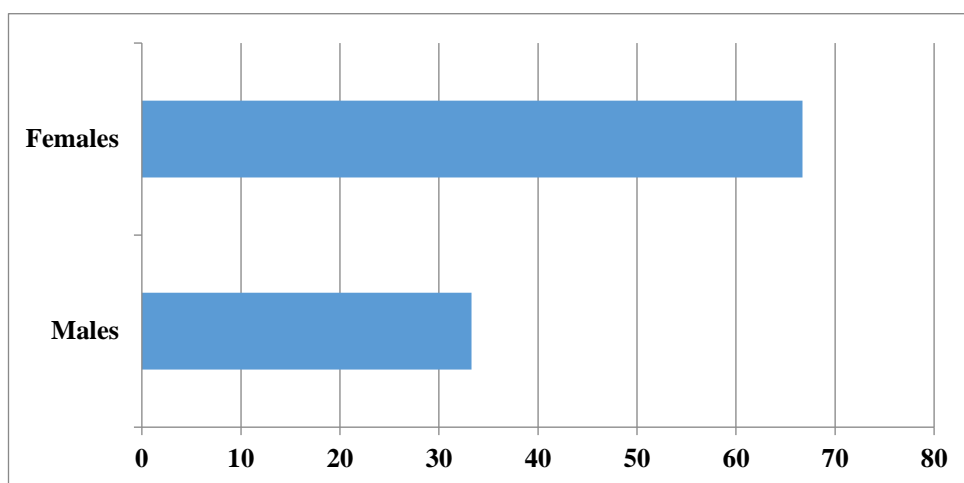


Figure 16: Showing students' gender

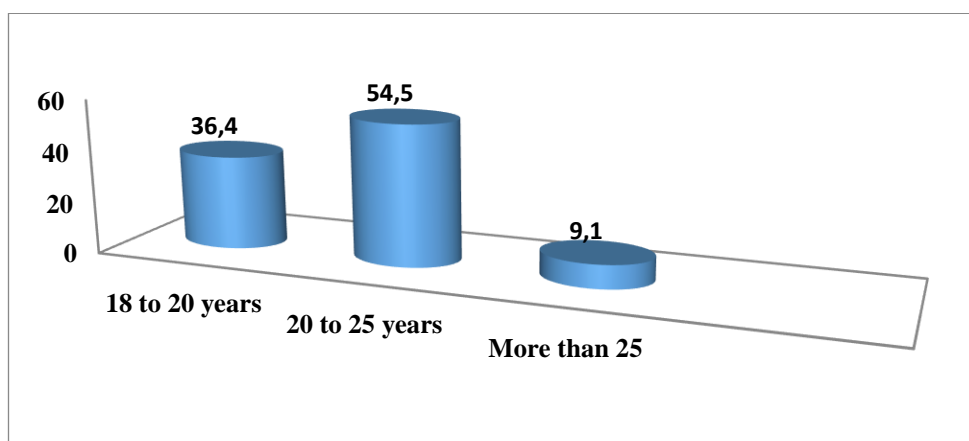
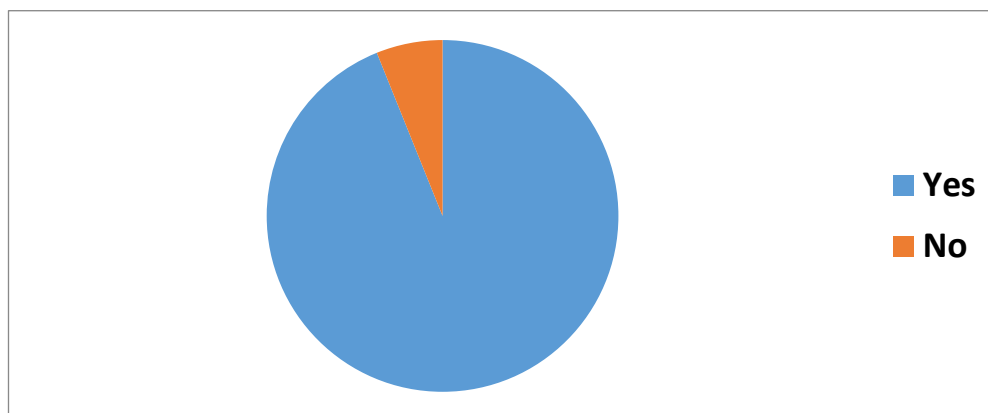


Figure 17: Showing students' age

Q3: Did you enjoy the English lessons?

Choices	Percentage (%)
Yes	93.9
No	6.1

We can observe that the majority of the students (93.9%) enjoy English lessons, while the rest of them (6.1%) do not enjoy it as shown in the graph below.



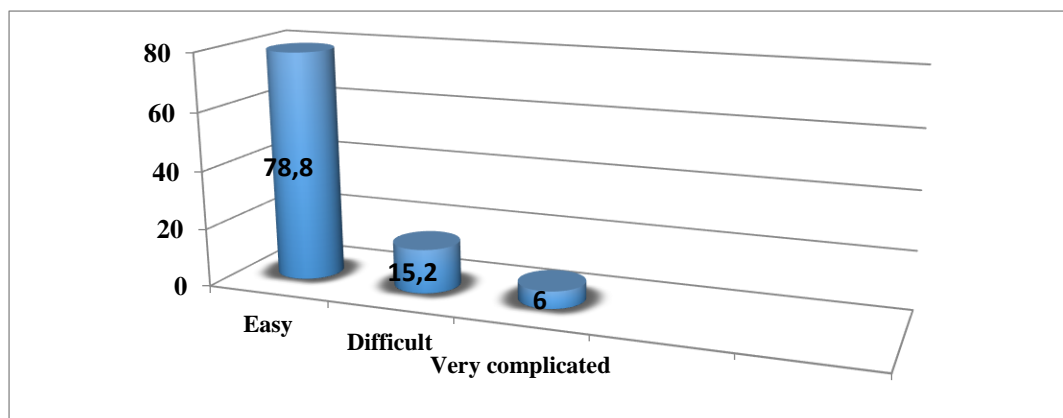
**Figure 18: Students' opinions about English lessons**

### Section two: Students' Attitude Towards Learning Styles

#### Q1: How do you think about English language?

Choices	Percentage (%)
Easy	78.8
Difficult	15.2
Very complicated	6

We district the students to answer this close ended question about their opinion towards English language. In which (78.8%) said that English language is easy, i.e. the learning of English is easy and around (15.2%) said that English is difficult, while the rest of the students (6%) assumed that English is very complicated. That is to say, that learning English may depend on the students level.



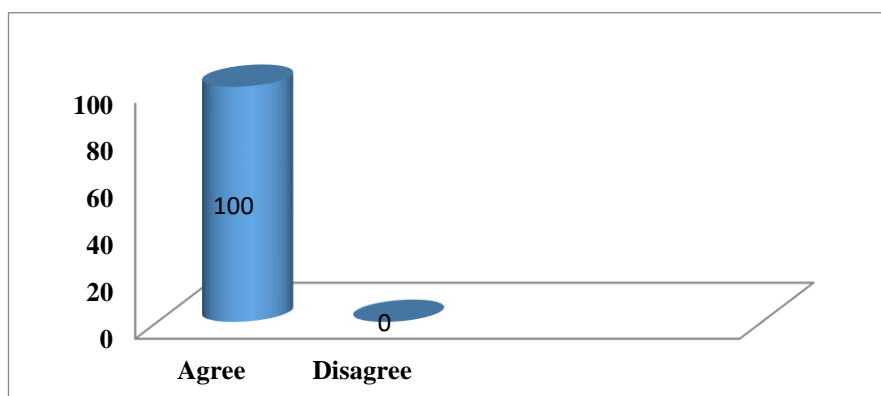
**Figure 19: Students' perception about English language**

**Q2: English learning is important:**

Choices	Percentage (%)
Agree	100
Disagree	00

Students are asked to give their views about the importance of English learning, in which all the students (100%) agreed that learning English is important as shown in the table.

According to that, we may say that students have equal views.

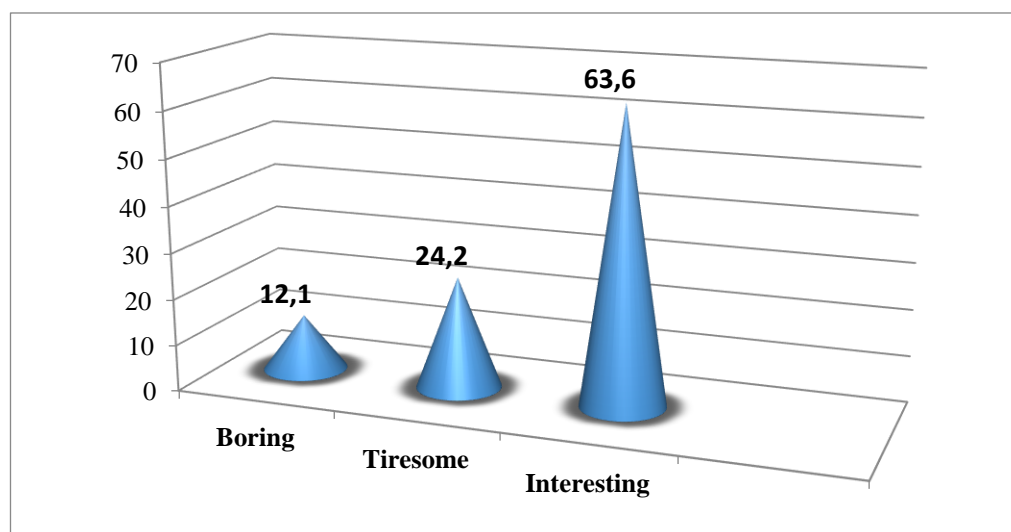


**Figure 20: Students' views about the importance of English learning**

**Q3: How do you consider the English classes?**

Choices	Percentage (%)
Boring	12.1
Tiresome	24.2
Interesting	63.6

When asking the students how do they consider the English classes, the majority of the respondents, (63.6%) from a total of (100 %) of the students expressed their interest towards the English classes whereas other informants, representing the percentage of (24.2 %) said that they the English classes are tiresome while the remain students (12.1%) said that English classes are boring. The following figure illustrates their answers:



**Figure 21: Students' feelings about English classes**

**Justification:**

- Well, sometimes it's boring and sometimes it's interesting, depends on the module
- It be boring when the teaching level is below.
- According to the teacher's style .

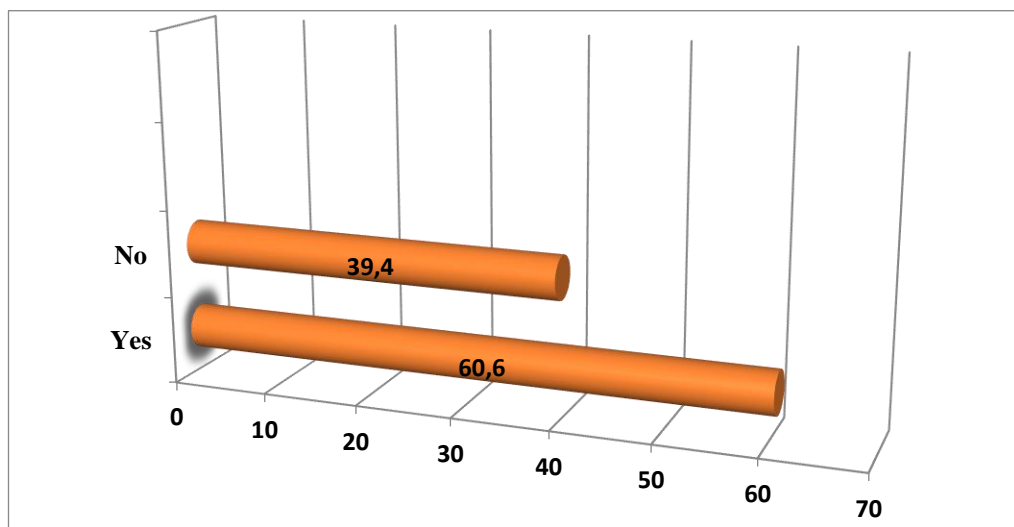
- It's just funny to talk English and try to communicate with friends with English language
- Learning English academically is something we don't experience in everyday life
- Interesting because you will have new information and learn some rules and also you will lose your shy between your classmates and you'll be more motivate.
- Actually not all the classes are interesting but I love this language and I found everything about it special and lovely
- Tiresome because our teachers explain the lessons as they narrate a story so that I feel bored
- I've always loved learning languages but I feel like English is the easiest one so far .I've enjoyed having classmates to discuss and share the opinions we have about literature or anything about English generally.
- Since it's easier for me to discuss topics in English I find myself more eager to attend my classes. It's also easier to connect with English teachers because they're usually more open and understanding.

**Q4: Does the atmosphere in the class help you absorb English rules?**

Choices	Percentage (%)
Yes	<b>60.6</b>
No	<b>39.4</b>

When the students were asked whether the atmosphere in the class help them to absorb the English rules, the majority of them representing the percentage of (60.6 %), stated that it helps the other respondents, representing the percentage of (39.4 %), said that the

atmosphere in the class does not help them to absorb the English rules. Their answers are illustrated in the following figure:



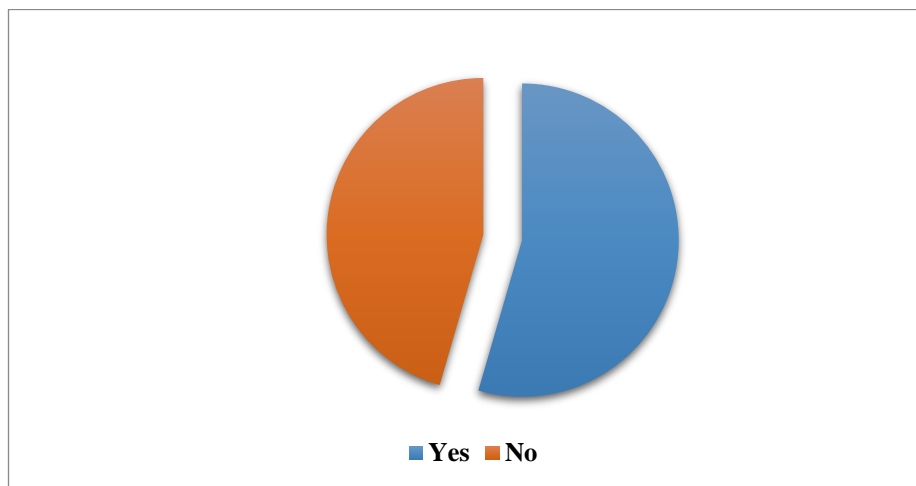
**Figure 22: Students' views about the learning English atmosphere**

**Q5: Does your teacher use different activities during the lesson?**

Choices	Percentage (%)
Yes	54.5
No	45.5

Through this table, we have noticed that all the majority of the students (54.5%) have been answered that the teacher use different activities during the lesson and the remaining students (45.5%) said No. Consequently, while the highest percentage is opted for yes, we cannot deny that the use of different activities from the teacher are beneficial for the students' learning English process.

Therefore, one can notice that most of the respondents feel that the use of different activities have positive effects.



**Figure 23: Students' attitudes about the usage of different activities**

**Q6: If yes, what kind of activities does he/she use?**

The following responses were as follow:

- Sometimes our written expression teacher gives us a word and from that word we try to extract other words.

- Like in the Et module they use new techniques for instance Searching for the writer's point of view, how he thinks, or his purpose, and this is what I find somewhat of a figment of imagination.

- It depends on the nature of the lesson he delivers. Sometimes sentence matching, scrambled phrases, gaps filling and so on. Example of our civilization teacher who used to use maps and colors to make us memorize the countries of our study , also our written expression teacher who used activities to prepare us for the lesson such us (spot the mistake )

By tells stories, Role plays, games, watch videos, they teach with the usuall way

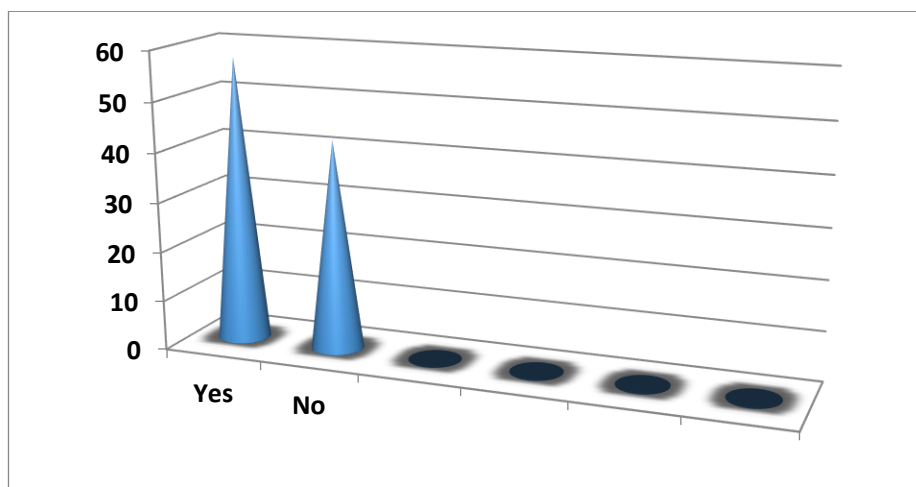
- The classic ones only like explaining the lesson by only talking about it and doing few exercises (rarely to happen).

- Most teachers depending on Tests , quizzes , games , role plays , expositions ,tasks and so on.

**Q7: Do the activities that the teacher gives in the classroom fit your interest?**

Choices	Percentage (%)
Yes	57.6
No	42.4

Through this table, we have noticed that the majority of the students have been answered by yes (57.6%), while the rest of them (42.4%) . That is to say, the teacher always look for what suit the students interest.

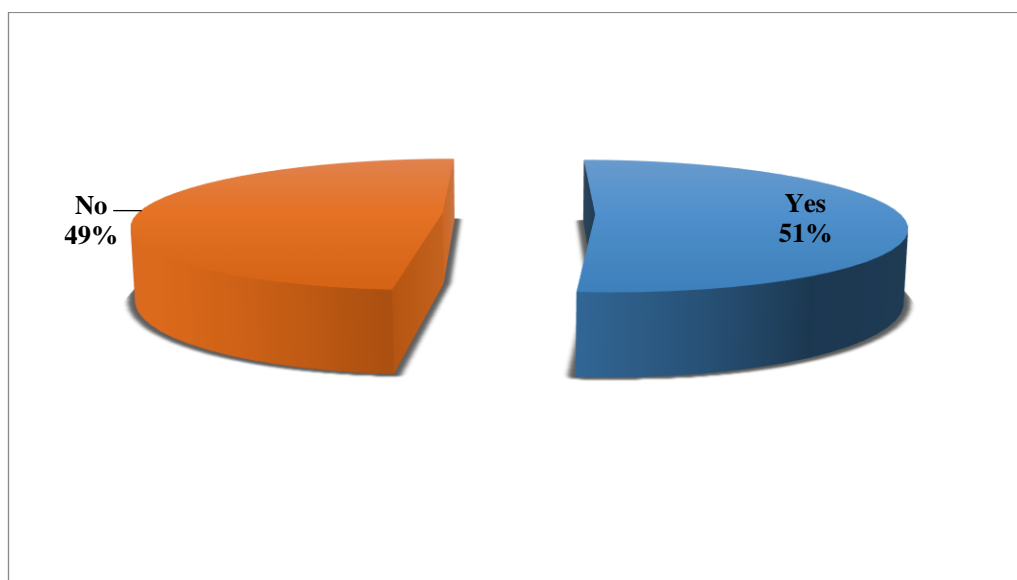


**Figure 24: Students' attitudes about the use of activities**

**Q8: Does your teacher ask you about your preference?**

Choices	Percentage (%)
Yes	51.5
No	48.5

Concerning this question, most of the students (51.5 %) confirmed that their teacher ask them about their preference. Whereas, (48.5%) claimed that they does not ask them i.e the majority agrees that the teacher always is interesting about their students preference. The following pie chart gives an idea about the different responses of the informants:

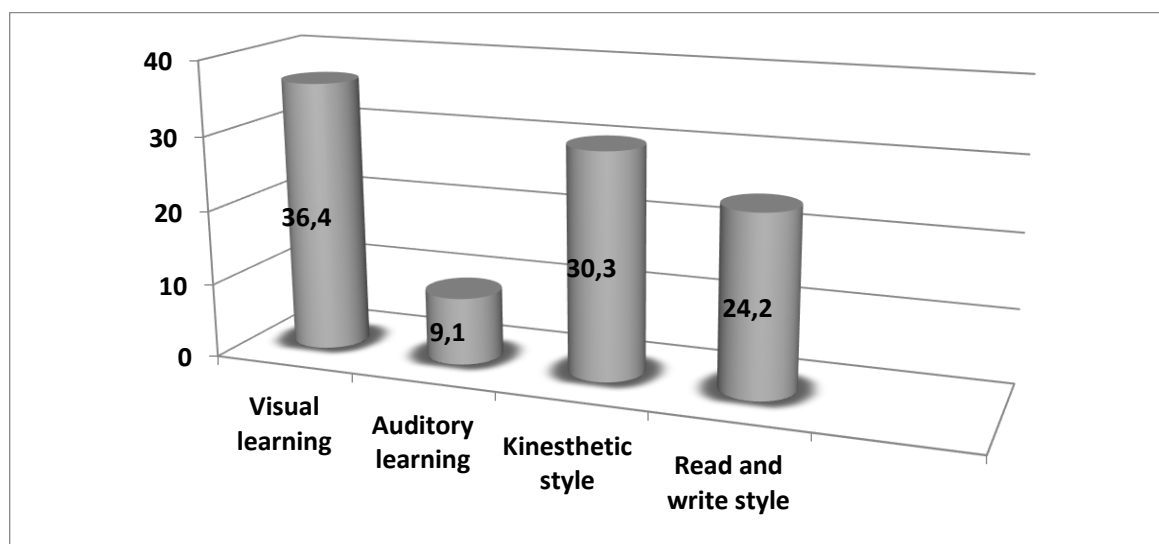


**Figure 25: Students' views about their preference**

**Q9: What type of learning do you prefer?**

Choices	Percentage (%)
Visual learning	<b>36.4</b>
Auditory learning	<b>9.1</b>
Kinesthetic style (learn through physical activities)	<b>30.3</b>
Read and write style	<b>24.2</b>

This question aimed at knowing what type of learning do the student prefer. The majority of the informants (36.4%), preferred visual learning while (30.3%) answered by "Kinesthetic style (learn through physical activities)" and the remaining, (24.4 %), answered by "read and write style" and the other (9.1%) preferred auditory learning . The informants' responses are summarized in the following figure:

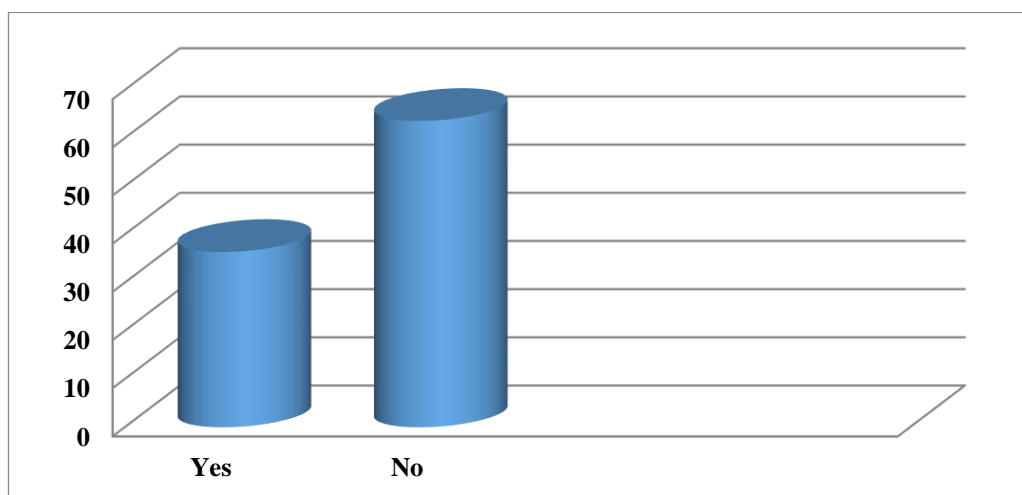


**Figure 26: The students' attitude about the preferable learning**

**Q10: Do your teachers take into consideration the learning style of students?**

Choices	Percentage (%)
Yes	<b>36.4</b>
No	<b>63.6</b>

Students are asked to give their views about if their teacher take into consideration their style, in which the majority of the participants (36.4%) agreed that the teacher take into consideration their learning style. Whereas, the other option were (63.6%) claimed that the teacher does not take into consideration the learning style as shown in the following figure

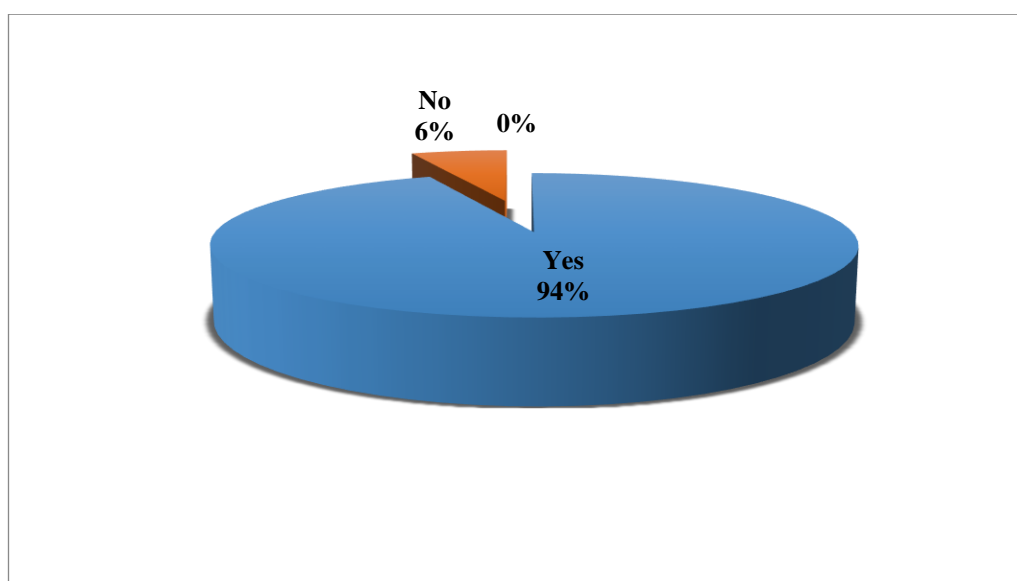


**Figure 27: Students' views about their learning style**

**Q11: Does your learning style help you to improve you learning?**

Choices	Percentage (%)
Yes	93.9
No	6.1

Concerning this question, most of the students (93.9 %) confirmed that learning style help them to improve their learning. Whereas, (6.1%) claimed that it does not. The following pie chart gives an idea about the different responses of the informants:



**Figure 28: Students' perception about the help of learning style**

**Q12: How do you learn English when your teacher takes your learning style into account?**

The students give different answers for this question, the responses are addressed as follow:

- We learn English more effectively and makes it easy to understand and to grasp information.

- Easily, efforts might not be required just as for styles that are not on my preference list

- I learn English using auditory and reading style

- I simply absorb it like a sponge. An unconscious treat.

- I have a visual memory so i prefer to use images and animation to understand things

- If he did I would be benefiting so much but he doesn't so I count on my personal efforts more.

- I like learning by reading novels or other books and by listening and speaking . This made me feel exciting and give me the will to learn more and more.

- Thanks to our study skills teacher she made each one of our class realize and figure out their learning style and since then I've felt like learning is much easier with all the techniques according to each learning style.

- When my teacher takes my learning style into account i feel interested to learn new things especially new advanced words.

- Usually I prefer the writing and reading style in order to enriched my diction

- As I am an auditory learner, I learn best when teacher debates and discusses controversial issues with us. I focus a lot on the way he speaks, vocabulary, phrases, idioms, adverbs, structure and pronunciation.

## 2.11. Discussion

Through the students and teachers questionnaires, the total data analysis explored how students behaved in the classroom throughout learning style and how it affected and improved these learning behaviors. Additionally, it seeks to evaluate the utilizing comparisons to determine how using learning style affects students' competence accomplishment scores. Finally, it aims to gain a deeper understanding. Exploring the opinions, practices, and experiences of the teachers on the usage of learning style when teaching English. Consequently, we reached the following conclusions:

- Students are more inclined to EFL instructions when they are aware of the learning styles.
- Learning style may improve group work and student interaction in the language classroom.
- By using different learning style to teach EFL students, students are liberated from the teacher's authority in the classroom.
- The use of the different required learning style in Algerian classrooms necessitates appropriate subject matter, enough time, and appropriate resources.
- Learning style raise students' skill levels in EFL, particularly in terms of production as they give students a purposeful setting for communicative language practice.

This study's main goal was to determine how well learning style worked for teaching English to young students at university in Algeria. The results of the study, the opinions of the teachers have all confirmed that learning style unquestionably play a significant role in English teaching and learning, especially with young EFL learners because they offer EFL learners and teachers many educational benefits. Therefore, the results of our study substantially concur with those of earlier research studies that have examined the improvement of English learning through the use of different learning styles.

### **2.12. Limitations of the Study**

Limitation of the research are those events and obstacles that arise in the study and that are beyond the control of the researcher. These constraints could have a negative impact on the results and conclusion of this work. As any researcher, one encountered some problems. Sometimes, the researcher found some difficulties in finding references related to his/her topic.

Also, due to special circumstances related to time constraints and the end of the academic year. We encountered some obstacles and could not do an observation and experiment on the students due to the summer vacation. Therefore, we had to change the research plan and we addressed two questionnaires via the Internet, so the number of participants was very limited. However, all questionnaires were completed and collected from all participants..

### **2.13. Suggestions and recommendations**

The following pedagogical suggestions are made in light of the study's findings:

- Learning styles should be included in the government-approved text books for Algeria, focusing on EFL instruction in particular and other facets of the English language in general.
- Learning styles are not time-wasting activities. As a result, English teachers should take training sessions to increase their understanding of the benefits, significance, and implementation of learning styles in EFL classes.
- Incorporate different activities in your lesson plans to address all the different styles of learning.
- Every class has students with unique learning preferences and differences, therefore teachers should keep this in mind. It is crucial to use efficient techniques and approaches that address the needs of all students and can boost their motivation, enthusiasm, and participation.

- Teachers should choose the best learning style that are appropriate for the level, age, and learning preferences of their students.
- The style should also not take too much time and cover the session point that is being taught or practiced. In order to accomplish the desired results, interest the students, and inspire them to learn English, teachers should also provide the students with clear and understandable instructions.
- Equipment and supplies that help teachers adopt different teaching strategies should be provided to schools.

#### **2.14. Suggestions for further research**

The researchers provide the following suggestions for more research based on the findings and the study's limitations:

- In order to increase the validity of the results, we advise a lengthy intervention period during which students will have ample opportunity to become accustomed to the different learning style and to learn more EFL concepts.
- To further explore the potential of learning style to improve English learning, additional researchers can conduct the same study in various schools with a wider spectrum of pupils.
- It is possible to carry out additional research on a different group of students. Adolescents or adults, whatever.
- In the present study, only EFL instruction was accomplished through the use of learning style. However, conducting additional research to examine the use of it to teach other English abilities and sub-skills would likely be very fascinating.
- To learn more about the students' ideas and perceptions of the learning style, a questionnaire or an interview can be given to them following the treatment time.

#### **Conclusion**

The purpose of this chapter is to explore the use of learning style as a teaching approach for EFL instruction. Its purpose was to present and discuss the findings derived from the information gathered using the study's research tools. The findings were presented statistically, and after that, they were connected to the basic research questions posed by the study. It is important to note that the study's underlying hypothesis—that teachers of second year Msila University take the students learning styles in consideration and that they are aware of their students learning styles —were found to be valid.

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## *General Conclusion*

The learning styles theory unquestionably plays a vital influence in the teaching and learning process. It can inspire students and teachers to work harder in the classroom. Additionally, it is possible to significantly accelerate language learners' progress. The effectiveness of the learning-teaching process can be determined by the resources used to teach languages.

Since, learning styles are the heart of the English language. It should be enhanced by integrating different techniques and methods in order to motivate and engage learners in the learning process. This is through the use of them. As tools for teaching and learning English as a foreign language, learning style grabbed the attention of numerous scholars, and have since become the focus of many studies. Thus, the use of different learning styles in the classroom are the best way to improve and enhance EFL instruction.

This research sought to determine the useful purpose of learning styles in learning English. It's aim is to emphasize the significance and potency of them in the process of teaching and learning English language. For this reason, we have followed some instructions in order to be organized and have reliable information.

With this study, we tested our hypothesis that that teachers of second year Msila University take the students learning styles in consideration and that they are aware of their students learning styles. This work first highlights the importance of English language and its essential role in the learning process. Then we focused on learning styles and how to use them in teaching EFL instruction. Further, the work deals with the practical part of the study and, therefore, one has used some data collection tools to prove the proposed hypotheses. Two online questionnaires were given to teachers and students to verify the usefulness of learning style.

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# APPENDICES

## APPENDIX A

### *Teachers' Questionnaire*



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Msila  
Faculty of Foreign Letters and Languages  
Department of English



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**Dear Teachers,**

This study aims to explore the investigation learning styles and its effects on students. Your answers to this questionnaire will be of great contribution to the research as it helps us in collecting the data that is indispensable to the completion of this part of the research work. We will be grateful if you can complete it sincerely. Please answer each question and justify your answer as necessary. Thank you for your collaboration.

#### **Section One: General Information**

**1. Gender:** 1- Male

2- Female

**2. Age:** a- 25 to 30

b- 30 to 40

c- More than 40



**3. How long have you been teaching English?**

2-5 years       5 years       More than 5 years

**Section Two: Teachers' Attitude Towards Learning styles**

**1- Do you usually try to know about your students' learning styles at the beginning of the year?**

Yes       No

If yes, how do you do?

.....  
.....

**2- According to you, is it necessary to consider your students styles while preparing the lesson?**

Yes       No

**3- What type of learners do you have in your class?**

Visual       Kinesthetic       Auditory       Others

**4- To what extent do you vary classroom activities to cope with students' learning styles?**

Explain, please .....

.....

**5- Which approach is better in teaching?**

Students centered approach       Teacher centered approach

**6- Which of the following materials do you use to support the lesson?**

Videos       Audio visual       Projectors       Others

**7- What are the different strategies that you use in dealing with students styles inside the classroom?**

.....  
.....

**8- What are the obstacles that you face when you want to plan your lesson according to your students' differences?**

.....  
.....

**9- Did you give your students the choice to choose their proofread activities?**

Yes       No



**10- Does the program help you to include students' learning styles in the lesson and the activities?**

Yes  No

**11- Do you think that all the students learn in some way?**

Yes  Maybe  No

**12- If No, do you notice differences exist between learners in terms of their learning styles and strategies?**

Yes  No

Justify, please .....

**13- Why are learning styles and strategies important for second language teachers to understand?**

.....

**14- Do you adopt the way you teach to the way your students prefer to learn?**

Yes  No

**15- Do you encourage your students to vary their ways of learning?**

Yes  No

If yes, how? .....

**16- Which approach is better in teaching?**

Students centered approach  Teacher centered approach

♣ Feel free to give any further suggestions or comments:  
.....  
.....  
.....

*Thank you for your help and support*

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# APPENDIX B

## *Students' Questionnaire*



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Msila  
Faculty of Foreign Letters and Languages  
Department of English



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**Dear Students,**

This study aims to explore the investigation of learning styles and its effects on students learning. Your answers to this questionnaire will be of great contribution to the research as it helps us in collecting the data that is indispensable to the completion of this part of the research work. We will be grateful if you can complete it sincerely. Please answer each question and justify your answer as necessary. Thank you for your collaboration.

### **Section One: General Information**

**1. Gender:** 1- Male

2- Female

**2. Age:** a- 18 to 20

b- 20 to 25

c- More than 25

**3. Did you enjoy the English lessons?**

Yes

No



**Section Two: Students' Attitude Towards Learning Styles**

**1- How do you think about English language?**

Easy       Difficult       Very complicated

**2- English learning is important:**

Agree       Disagree

**3- How do you consider the English classes?**

Boring       Tiresome       Interesting

**Please, justify your answer:** .....

.....

**4- Does the atmosphere in the class help you absorb English rules?**

Yes       No

**5- Does your teacher ask you about your preference?**

Yes       No

**6- Does your teacher use different activities during the lesson?**

Yes       No

**If yes, what kind of activities does he/she use?** .....

.....

**7- Do the activities that the teacher gives in the classroom fit your interest?**

Yes       No

**8- What type of learning do you prefer?**

- Visual learning
- Auditory learning
- Read/ write style
- Kinesthetic style (learn through physical activities)

**9- Do your teachers take into consideration the learning style of students?**

Yes       No

**10- Does your learning style help you to improve you learning?**

Yes       No

**11- How do you learn English when your teacher takes your learning style into account?**

.....

.....

*Thank you for your help and support.*

## الملخص

تهدف هذه الدراسة لفحص مدى فاعلية الأخذ بعين الاعتبار لأساليب تعلم الطلاب على تحصيلهم الدراسي. ذلك أنه من المعلوم أن معرفة الطرق المفضلة للطلاب قد يكون مفيدا لكل من المعلمين و المتعلمين. إلا أنه يبدو من الصعب ملائمة الأسلوب المفضل لكل طالب في الفصل، لأن لكل تلميذ طريقته المختلفة في التعلم. تستهدف هذه الدراسة عينة من طلبة اللغة الإنجليزية السنة ثانياة ليسانس في جامعة المسيلة. ولفحص الفرضيات المطروحة ، قد تم ادراج استبيانين على الإنترنت لكلا من الطلبة و الأساتذة ، حيث قد تم اعتماد كلا من الطرق الكيفية و النوعية لجمع البيانات عن طريق أدوات البحث المستعملة. حيث أثبتت النتائج المستخلصة أن أساليب المتعلم ترفع مستوى مهارات الطلاب في تعلم اللغة الانجليزية في حال أخذت بعين الإعتبار، فهي تلعب دورا فعالا في تدريس اللغة الإنجليزية. بالإضافة إلى ذلك ، فقد تبين أن الأساتذة على قدر من الوعي بالمسألة. علاوة على ذلك ، و من أجل ملائمة مختلف أساليب التعليم إنه من المنصوح به على الأساتذة إعتقاد مناهج متوازنة لطرق تدريسهم. تعتمد هذه الدراسة طريقة نظرية لتحليل الأدب الوثيق الصلة بالموضوع و تقدم عديد وجهات النظر في كيفية ملائمة أساليب التعلم مع أساليب التعليم و نقيض ذلك.