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**The Teacher Awareness about Students' Personality And
Learning styles in EFL Classes:
*Case of: Second year of Mohamed Ben Ahmed AbdAlghany
Secondary School of Mostaganem***

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Dedication

I dedicate this work to my beautiful, the joy of my life, the greatest father and mother in the world who sacrificed to see me in this place.

- *To my beloved brother and sister: Sofiane and Halima*
- *To my best friends who supported me: Sihem, Bouchra, Souhila, Sarah, wissem, Radia, Amina, Hannan, and Nessrin.*

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Abstract

Teachers play a variety of roles in the classroom to facilitate the learning process for students, including identifying the students' personalities and styles that are considered as an important role for teachers in the classroom and choosing the appropriate strategies to address these differences. The aim of this study is to examine the extent to which the personality types and learning styles of students are included in the teaching practice in EFL classes and the various strategies that teachers use to cope with these differences. Regarding the methodology, the researcher used three tools: pupils' interview the classroom observation that was conducted in the second year of foreign languages at the secondary school, Mohammed Ben Ahmed Abdel-Ghani, and the questionnaire for teachers and students. The findings indicate that teachers are to some extent aware of the personalities and styles of their students.

Key words: *personality, learning styles, teaching strategies.*

List of abbreviation

EFL: English as a foreign language

MBTI: Myers-Briggs type indicator

IBL: Inquiry-based instruction

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General Introduction

General Introduction:

Learning a foreign language varies from a student to another due to differences in personality and the style. Each student uses while learning and understanding the language. Through which each one has its own strategies and methods. These differences in the classroom demand that teachers use many methods and strategies to resolve these variations and include them in their lessons and activities provided in the classroom.

In addition, teachers' knowledge of their students' personalities and learning styles helps them in the teaching process by undertaking activities and teaching on the basis of students' differences that exist in the classroom. In regards, the inclusion of student learning styles and personalities in lessons and activities helps students to understand and enjoy their learning process.

The aim of this study is to demonstrate the teachers' awareness of the personalities and learning styles of their students in the EFL classes. Moreover, to investigate the different strategies and techniques used by teachers to address students' differences in the classroom and the importance of considering these differences in lessons and activities. The thesis aims to provide answers to the following research questions in order to achieve the principal objective of the research:

- ✓ To what extent are the learners' differences styles and personalities taken into consideration by the teacher in EFL Classroom?
 - What are the strategies that can teacher use to cope with different student's personalities and styles during their teaching practice?

As preliminary answers to these questions, the following hypotheses are suggested:

- Knowing about students' differences in the classroom help the teachers in the teaching process
- Using a variety of teaching strategies and methods to cope with the learning styles and personalities of students in the classroom helps students in their learning process.

The present research is divided into three chapters; the first chapter gives an overview of the literature review. It provides definitions of personality and learning styles, different types of personality and learning styles, and learning strategies. It presents different roles played by teachers and different teaching strategies. The second chapter seeks to address the practical aspects of this study by Defining the institution in which the research was conducted and the sample that participated in the research.

Subsequently, it presents the tools used to collect data in this research, including pupils' interview classroom observation, and teachers and students questionnaires. Finally, the researcher provided an analysis of the data tools. The third and last chapter presents the analysis of the findings. Finally, the researcher gives some recommendations to teachers and students.

Chapter one:

Students' personalities and learning styles

Introduction:

There are some changes in the teaching and learning process that have taken place. Some scholars showed that a teacher is not supposed to enter a classroom without knowing what type of student he has. These scholars have demonstrated that learning about differences among students can help in teaching. Students have different personalities and learning styles, they preferably focus on different types of information, and they tend to work on perceived information in various ways. The role of teachers in the classroom is to manage it in a manner that meets each student needs in the class. This facilitates their learning by using a variety of teaching strategies and adapts instruction to include all students. The aim of this chapter is to give an overview about students' personality types, learning styles and different teaching strategies to cope with these differences.

1.1 The learning process:

Learning is an important source for a person through which he can find solutions to problems and discover ideas and tricks that help him to learn new things in life and develop and use them in his daily life.

1.1.2 Definition of learning:

All human beings have the capacity to gain knowledge, developing the previous information they have and understanding difficult or complicated thoughts. All these activities are gathered in one concept which is the learning process. Kimble and Garamzezy (1963) said: "*learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice.*" (p. 133). Here they meant that learning changes through time because of the enhanced practice. In other words, learning is an acquired process through which information is kept and some practices need to be accomplished and behavioural changes need to be made. In learning a particular language there are methods which are used in understanding a language and they differ from one student to another, and this is due to several factors that influence language learning and the way in which the individual deal with this language. Among these important factors, there are personality and leaning styles which play an important role in the language enhancement.

1.2 Students personalities:

According to "Oxford student's dictionary" personality is defined as "*The different qualities of a person's character that make them different from other people*". This means that each individual has a unique personality that distinguishes them from others and uses to do things in different ways and manners. Another suggestion is that "*differences in behaviour,*

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which seem so obvious to the eye, are a result of preferences related to basic functions our personalities perform throughout life” (as cited in Kroeger and Thuesen, 1988, p.11). That shows that our personality is responsible for a variation of our behaviour and controls the individual thoughts in all his life. Similarly to this, personality is characterized as all forms of thought, behaviour and emotional reactions that are relatively stable and distinctive, and that represent a person's ability to adapt to the surrounding circumstances (Gordon and Yocke, 1999; Jung, 1971; Myers, 1980). It is very important for teachers to know about students' personality because it helps them both in learning process and teaching process.

Many scholars dealt with personality traits including Carl Jung. Jung's theory suggests that each individual is able to have both an introverted and an extroverted attitude although these two are different. According to Carl Jung (1921/1971) the introverts' people control their internal world with all its fundamentals, delusions, dreams, and individual recognitions. These individuals outperform the outside world, but they do it specifically and in their own way. Meanwhile, the extroverts people are more affected by their environments than by their internal world. They tend to focus on the objective mindset while ignoring the emotional one. This indicates that people around the world, whether are introverts or extroverts, they use their own ways when dealing with others. From this Jung (1933) argues that there are four basic functions: sensing, thinking, feeling, and intuiting.

Jung believed that each individual, either introverts or extroverts, deal with four functions. The first one is sensing, it means obtaining data through senses. The sensor is excellent at watching and hearing and getting to know the world in general. Jung named this the illogical function. This means that it requires awareness instead of criticizing information. The second one is thinking which includes analyzing facts or thoughts reasonably, rationally. He referred to this function as a logical process, explaining that it requires decision-making or judgment instead of basic knowledge intake. The third function is feeling, Jung utilized the word feeling in order to explain the method of assessing a thought or an occasion, but the more exact term can be esteeming. This term can be less confusing between sensing or intuiting. The final function is intuiting, which is a form of perception that operates thoughts out of the normal cognitive system. It is unreasonable or cognitive and similar to sensing. This function has a complicated processing of huge quantities of data instead of just seeing or hearing. Jung said that it was like seeing around the corners. He proposed that a person can have more than one function, but one of these functions is overpowering. Each one uses their superior function whether with introvert or extrovert attitude. From this point he suggests eight typological groups which are: introverted sensors,

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introverted intuitors, introverted thinkers, introverted feelers, extroverted sensors, extroverted intuitors, extroverted thinkers and extroverted feelers.

Katharine and Isabel Briggs Myers create a test called the Myers-Briggs type indicator (MBTI) and it is one of the most prevalent and studied test. The Myers-Briggs type indicator (MBTI, Myers and McCaully, 1985) is utilized at every level of professional evaluation and career counselling. It is very effective for understanding and developing self throughout life. The Myers –Briggs typology model considers the type of personality as resembles the left or right hand; persons are either raised with it or acquire those favoured ways of thinking and behaving. The MBTI is characterized with four dichotomous which is: introversion versus extroversion, sensing versus intuition, thinking versus feeling, judging versus perceiving.

- **Extroversion versus Introversion:** Extraverts prefer to concentrate on the outside environment of objects, items, and events and they become energized by contact with others. They enjoy chatting, engaging, planning, and socializing. They are learner of practice who will thus be irritated with long, time-consuming occupations who complex procedures. They try to work out stuff when they are thinking. While introverts (I) become motivated throughout the internal world of reflection, feeling, and contemplation. They channel their energies and focus inward, and they gain strength by focusing on their emotions, experiences, and feelings. They may be sociable, but they require space and time alone to refresh their energy. Introverts are seeking to grasp the universe. They like to sort stuff out before they think about them.
- **Sensing versus Intuition:** Students who are sensing depend on their five senses to take in information. They are best trained to use their senses- hear, touch and see what they are learning. Moreover, they enjoy hands-on tasks, machine-aided guidance, useful tools and audio-visual resources; they prefer objective data, design and structure. Therefore, they are excellent at memorizing, and they are fairly traditional. Those learners like going step by step and are great at tasks involving attention, studying detail and having a realistic interest. They feel more confident using practiced skills than learning new ones and quickly become irritated and impatient with difficult situations. Those who prefer

intuition generally trusts more concrete or theoretical knowledge that can be correlated with other knowledge (remembered or discovered through looking for a wider meaning or pattern). They would always wonder, “Why” before doing something else. They want to explain the concepts and hypotheses before implementing them.

- **Thinking versus Feeling:** Thinking learners look at the logical implications of deciding or behaving and conclude on the basis of reasoning, examination and justification. They ask, evaluate and find what is incorrect with it so that they can fix the issue. They try to identify a norm or a theory that would follow in specific circumstances. In addition, they obey their heads more than their souls, prioritize honesty above caution. And often appear frank and unconcerned with the emotions of everyone else. While feeling (f) individuals, when taking choices, want to know what is important to them and those concerned. Appreciating and helping people, and finding positive values, energizes them. They aim to establish unity and to consider every person as a special individual. They decide on the strength of their emotions, their specific interests and their dislikes. Furthermore they want others to respect them, and they find it hard to say no or disagree with others. Fs desire and respect compassion and peace and are disturbed by interpersonal tension. Students who are in that type, they get appreciated because they are willing to support someone.
- **Judging versus Perceiving:** Judging (J) students want to behave in a prepared, organized manner, attempting to control and maintain their lives. They are seeking to make choices, come to the conclusion, and go forward. They prefer to be disciplined and ordered, so they want to see stuff resolved. Having stuff finished will energize them. Those learners concentrate on finishing the mission, just want to learn the basics, and to move rapidly (sometimes too rapidly). Perceiving (P) forms are unpredictable and do not want to be put in time limits or schedules. They want to delay action and get more evidence, to collect more details before taking a decision. Perceiving students believe that comprehensive preparations and final choices are limited to them; they tend to stay open

to fresh details and last-minute alternatives. Additionally, they are focused on several issues at once. Perceiving students are dynamic and also useful in emergency situations where preparations are interrupted.

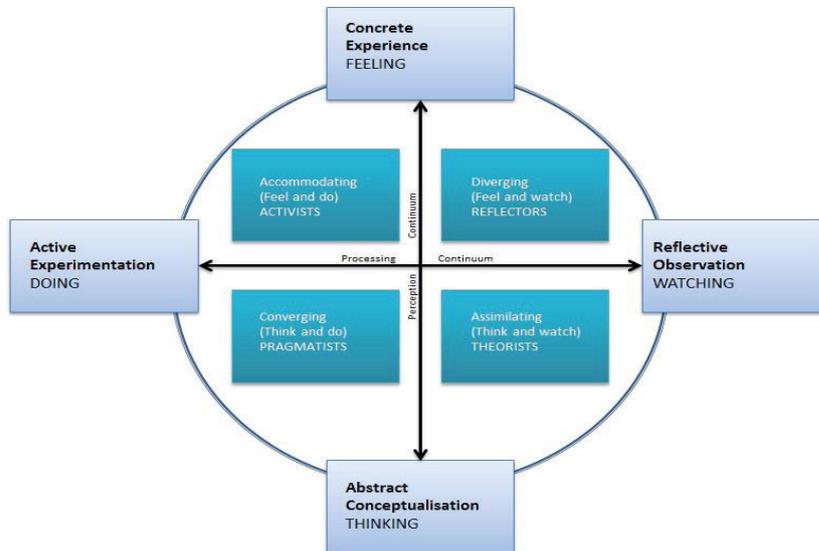
1.3 Learning styles:

When teachers recognise that their students have different personality traits, they know that their students use to learn in specific and preferable ways, that lead them to understand and gather information easily and this depends on their learning styles. Learning styles are defined by Kinsella (1995) as "... an individual's natural habitual and preferred ways of absorbing, processing, and retaining new information and skills"(p.171). Similarly, learning styles are specific ways in which an individual collects and processes data in relation to learning (Davidson, 1990; Kolb&Kolb, 2000).This means that persons use specific and unique ways and methods when they learn and develop skills. According to Terry (2001)"learning styles are related to patterns of individual thoughts, beliefs, attitudes, and behaviors"(p.124). This points out that learning style has relation with all human habits, values, behaviours and ideas. The different student's learning styles create a variation of methods and strategies that each student uses to learn and understand the language. Each student has a particular learning style that is preferred on the basis of finding learning a specific language easy and enjoyable. In addition, learning a language varies from one student to another and it is appeared in the manner which is either fast or slow.

1.3.1 Learning styles models:

There are many models related to learning styles based on several factors that have an impact on an individual's ability to learn. Some of these models are those of Kolb, and Gardner. On the one hand, there is Kolb and his model of experiential learning styles that has its root from Jung's theory of psychological type. However, Felder (1996) suggests that Kolb's model is different in which it assort learners into four learner's categories based on their willingness for the way to gain knowledge and to internalize data. Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p .41). Here Kolb describes learning as the method through which information is constructed via the transformation of experience. Knowledge comes from a balance of understanding and changing practice. The experiential learning theory of Kolb is based on two levels. The first is the four-stage learning cycle, which includes concrete experience, reflective observation, abstract conceptualization and active

experimentation. And the second is the four separate learning styles in which the learners are classified as assimilators, convergers, accommodators, and divergent. This is shown in the figure below:



Figures 1.1: Kolb's Experiential Model (Daniela Boneva and Elena Mihova p 16)

This experiential learning cycle shows that, successful learning is shown when an individual advances via a cycle of four stages. Firstly, in obtaining a concrete experience followed by, analyzing and reflecting on that experience, which contributes to the creation of abstract concepts (evaluation) and generalization (findings), which are then applied to check the hypothesis in future situations, resulting in new experiences.

On the other hand, there is Gardner's multiple intelligence theory. Gardner (1993) suggests the concept that we can all have different grades of intelligence over a variety of academic fields. His theory derives in part from the fact that, when intelligence is assessed, the more widely employed assessments (standard verbal and non-verbal reasoning tests) still do not require those tested to show what they are really good at knowing where their intellect resides. Gardner offers us a number of specific intelligences where, as people, we demonstrate more or less according to our unique intellectual make-up. He originally included seven different intelligences, and then suggested two additional. Each type of intelligence contains a broad variety of skills and is a device with its own roles that are specific for each person. Every types of intelligence are independent of each other, meaning that the measurement of a person's musical ability does not provide us with details about their linguistic knowledge. However, when it comes to solving problems For example, carrying out a mathematical

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procedure would involve our linguistic and logical intelligence to cooperate. The following table presented the different learning styles given by Gardner:

Style	Characteristics	Tips
Visual-Spatial	Very aware of the environment, thinks in terms of physical space; likes to draw, do jigsaw puzzles, read maps, daydream	Better results if taught through drawings, verbal and physical imagery, models, graphics, charts, photographs, drawings, 3-D modeling, video, multimedia.
Bodily-Kinaesthetic	Keen sense of body awareness; likes movement, making things, touching; communicates well through body language.	Better results if taught through physical activity, hands-on learning, acting out, role playing.
Musical	Shows sensitivity to rhythm and sound; loves music; sensitive to sounds in the environment	May study better with music in the background; using rhythmical speech and rhymes could help; tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.
Inter-personal	Good communication with other participants in the learning process; understands and interacts well with others; has many friends.	Better results if taught through group activities, seminars, dialogues.
Intra-personal	Understands own interests and goals; aware of own feelings; has wisdom,	Better results if taught through independent study and introspection; tools

	intuition and motivation; has an opinion in any situation; can plan own activities	include books, creative materials, diaries, privacy and time.
Linguistic	Has highly developed auditory skills and often thinks aloud; uses words effectively; likes reading, playing word games, making up poetry or stories.	Better results if the learning material is presented in text format; encourage them to say and see words, to take notes, and to use key words.
Logical- Mathematical	Thinks conceptually, abstractly and is able to see and explore patterns and relationships; needs to learn and form concepts before they can deal with details; likes to experiment; good at reasoning and calculating.	Better results if the learning material is presented in sequential order and is well-structured; can be taught through logic games, investigations, mysteries.

Table 1.1: Learning styles by Gardner (Daniela Boneva and Elena Mihova p 19)

According to Gardner (1991), everyone is capable of understanding the world through language, logical-mathematical, spatial representation, musical thinking, and the use of the body to solve problems or create objects, to understand others, and to understand ourselves.. Where individuals vary is the strength of such intelligences and the manner in which these intelligences are used and combined to accomplish various tasks, solve various problems, and succeed in different fields.

1.4 learning strategies

Any learning process needs a way or strategy to be adapted in order to accomplish the main goal of learning. While students have different learning styles, they use specific learning strategies to learn a language. Learning strategies refer to "...characteristics we want to stimulate in students to enable them to become more proficient language learners". (Oxford, 1990, p. ix). This demonstrates that learning strategies are the features that students will acquire to become more competent language learners. Another suggestion by O'Malley and

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Chamot (1990:43) who define learning strategies as procedures and tools utilized by second language learners to identify and arrange instances of second-language learning. One of the methods students effectively engage in managing their own learning is by the use of strategies. Strategies are the ideas and actions that learners utilized to assist them recognize, understand or maintain data. From this, they classified learning strategies into three groups: Metacognitive strategies, cognitive strategies and socio-affective strategies.

- **Cognitive strategies:** are those mental processes specifically applied in learning that allow learners to interact with knowledge provided in activities and materials through focusing on it in a number of ways. The cognitive strategies are often restricted to particular learning activities that require often overt use of learning resources themselves.
- **Metacognitive strategies:** is a concept for expressing the executive function, strategies that need planning for learning, thinking about the learning process as it occurs, monitoring or understanding individual production and assessing learning after the activity is complete.
- **Socio-affective strategies:** May be claimed to be linked to social-mediating tasks and interactions with others. Cooperation and explanation are the main socioaffective strategies (Brown 1987)

1.4 The teaching process:

Teaching is a process through which teachers use a variety of methods and strategies to teach students and to achieve an objective at the end of each lesson.

1.5.1 The teacher role:

Teacher's role refers to the different functions a teacher can have in a classroom. The function of teachers is to help students learn by imparting knowledge to them, setting up a situation in which students can and will learn effectively. Moreover, the role usually implies the relationship between the teacher and learner, particularly in terms of the autonomy the learner has over their learning. Thus, to achieve these goals, the teacher must play the following roles.

1.5.1.1 Knowing the students:

Knowing the students is the first and an important role that the teacher has to play in the classroom. The teacher in that role should tests and gives students activities in order to know their level and interests. He / She can also ask them about their styles of learning and preferences to design a lesson according to their needs. Knowing the students is the function

that gives them the impression that the teacher cares about them, and wants them to be good learners.

1.5.1.2 Controller of information:

While teachers work as controllers, they are responsible for the class and the activities that are done in a way that is fundamentally different from the situation in which students work alone in groups. To read aloud, and in several other ways, are the classroom qualities a teacher faces. There are common role that can be used in cases when a teacher is under control. The teacher provides the announcements and instructions, the explanation needed or required by the course, and controls and monitors students. On the other side, there is some negative consequence. Most notably, most teachers do not move beyond such tasks, but they fail to do so, leaving students feel suffocated in the monotonous classroom. Students have less time to talk and can face difficulties when participate or pose questions. However, in order to enhance the circumstance, an instructor should build an environment in which students feel that they work in collaboration.(Harmer, 2001)

1.5.1.3 Organizer:

One of the most essential roles that educators have to play is to organize students to carry out different activities. It is include providing instructions to students, informing them how they are going to perform the task, arranging them in pairs or groups, and finally closing it down when it is time to stop. The guidance should be as clear as practicable and will also illustrate the activities involved. Clear instruction is a vital aspect of the organizing of a lesson, and if students are not provided proper and accurate guidance, they will experience difficulties and may not grasp the task they need.

1.5.1.4 Observer:

Another role that the teacher can play is to observe the students inside classroom to evaluate and assess their works. Students are observed individually to gain praise and feedback about their activities. The teacher observe the students while they are working and took notes but without disturbing them. This is also helpful to provide columns not just about what students get wrong but also about what they get well, whether in their use of real language or in their use of communicative strategies, while making feedback on student results-either as a class or with particular students. Observing performance also brings one a clear idea on how good our students are performing (Harmer, 2001).

1.5.1.5 Lesson planner:

Planning a lesson is a template that every teacher should use it. A teacher should be a lesson planner because it leads him to the right path to achieving the predetermined objectives. In fact, it also lets a teacher to analyze and measure himself for further implementation of techniques and strategies. The teacher focuses in this role on making the plan based on the results related to the previous knowledge, which is organized according to the subject, resources and teaching activities, and the main focus is on the needs and interests of each student. Hence, this role is very effective in the learning process since it makes the learner more engaged in the lesson steps which is well organised by the teacher.

When dealing with all the learners in the class, the teachers face a challenge, with the different roles they have to play in maintaining a good environment in the classroom to improve the student level and achieve all the lesson-related goals.

1.5.2 Teaching strategies:

Teachers within the classroom will address any student's needs and desire to help students succeed and make improvement in their learning. To reach these goals, teachers use different strategies and instructions such as personalized learning, project-based learning, feedback, cooperative learning and inquiry-based learning.

1.5.2.1 Personalized learning:

Through personalized learning models, the responsibilities of educators are more essential than ever as they develop tailored solutions, their technical experience is recognized and appreciated. Personalized learning allows teachers to fundamentally adjust the way they think of teaching and learning in a manner that encourages teachers to improve and develop as learners alongside their students (<https://www.gettingsmart.com/2017/03/what-does-personalized-learning-mean-for-teachers>). This means that personalized learning is an approach that helps teachers in their teaching process by designing and customizing lessons and activities according to the needs and interests of students.

1.5.2.2 Project-Based learning:

The teacher function in project-based learning is that of a facilitator. They do not give up the power over inclusive classes or student learning, but instead create an environment over collective responsibility. The professor will arrange the suggested question / issue in such a way as to guide the student's learning into content-based resources. The professor should monitor student progress with sporadic, transient goals to ensure that student assignments remain centered and that students have a clear understanding of the topics being

learned(<https://courses.lumenlearning.com/educationx92x1/chapter/project-based-learning/>). This shows that the role of the teacher in project-based learning is to guide students and instruct them to complete projects. In addition, an educator in project-based learning makes students feel that they learn through the project and gain knowledge at the end of the project.

1.5.2.3 Feedback:

Feedback is a method of evaluation. At the same time, it is important for both students and educators. It encourages learners to create and generate sentences without delay or fear, and depends on the guidance and clarification of teachers. Feedback may be provided in private, when students require it especially when they made mistakes or incorrect information, or in classes to establish a connection between teacher and student for better performance. According to Hattie (2011), feedback is a vital part of an effective educational process. It is typically received by an external entity (e.g. instructor or peer), but may also be self-generated in response to self-monitoring of students. While feedback is usually interpreted as input given to learners to enhance their output, similarly the main role of feedback is to attract teachers' attention to mistakes or shortcomings in their teaching practices that may be developed. Feedback can, therefore, be described as knowledge provided or offered as to how an activity is being implemented in terms of its quality for progress (Sadler, 1989).

1.5.2.4 differentiated instruction:

Differentiated instruction is a strategy that allows teachers to prepare carefully and fulfill the needs of each learner. These methods includes the preparation and implementation of teaching, instructional management strategies, and learning success standards that take into account the complexity and differing degrees of readiness, preferences, and learning characteristics of learners (Teaching Excellence in Adult Literacy Center staff, Differentiated Instruction, 2010). Within differentiated classrooms, educators start where the students are, not at the front of the program chart. They embrace and build on the assumption that the learners vary in fundamental ways. Therefore, they also promote and operate on the principle that teachers must be prepared to involve students in learning by means of various instructional approaches, responding to specific preferences, and utilizing various levels of teaching as well various degrees of difficulty. In differentiated classrooms, instructors insure that a student competes against himself as he progresses and learns rather than he competes against other students. Teachers in differentiated classrooms begin with a simple, strong understanding of what comprises an effective program and stimulating guidance. Then they wonder what it

would mean to change the instruction in such a way that each learner arrives with understandings and skills to offer direction through the next step of learning. (Tomlinson, 1999)

1.5.2.5 Cooperative learning:

Cooperative learning is a student-centered learning technique, supported by the teacher, through which a specific number of students are accountable for studying and learning from all other members of the group. Students interact with each other in the same group to analyze and exercise subject-matter to solve a problem, accomplish a task, or reach an objective (What is cooperative learning? by Dr Lam Bick Har 2005). Cooperative learning has been developed and applied to establish collaborative skills and appropriate social habits in students and to enhance social connections within and among groups. In addition, cooperative learning activities offer an excellent way for instructors to organize the atmosphere for effective peer relationships and give guidance and encouragement to students in improving their social and emotional abilities and comprehension.

1.5.2.6 Inquiry-based instruction:

IBL is more than asking a student what they want to learn. Inquiry therefore involves acquiring abilities and attitude which enables a person to ask questions about new approaches and challenges while gaining new knowledge. It is a way to turn data and information into practical knowledge. There are four important elements on which IBL focuses: firstly, the principles and concepts should not be confusing for learners; secondly, the valuable information of a discipline should be organized; thirdly, the formulated information should be relevant, exchangeable and available to a variety of circumstances; fourthly, the systematic knowledge can be easily collected, so that new information can be acquired without much effort in that specific area.

A teaching strategy is the technique that the teacher uses to convey knowledge to his students. There might be a specific strategy that works well with a group of students for a year and the next year it will not work for other students. This is why it is important to have many different teaching strategies.

Conclusion:

The individual differences personality and learning styles mean that each student could potentially express a preference about how they would like to learn or how they think they learn best. Students have different learning styles; they preferentially focus on different types of information, tend to operate on perceived information in different ways, and achieve

Chapter one: Students' personality and learning styles

understanding at different rates. The learning process requires to be adjusted to a way or methods that accomplish the main learning objective. Though students have various learning styles, for learning a language they use particular learning strategies. The way teachers teach should match the way students learn. This can be accomplished by playing many roles inside classroom and implementing different teaching strategies which improve the learner achievement and make the teaching and learning process easier and effective.

Chapter two:

Methodology Design

Introduction:

The previous chapter is about the theoretical part of the research in which the different types of personality, learning styles and teaching strategies were defined. This chapter is devoted to represent the practical parts of the study. Throughout, it points out different strategies used by teachers to cope with student's differences and how much they take it into account. Moreover, it is provided with description of research methodology, population that participated in the study in order to provide a real and an accurate image of this research. Furthermore, it represents the data tools using in this work including classroom observation, pupils' questionnaire and teachers' questionnaire.

2.1 Research methodology:

Research is an important and effective tool to guide a person towards advancement. There will be so little improvement without systematic research. According to Waltz and Bansell (1981), research is a structured, organized, comprehensive and accurate method used to solve issues, to find and understand new evidence and relationships. Creswell (2012) defines research as "a process of steps used to collect and analyse information to increase our understanding of a topic or issue" (p.3). This demonstrates that research is a system used to gather and analyse data to enhance our understanding of any subject or problem. The research aim is to collect and gather information and answer to the questions and to discover hidden facts through a set of methods and procedures. The research is divided into two types which are the quantitative and qualitative research. As stated by Dörnyei (2007) "to gain better understanding of a complex phenomenon by covering numeric trends from quantitative data and specific details from qualitative data" (p.39). This shows that to achieve a deeper understanding of dynamic phenomena by collecting statistical patterns from quantitative data and accurate information from qualitative data.

2.2 The educational context:**2.2.1 The institution:**

The educational institution in which the research was conducted is the secondary school of Mohamed Ben Ahmed Abd El Ghani that is located in Mostaganem. This research addresses second and EFL teachers from the same institution and other institutions in Mostaganem.

2.2.2 Sample of the study:

The participants of this research are pupils and teachers from secondary school of Mohamed Ben Ahmed Abd EL Ghani Mostaganem and teachers from other high schools in

Mostaganem. We found some difficulties in collecting information because we were unable to complete the research within the institution with the circumstances and crisis that the country is going through because of the virus. The researcher continued her work via social media, where she shared the questionnaire with the same high school students. Concerning teachers, we published a questionnaire in different groups of teachers in Mostaganem.

The students who participate in questionnaire and classroom observation were second year foreign languages. They consist of (28) pupils from different gender and age. Regarding teachers one of them was an EFL teacher of the same class in which he took part in the observation of the classroom and answering questionnaire, while the other teachers who participate in the questionnaire were teachers of different high schools in Mostaganem who differed in gender, age and years of experience.

2.3Data collection instruments:

The researcher used three instruments to gather more information and to reach the main goal of this research: classroom observation and questionnaire for teachers and students alike. First of all, we considered the classroom observation to analyze teachers when dealing with learners' styles and personalities. Secondly, we used the questionnaire to know the styles and personalities of the students and the extent to which EFL teachers take into account these differences.

2.3.1Pupils' interview:

The researcher used an interview with the pupils to obtain more information about the different learning styles in the classroom to help her observe the students and the teacher in the classroom, where she designed a table (see appendix p44) for them that includes different learning styles and explained to them each learning style separately and what it means.

2.3.2The description of Classroom observation:

As a first step to collect data in our research, we used observation to gain more insight and information about what is going on in the classroom and it helps to see the teacher and the student closely. The researcher used a classroom observation checklist (see appendix p45), which has been divided into four items, in order to get deeply into the topic and to achieve the main research objective. We need to observe the most important roles that the teacher plays in the classroom when dealing with students' learning styles and personalities. Further, we observed the different strategies and materials that the teacher used to cope with these differences. On the other hand, students were also part of this classroom observation. We intended to know the way they reacted and interacted with the teacher in the classroom.

Regarding the sessions, we attended thirteen sessions of second year foreign languages class in the secondary school.

2.3.3 Description of pupils' questionnaire:

Eleven questions are included in the pupils' questionnaire. The researcher made a combination of yes or no questions and multiple choice questions (see appendix p46). The aim of the first two questions is to show the students' personal profile. The third, fourth, fifth and sixth questions indicate how students like to work in classroom, the type of activities they prefer, and the way they prefer to learn and their type of personality.

The seventh question aimed to know if their teacher were asking them about their preferences. Whereas, question number eight was asked about the different materials used by teachers to deal with the types and styles of students in the classroom. The ninth question is for students to find out if their teacher uses different types of activities. While the tenth question was asked to students to find out if their teacher gives them the right to choose the activities they want. The aim of question eleven and the last one is to clarify whether the activities provided by the teacher are appropriate and fit students interests.

2.3.4 Description of teachers' questionnaire:

Teachers' questionnaire consists of sixteen questions, mixed between closed-ended and open-ended questions (see appendix p48). Questions number one and two were devoted to know personal information of teachers concerning gender and years of experience. Question number three asked to know if the teachers give importance and try to get an idea of what different styles and personalities of their students are in the classroom, and then they have to mention why they do that. Questions four and five asked whether teachers are familiar with the term personality and learning styles. The sixth question, it was asked to see whether teachers know about the different learning styles of their students in the classroom. The seventh question was asked to know how important it is to incorporate the styles of the learners when designing the lesson, when they say yes, they have to explain why.

The eighth question is intended to investigate the extent to which teachers diversify their activities to deal with the different types of students in the classroom. The aim of the ninth question is to set out the different materials used by the teachers during the lessons. The question number ten and eleven were asked to show how teachers deal with introvert students and the various strategies used to interact with all personalities and styles in the classroom. While question twelve has been directed to teachers, it reveals the challenges they face when preparing and customizing the lesson according to student differences.

The purpose of the question number thirteen is to show whether teachers offer students the chance to choose their favourite activities. The question number fourteen was asked to know the problems that the teachers faced when managing all students learning styles in the classroom. The question number fifteen shows the importance of using the materials in the lesson. The last question aims to demonstrate whether the program helps teachers to include all students' differences.

2.4 Data analysis:

We attempt to analyze the data we collected through the pupils' interview, classroom observation and questionnaires for students and teachers in which the researcher mentions the main and important points that were found when collecting data.

2.4.1 Analysis of pupils' interview:

When the researcher entered the classroom, she noticed that students were sitting in groups; so I asked the teacher to give me time to sit with each groups to ask them some questions. I introduce myself and the objective to being there. After that I asking them if they know about the meaning of learning styles and personalities, I found that they had no idea what the learning styles and personalities meant.

I explained the terms to them, showed them a table with different types of learning styles, and explained to them what each style meant with examples. Then I told them while I read each style for you and you feel it is your style, tell me and write your names and cross out your style in the table. I noticed that every student has more than one style and it differs from one to another. After that I asked them if they were social or not, as each one of them told me his personality. Some students also said that I am a social person but do not like working in groups or with a partner.

2.4.2 Analysis of classroom observation:

We attended thirteen sessions with the second year of foreign languages secondary school. The observation was directed to both the teacher and students, but we focused more on the teacher. The first thing we noticed when we entered the classroom in the first session was that the students were sitting in groups; so, I asked the teacher at the first session what criteria the students were put into groups, and he replied that he mixed students with extroverts and introverts personalities; also those with different learning levels.

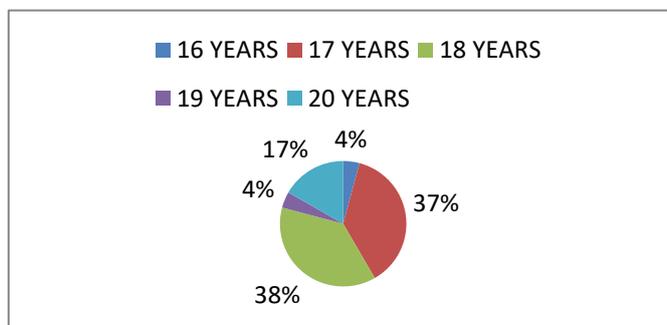
After seeking information about students learning styles and personalities through the interview, it was noticed that students differ in their learning styles and personalities and that there are students with more than one style. We entered the classroom with the teacher in the

other sessions and we sat closely with the students to observe them and their teachers to get more information and both of their reactions. We noted that the teacher use different types of materials, including laptops, projectors, dictionaries and textbooks. Moreover, we have noticed that the teacher calls all students by their name and tries to get the introverts to interact in the class by joking with them and asking them questions but sometimes the teacher finds it difficult to get them interact.

2.4.3 Analysis of students’ questionnaire:

After students were observed in the classroom, we sent a questionnaire to students through social media to answer it. Since the researcher was unable to meet the students' at their institution because of the conditions that the country is going through due to the virus.

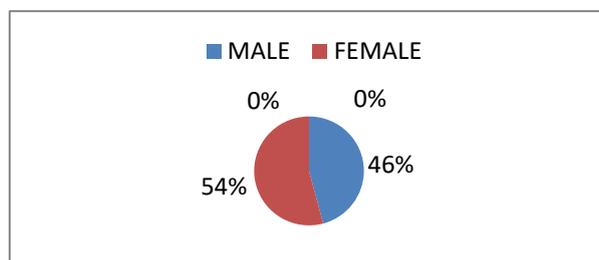
Question n° 01: Age?



Figures 2.1: Students age

This figure shows the different ages of students, 2 or 4% of students aged from sixteen (16) tonineteen (19). While 9 or 37% of students are seventeen (17)years old and 9 or 38% of them are eighteen (18), 4 or 17% of students are twenty (20) years old.

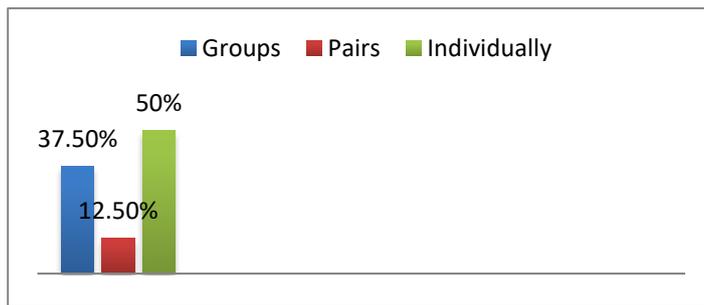
Question n° 02: Gender?



Figures 2.2: students’ gender

The graph shows that 13 or 54 % of the students responding to the questionnaire were female and 11 or 46 % were male.

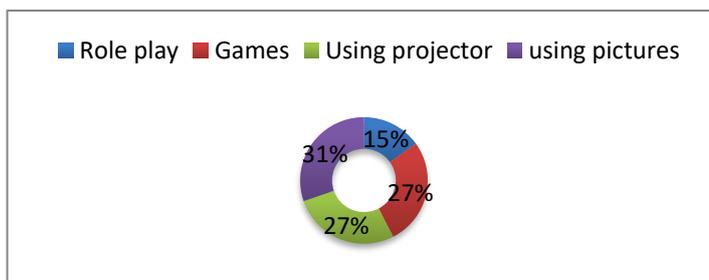
Question n° 03: Do you prefer to work in?



Figures 2.3: students’ preference to work in classroom

The third graph is about the preference of the students in the classroom, showing that 9 or 37.5% of students like working in groups and 3 or 12.5% like working in pairs while 12 or 50% like working individually.

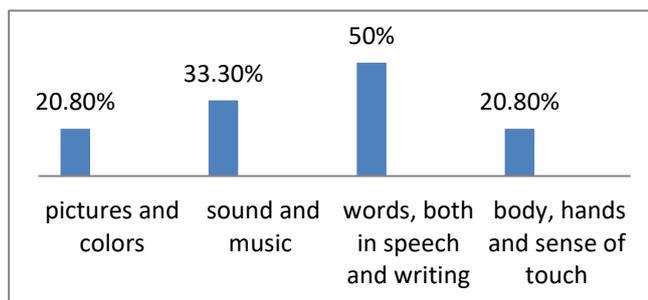
Question n° 04: Which classroom activities do you prefer?



Figures 2.4: students’ classroom activities preference

As shown in the graph above, 10 or 31 % of students prefer activities using pictures, 9 or 27% who like games and projector activities, 5 or 15% of students prefer role-playing activities.

Question n°05: Which of the following is your style of learning?



Figures 2.5: students’ styles of learning

This question is asked to know the learning styles of the students and this is shown in the above graph. Most students 12 or 50% enjoy learning with words in speech and writing, 8 or 33.3% learning with sounds and music. Thus 5 or 20.8% of students enjoy learning with pictures and colors and using their body and sense of touch.

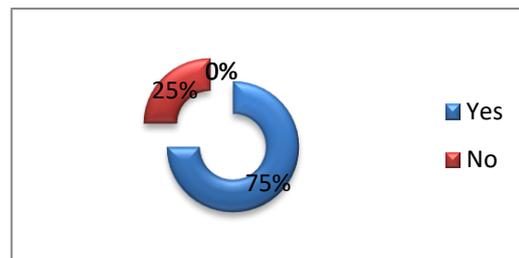
Question n° 06: Which of the following personality types' do you belong to?

Introversion	12 (50%)
Extroversion	12 (50%)
Total	24(100%)

Table 2.1: students' personality

The table shows the students personality in which 50% of them are introverts and the other 50% of students are extroverts.

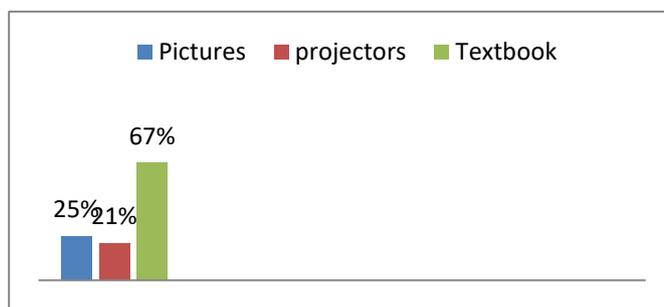
Question n° 07: Does your teacher of English ask you about your preference?



Figures 2.6: Teacher awareness of students' preference

The aim of this question is to show if the teacher ask their students about their preference. According to the graph above, the majority of students 18 or 75 % answer yes and 6 or 25 % of them answer with no.

Question n° 08: During the lectures, which of the following materials are used by your teacher?



Figures 2.7: Materials used by the teacher

The researcher asks this question to know the various materials the teacher is using during the lectures. 16 or 67% of students say that the majority of materials used are textbooks and 6 or 25% are pictures, while 5 or 21% of students' answer by projectors.

Question n° 09: Does your teacher use different activities during the lesson?

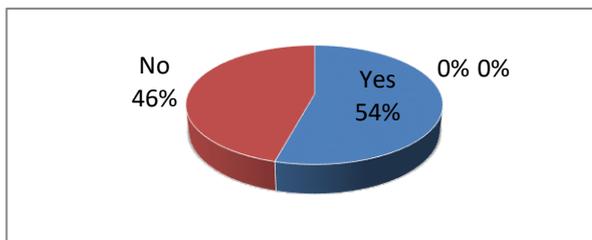
Option	Number	Percentage
Yes	14	58.3%
No	10	41.7%
Total	24	100%

Table 2.2: Teacher different activities

Through this question, we can see that the majority of students 58.3% answer yes and 41.7% no. this is an open-ended question where students are asked to give different types of activities that their teacher uses in the classroom. Their answers are as follows:

- ✓ *Realistic examples and pictures.*
- ✓ *Game and role play*
- ✓ *Mime games*

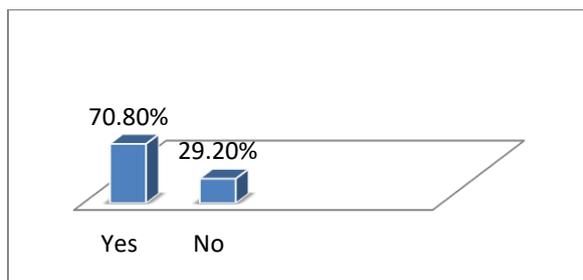
Question n° 10: Do you have the right to choose freely the activities that you want to do in the classroom?



Figures 2.8: Students' right to choose the activities.

13 or 54% of students answered yes that the teacher gives them the right to freely choose the activities they want, while 11 or 46% respond by no.

Question n°11: Do the activities that the teacher gives in the classroom fit you interests?

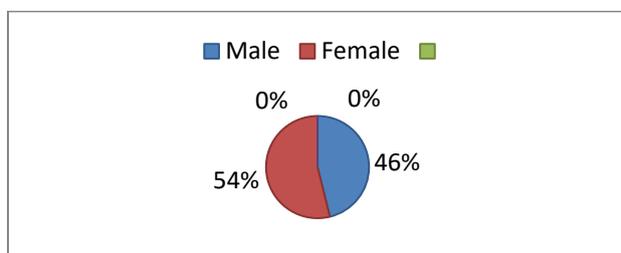


Figures 2.9: activities fitting students’ interests

17 or 70.8% of students say that the classroom activities fit their interests and 7 or 29.2% say that the classroom activities do not fit their interests.

2.4.4 Analysis of teachers’ questionnaire:

Question n° 01: Gender?



Figures 2.10: teachers’ gender

The graph above shows the gender of teachers that take part in this questionnaire. Among teachers, 7 or 54% are female and 6 or 46% are male.

Question n°02: Teaching experience

Option	Number	Percentage
01-05 years	6	46.2%
05-10 years	3	23.1%
10-20 years	2	15.4%
20-25 years	0	0%
More than 25 years	2	15.4%
Total	13	100%

Table 2.3: Teaching experience

The above table illustrates years of experience that teachers have. 46.2% of their experience between one and five years, 23.1% have five and ten years of experience. 15.4% have 10 to 20 years of experience and 15.4% have over 25 years of experience.

Question n° 03: Do you usually try to know about your students' personalities and learning styles at the beginning of the year?

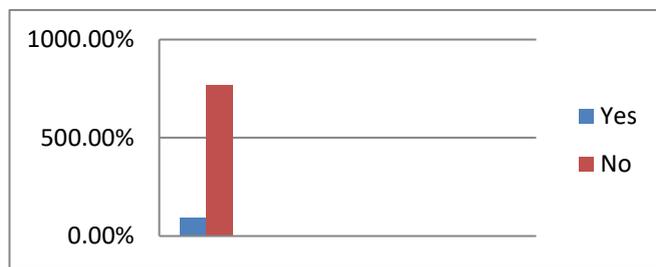


Figure 2.11:teachers knowing the students

The figure shows whether teachers are trying to know their students.12 or 92.3 per cent of teachers answer yes while 1 or 7.7 per cent reply no.This is an open-ended question where teachers are asked how they do to know their students, and their answers are as follows:

- *Through testing them*
- *Questions, observing them, changing teaching styles, Involving learners, giving them chance to choose what and how to learn.*
- *By preparing them a diagnostic evaluation to evaluate them.*
- *The starting is very crucial for the success of the whole year. That's why I have always given a big attention to my new students' comportments and attitudes in order to decipher their personality. Some pupils need more consideration and even more devotion whereas others do prefer to work in discretion. Undoubtedly, there are always some disruptive members of the class who necessitate a different way of discipline, I mean harsh and cool at the same time. Concerning students' learning style, it is difficult to notice it from the beginning. It could be discovered, at least one or two months later.*
- *Questions, Discussion, consulting their school career files.*
- *I remark them when I start teaching, during the first days and thanks to the use of the different learning strategies I can understand their personalities.*

Question n° 04: What does personality mean for you?

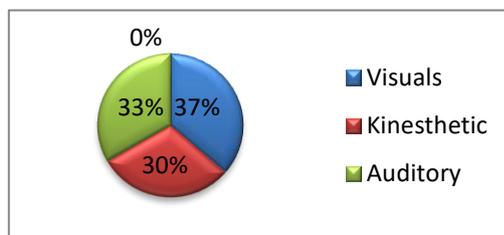
The researcher conceived this question to determine whether teachers are familiar with the term of personality or not. Some of teachers' defined personality as the way of thinking, feeling and behaving that is different from a person to another, leading the individual to deal with different life situations. Another definition given by another teacher is that personality is set of behaviours, attitudes, feelings, moods, likes and dislikes reactions... which are

particular to one person. At this end, a student's personalities are all about those characteristics which are tied to his way of study in and out the classroom. A further definition suggested by another teacher is that personality from a pedagogical perspective; it means the level of engagement, motivation and commitment the learners demonstrate towards learning. It may also include intellectual, cognitive and psychological differences which leads to different learning styles and which requires different learning strategies.

Question n°05: According to you, what does learning styles' mean?

The majority of teachers are aware of the meaning of learning styles, which teachers have responded to with different definitions. One of teacher said that each individual is unique in terms of how they approach the learning process and which mental and cognitive abilities they rely on in doing so, some learners are visual; they depend mostly on visual inputs in constructing and absorbing new information. And others are auditory, and depend on auditory input. A third kind is kinaesthetic and need sensory stimulus to acquire information, and the last type is eclectic learners who use a mixture between the already mentioned styles to process inputs. Another teacher defines the learning style as the most convenient and appropriate way to ensure successful learning or to achieve maximum understanding. Most agreed that learning styles are the strategies and materials used to target the preferences and attitudes of students, and are the methods that enable students to learn better.

Question n°06: What types of learners do you have in your classes?

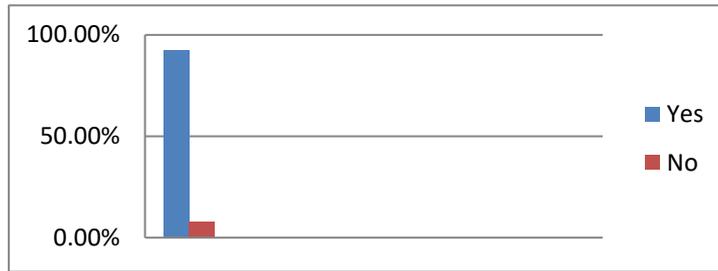


Figures 2.12: types of learner

According to the graph above 12 or 37% of teachers have visual students in their classroom and 11 or 33% have auditory students, while 10 or 30% of teachers have kinaesthetic students in the classroom. This is an open-ended question where teachers are asked to add other types of learners and these are some of their answers:

- ✓ *Writing and verbal learners*
- ✓ *Logical learners (Mathematic classes) and social learners (foreign languages classes)*
- ✓ *Mostly eclectic learners*
- ✓ *Linguistic and rarely scientific and musical.*
- ✓ *We can have all learning styles in one person*

Question n° 07: According to you, is it necessary to consider your students' style and personality while preparing your lessons?



Figures 2.13: include students learning styles and personality while preparing lessons

12 or 92.3% of the teachers answered by yes and confirmed that it is necessary to include students learning styles and personalities while preparing the lesson; however, 1 or 7.7% reply by no. This is an open-ended question where teachers are asked to explain the reason for saying yes and these are some of their answers:

- *To make sure that your students will recognise and will know what you say and do with them.*
- *Evidently. First, knowing about my students' personality allows me to accommodate my relationship with them. Sometimes, we need to show some severeness whereas other times it would be preferable to show some tenderness. But, seriousness is essential in both cases. Then, to have an overlook on my students' learning styles facilitates and adapts my way of teaching in order to enhance their willingness towards learning. It is noticeable that teaching is more than uttering some words or delivering some instructions; it is all about educating a new generation.*
- *In a mixed ability classes, we plan our lessons basically on our learner's needs and abilities.*
- *Knowing about them will facilitate the choice of the teaching materials and strategies and thus the success of the learning process based on their needs and interests.*

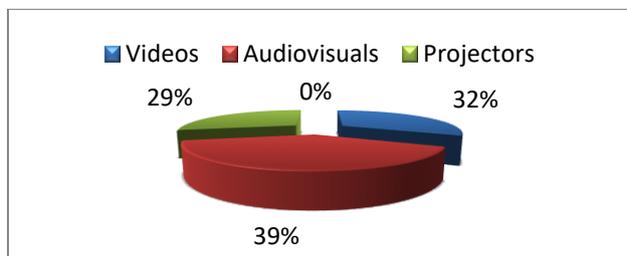
Question n°08: To what extent do you vary classroom activities to cope with students' personality and learning style? Please, explain.

This question explains the extent to which teachers vary their activities to meet all learning styles and personalities of students. Some of their clarifications are as follows:

- ✓ *Varying activities create a balanced learning for all kinds of learners. If a teacher sticks to some or a single familiar activity, s/he may well neglect more learners.*

- ✓ *It's difficult for any teacher but we had to vary activities as possible as we can to facilitate for them the process of learning.*
- ✓ *It is not easy at all to vary the activities as we are bounded by the curriculum. Despite that, I always try to involve some games and plays for kinaesthetic or visual learners or some stories for aural learners or some oral projects for verbal learners or some scientific analyses for logical learners.*
- ✓ *I use individual work, group work, pair work; I use some games ...etc.*
- ✓ *To a lesser extent because actually there is almost one learning style that is adopted and respond to our learners' needs and their insights.*

Question n°09: Which of the following materials do you use to support the lessons?



Figures 2.14: Teachers' materials

The graph above shows the materials used by teachers in teaching. Audiovisual materials are used by 11 or 39 % of teachers, teaching videos by 9 or 32% and projectors by 8 or 29%. Some teachers mention the following additional materials:

- *Flashcards Drawings and basically charts*
- *Power point, pictures*
- *Newspapers, books.*

Question n° 10: How do you deal with the introvert students to get them interact in the classroom? Please explain.

The researcher asks this question to show the different strategies that teachers use to deal with students who are introverted. The teachers gave us different explications as follows:

- ✓ *Introvert students or the timid PPS need u to be more understanding and helpful so as we manage boost them to take part in lesson making.*
- ✓ *First, teachers should know everything about this kind of pupils 'personal life and on this basis they are going to find a way to get him in the classroom.*
- ✓ *Asking them questions or to do anything related to the lesson and rewarding them.*

- ✓ *The teacher can attempt to identify those students' interests and likes in order to motivate them to interact freely within the classroom.*
- ✓ *By using suitable activities for them for example the choral activity help them a lot, pair work.....etc.*
- ✓ *I involve him in group works and give him the role of a manager or speaker of the group.*
- ✓ *I entertain with him in front of all and I praise him enormously.*
- ✓ *Some students are introvert because of their family problems or because of their childhood in the primary school or simply because of their innate personality. I always look for the source of the problem before dealing with the solution.*

Question n°11: What are the different strategies that you use in dealing with students personalities and styles inside the classroom?

Through this question we seek to understand the different strategies that teachers use when dealing with learning styles and personalities of students. Teachers set out some of their strategies as follows:

- ✓ *My strategies are always the same; adapting the teaching methods according to the most frequent learning style in the class and from time to time integrating some activities adequate to some particular others learning styles.*
- ✓ *Collaborative learning, questioning, conversations, pair works.*
- ✓ *You should know the personality of each student first and then you try to know their need to facilitate for you and even for them the process of learning in the classroom.*
- ✓ *I try to vary my activities, test them whenever possible and I encourage group work.*
- ✓ *Pair work, TPS, KWL, games, U strategy, the Round Table...etc.*
- ✓ *Each personality requires a different approach; unfortunately most of the time teachers are monotone and can't keep up with all these differences due to the large number of learners and lack of resources and materials.*

Question n° 12: What are the obstacles that you face when you want to plan your lesson according to your students' differences?

In this question, teachers are asked to provide some of the obstacles which they face when planning the lesson. The following are some of their explanations.

- *Well, a major problem is that of time because planning or choosing texts and activities appropriate for all pupils requires too much time and effort.*

- *In outnumbered classes. It is a challenge to plan a lesson that covers a variety of personalities and learning styles.*
- *The obstacles are: 1. the level of the students is different from one to another (In one class you will find Intelligent students, average students and low students), 2. Physical characteristic 3.the ability of memorising and understanding is also different from one to another.*
- *Textbook, crowded classes and lack of materials.*
- *I face the difficulty of managing my time.*
- *To choose topics that meet interests is really challenging.*

Question n°13: Do you give your students the choice to choose their preferred activities?

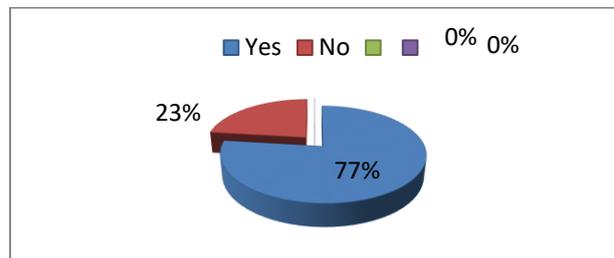


Figures 2.15: students choose their preferred activities

8 or 61.5 %of teachers responded by not giving students the choice to choose their preferred activities, while 5 or 38.5% said yes. This is an open ended question in which teachers are requested to give explanation. The answers below are some of their explanations:

- *It is impossible to meet all learners' needs hence we teachers cannot depend on our PPS preferences.*
- *The activities should be given to all the pupils with different degrees of difficulty.*
- *It is not possible because most students would skip grammar or phonology activities which are important for Bac exam. They can choose the type of activity (oral or written).*
- *Activities are selected according to the aims of the lesson and the lesson stages should be respected accordingly.*
- *Time shortage and syllabus restrictions.*
- *Because I want them to love what they learn and learn in the way they love.*
- *To create a desired learning atmosphere.*

Question n° 14: Do you face problems when you try to manage all different kinds of students' learning styles in the classroom?



Figures 2.16: teachers' problems in including students differences in the lessons

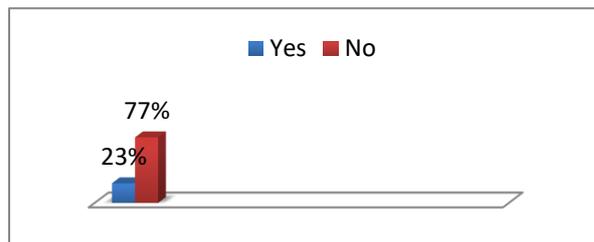
The above graph shows teachers' answers as to whether or not they faced problems in managing students with different learning styles and personalities in the classroom. 77% of teachers answered yes while 23% replied no. Teachers are asked to provide justification and some of their answers are as follow:

- *Some constraints hinder the fulfillment of some activities like time allotment.*
- *In fact, it depends on the class sometimes, you manage extremely well and sometimes not because classes are often crowded and pupils' level is very different.*
- *Shortage of time. Lack of Authentic teaching materials.*
- *Because there are a lot of and as a teacher we are obliged to complete a curriculum and we don't have much time to manage all different kinds of students, learning styles in the classroom.*
- *Because I find myself sometimes not helping some students the way I help others.*

Question n° 15: How do you find using different materials during the lectures? Is it helpful for students?

In this question all teachers replied that the use of materials is very helpful in presenting the lesson, as it facilitates the lesson and keeps students focused, interested and committed.

Question n°16: Does the program help you to include students' learning styles in the lesson and the activities?



Figures 2.17:program and students' differences

10 or 77% of teachers reply by no and the program did not help them, while 3 or 23% of teachers reply by yes. This is an open ended question for teachers to explain. The answer below is some of their explanations:

- *The current programme needs a real updating. It doesn't fit with our students' expectations. It is very far from this social media generation and those online gamers. The programme is based on written learning.*
- *The program is based on CBA that is basically designed for small classes with a specific number of learners to care for their differences effectively.*
- *Because the teachers don't have the autonomy to do what is good and bad for his students he is obliged to follow and complete the syllable.*
- *It usually sets one type of activity in each point of the lesson, which may help one student and neglect the other.*
- *The syllabus will not necessarily take into account the needs of all the learners. It is the teacher who tries to adopt it for the needs of his own learner*

Conclusion:

This chapter covered the practical parts of the research in which the researcher explains the steps that have been taken to collect data. We provided a description and analysis of the tools used in the research, including pupils' interview, classroom observation, teachers' and students' questionnaires. Therefore, the following chapter deals with the discussion of findings and recommendations.

Chapter three:

Findings Discussion and Recommendations

Introduction:

The researcher attempted to explain and examine the data collected in the preceding chapter. As for this chapter, it covers the analysis and discussion of the results of pupils' interview and for teachers and students in classroom observation and questionnaires. In addition, at the end of this chapter, the researcher will present some suggestions and recommendations.

3.1 Discussion of findings and results:

In this section, the researcher interprets the data obtained in the previous chapter, including pupils' interview, classroom observations, and questionnaires for teachers and pupils'.

3.1.1 Interpretation of pupils' interview:

Through the results of the pupils' interview, the researcher found that the students differ in their learning preferences and have different styles and personalities. Where there are pupils who have more than one style; for example, there are those who are mixed between verbal linguistics, kinaesthetic and social interpersonal, while there are those who are visual and solitary intrapersonal. Regarding to the personality of the pupils, they divided into introverts and extroverts, but some of the extroverts they replied in the interview that they prefer not to work in groups or in pairs, because they prefer their own work and ideas.

3.1.2 Interpretation of classroom observation:

The findings obtained from the observation in the classroom indicate the important elements of the checklist items as follows:

➤ Pupils' learning styles and personalities:

Through the observation in the classroom, we found that pupils' learning styles are different. There are those who are visual, auditory, kinaesthetic, verbal linguistics, logical mathematical, social interpersonal and solitary intrapersonal, the majority of pupils have more than one style. As far as pupils' personalities are concerned, they are divided between introverts and extroverts.

➤ Teacher strategies:

As we have observed, the teacher used group work as a strategy to mixed pupils between extroverts and introverts and between the levels in one group. Further, the teacher has his own class, which he designed according to their students, and he sticks all their works in the wall, and this creates a good atmosphere for the students. In addition we noticed that

Chapter three: Findings Discussion and Recommendations

there are sometimes skirmishes in the group among students, so the teacher intervenes to solve the problem and leaves the students the choice to change the group if necessary. Another thing is that the teacher gives the students the choice to choose the way and with who to present when there are projects. So there are students who choose to make presentations in groups while others prefer to present in pairs or on their own.

➤ **Teacher variation of activities:**

We clearly noticed that the teacher varies the classroom activities; for examples, he uses the gallery board. he asks each group to give ideas on a specific subject, the teacher helps them by giving them dictionaries, when all groups write their ideas they stick it in the gallery board, and each group goes to see the work of the other group, which means that this kind of task deals with all learning styles.

➤ **Teacher materials:**

In terms of materials, the teacher supports lessons with a variety of materials, including projectors, videos, textbooks, dictionaries and pictures. Using materials as we noted, students enjoy and focus on lessons and will be more interactive because we found that students who are visual and auditory, as well as verbal linguistic, enjoy lessons. But sometimes the teacher uses the materials according to the lesson not to students' differences.

3.1.3 Interpretation of pupils' questionnaire:

Based on the results obtained from the students' answers about the way they prefer to work in the classroom, it shows that the majority of pupils like working individually and most like working in groups, while few like working in pairs. Furthermore, when it comes to the students' choice to do the tasks, most of them tend to use pictures and the others are divided among those who choose to use games, projectors and role plays. It means that students have different interests, and each one of them likes to do things in different ways.

Within the same classroom, students vary in their own learning styles, a large number of them prefer to learn with words to speak and write, and others prefer to learn with sounds and music, pictures and colours, and to use their body and touch in learning. Besides, their personality varies between introvert and extrovert students. This indicates that the instructor has different types of students in one classroom; which means that he has students with different interests and needs.

In addition, the majority of students reply that their teacher asks them about their preference. This clearly shows that the teacher seeks to know what his students prefer and makes an effort to get to know them. As for the teaching materials used in the classroom, most

Chapter three: Findings Discussion and Recommendations

students respond that the textbooks are the most used materials in the classroom, followed by the use of pictures and projectors. This means that the use of one material a lot by the educator does not allow many students to understand the lesson because of their preferred learning style.

Regarding different activities that the teacher used, most pupils respond by saying that their instructor uses various kinds of activities like games, role play and realistic examples and pictures. This illustrates that the teacher has an idea about the differences that exist in their classroom and among their students in which the instructor does some activities to cope with some students' learning styles and personalities.

The majority of students reply that their teacher gives them the opportunity and the right to choose the kind of activities they want, while the other students respond that they do not have the right to choose the activities. This means that there are students who assume that their teacher cares for them and the others think that the teacher neglects their choice.

The results have shown that most students believe that the activities provided by the teacher are in line with their expectations and needs. It demonstrates that the teacher selects the activities that he considers beneficial and suitable for their needs.

3.1.4 Interpretation of teachers' questionnaire:

The researcher found from the findings of the teacher questionnaire that the majority of teachers had one to five years of teaching experience, and there are those with more than ten years of experience. This allows the researcher to consider the diverse viewpoints and responses provided by the professors.

Notably, most teachers respond that they always seek to know the learning styles and personalities of their students by testing them, asking questions, observing, and evaluating diagnostics. This illustrates that teachers are aware of their pupils' differences in the classroom and they seek to know them.

The findings also revealed that most teachers have an understanding of the term personality and learning styles in which each teacher gave their own meaning and clarified what the two terms mean. This shows that teachers are interested and aware of student personalities and learning styles. Regarding the types of pupils in the class, most teachers responded that several types of students are present. There are auditory, visual and kinaesthetic, and there are professors who have added other types such as Writing and verbal learners, logical learners, eclectic learners, and linguistic and rarely scientific and musical. The

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teachers' answers indicate that they know the types of students and the differences in their class.

In addition, most teachers say that they consider students learning styles and personalities when they plan their lessons. Because it helps them choose teaching materials and strategies, and when they present lessons to students, they recognize and understand what the teacher said, and this facilitates the learning process. This illustrates that teachers take their pupils' personalities and learning styles into account when the lessons are designed to help students and create a good atmosphere in the classroom to achieve the objectives of the lessons.

Teachers' responses about the variation of activities to cope with students personalities and their learning styles show that it is a difficult task because they are limited by times and curriculum, but it is necessary to vary the activities in order to avoid sticking to some familiar activities, because more learners may be neglected. For examples, teachers involve games and plays for kinaesthetic or visual learners, stories for auditory learners, oral projects for verbal learners and certain scientific analyses. When it comes to teaching materials, most teachers respond that they use audiovisual materials followed by videos and projectors, while other teachers add more materials, including: flashcards drawings, basically charts, power point presentations, pictures, newspapers and books. Despite the challenges, the involvement of teachers in diversifying activities and using various types of materials shows that teachers aim to make the student feel comfortable.

In terms of introverted students and making them engage in the classroom, teachers respond by different methods, including asking them questions and encouraging them, recognizing the interests and preferences of certain students in order to encourage them to communicate openly within the classroom. Another strategy suggested by teachers is to include the introverted students in group work and to allow them to participate and give them the role of a manager or speaker of the group. Moreover, different strategies were used by teachers for coping with personalities and learning styles of students, most teachers answer that understanding students' personality is first and foremost their need and adapting teaching strategies to the most common learning style in the classroom and from time to time incorporating other activities appropriate for some unique learning style. Other strategies like collaborative learning, questioning, conversations and pairs work were used.

With regard to the obstacles and problems that faced teachers in preparing for the lesson and managing students' personalities and learning styles in the classroom, most teachers claimed that the major problems were that of time and over-numbered classes, so it

Chapter three: Findings Discussion and Recommendations

was challenging to plan a lesson covering a variety of personalities and learning styles. In addition, there are other problems, such as the lack of materials, the content of textbooks and the teachers are obliged to finish the curriculum.

Moreover, most teachers respond that they do not allow students to choose their preferred activities because it is impossible to meet the needs of all learners, so teachers cannot rely on pupil preferences. Besides, they claimed that if they gave the students the choice to choose their preferred activities, they would skip grammar or phonology activities and only take on oral and written tasks. Another teacher added that the activities should be given to all students with different levels of difficulty. In addition, there are also some teachers who said that they give students the right to choose their preferred activities to create a desired learning environment.

All teachers have replied that the materials are very helpful, because it makes students concentrate and engaged in the lesson. Furthermore, the majority of teachers replied that the program did not help them to include the students' personalities and learning styles because the current programme needs a real updating and designed for small classes with a specific number of learners to care for their differences effectively. Another teacher said that because the teachers do not have the autonomy to do what is good and bad for his students he is obliged to follow and complete the syllabus.

3.1.5 Interpretation of results:

The purpose of this study is intended to reveal the teachers' awareness of student personalities and learning styles in EFL classes and to what extent these differences are taken into account. By analyzing and interpreting data instruments, the researcher in this section makes reference to the major research findings as follows:

The results of this study indicate that students have no idea what the term learning styles and personalities means and they have not been taught about them before. This means that teachers neglect the side of teaching and informing students that they vary from each other in personality and have a specific learning style. Though they try to know the preferences of their students and have an idea of what the learning styles and personalities of students mean.

Furthermore, the researcher found that the majority of teachers consider the personality and learning styles of their students while preparing the lesson as it is very beneficial to teachers and students. In addition, teachers use various types of activities, but this is very challenging because of the time, the number of students in the classroom and the

Chapter three: Findings Discussion and Recommendations

curriculum. This indicates that teachers care for their pupils, but some problems hinder them while teaching.

According to the findings, teachers use a range of classroom strategies to deal with students learning styles and personalities in the classroom, including group work, collaborative learning, working in pairs, and conversation. Teachers also use a variety of materials during the lesson such as audiovisuals, videos, projectors, flashcards, books and other materials. Using materials helps teachers make students feel comfortable and focus on the lessons.

In addition, the results show that the majority of teachers do not give students the choice to choose their preferred activities. The researcher highlighted the problems that teachers face in managing students' learning styles and personalities. These include time, over-number, lack of materials, and the main problem is the curriculum that needs a large adaptation.

3.2 Limitation of the study:

The researcher found difficulties in completing the research considering the current situation and the epidemic that hit the country due to the Corona virus. The first and most important issue due to the circumstances was the closure of all educational institutions; so, we could not finish all classroom observation sessions. Another problem was that when we sent the questionnaire via social media, it was difficult to find all students and teachers, and it took a long time to answer the questions.

3.3 Recommendations:

In this section the researcher provides some recommendations for teachers and students after recognizing the major obstacles that hindered the conduct of the research.

➤ Pupils' recommendation:

To improve the learning process and to achieve it, students should be more aware of how they prefer to learn. Students have to find the style that they feel comfortable learning with. When students find their styles, they can learn about the strategies they should follow in order to revise the lesson and carry out the activities.

➤ Teachers' recommendation:

Teachers need to be more conscious and careful about the needs of their pupils' for a successful education. They should devote their first sessions to discovering their students'

Chapter three: Findings Discussion and Recommendations

personalities and how they prefer to learn, sensitize and inform them about the concept of learning style, and that each student has its own style of study and assimilation of lessons.

Furthermore, teachers should schedule their lessons according to the learning styles of their students and include in the lesson all the learning styles that exist in the classroom to achieve the main purpose of the lesson. Moreover, teachers need to vary the activities to cope with all styles of learners for example using games, role play, and use concrete examples that are consistent with what happens with students in their daily lives.

Another suggestion for teachers is to use different strategies and techniques when teaching and change it from time to time; for example, the group work is very beneficial for students but With the supervision of the teacher. Also adapt the materials according to the needs of students, not just according to the lesson. Additionally, the curriculum should be updated in terms of content and adapted to the needs and desires of the students. Institutions should provide teachers with materials to facilitate the teaching process.

Conclusion:

In this final chapter, the researcher dealt with the analysis of findings, including pupils' interview, classroom observation and teachers' and students' questionnaires, through which we realized to what extent teachers are concerned with their students' learning styles and personalities in EFL classes. In addition, in this chapter, we attempted to clarify the difficulties we faced when we did the study and the researcher gave some suggestions and recommendations to students and teachers to help them improve and enhance the learning process in the future.

General conclusion:

General conclusion:

The current research aimed to highlight the importance of learning styles and personalities of students and the extent to which teachers cope with these differences in their classroom and in their teaching practice. The study also reveals the various methods teachers use to cope with students' styles and personalities. The study consists of three chapters, the first is a literature review, the second is a methodology design and the third is a discussion of the results.

The first chapter dealt with the theoretical part and the background to the topic. Throughout this chapter, the researcher refers to the different meanings and types of the term “personality” and “learning styles” and their effects in the learning process and some of learning strategies. In addition to this chapter, we presented different teacher roles in the classroom and different strategies that assist the teacher in the teaching process and address the personalities and learning styles of the students.

The second chapter deals with the practical part of research in which the procedures followed and the data tools used in the study are explained. First; the researcher defines the institution in which the study was carried out and the samples which are participate in the study. Secondly, the researcher identified the tools used in the research, which included pupils' interview, classroom observation and questionnaires for teachers and students. Finally, analysis and explanation of the instruments gathered in the research.

The third and the last chapter interpret the results obtained from the analysis of the pupils' interview, classroom observation and teachers' and pupils' questionnaire. Then, the main results were provided and the obstacles that the researcher faced when conducted the research. Finally the researcher suggests some recommendations for teachers and students.

Finally, according to the findings, we can see clearly that teachers are aware of their students' personalities and learning styles to some extent and ask about their students' needs and interests, but not all the time because the majority of teachers answered that they were guided by the curriculum and the lack of materials that hindered their teaching practice. Another point is the students' lack of knowledge about their learning styles and personalities, indicating to some extent the failure of the teachers to give students details about these concepts.

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Appendices

Appendix 1
Pupils' interview

Studentsname	Verbal linguistics	Visual spatial	Aural Auditory Musical	KinestheticPhysical or Bodily	Logical mathematical	Social interpersonal	Solitary intrapersonal

Appendix 2

Classroom observation check-list:

Students learning styles and personalities	Teacher strategies	Teacher variation of activities	Teacher materials

Appendix 3

Pupils' questionnaire:

Dear students,

This questionnaire aims to show the teachers' interest in students' personalities and their learning styles. You are kindly invited to answer the following questions by choosing the appropriate answer and ticking it or giving the full answer. Thank you in advance.

Q1: Age

.....

Q2: Gender:

Male

Female

Q3: Do you prefer to work in?

Groups

Pairs

Individually

Q4: Which classroom activities do you prefer?

Role play

Games

Using projector

Using pictures

Others.....

Q5: Which of the following is your style of learning?

Learn by pictures and colors

Learn by sound and music

Using words, both in speech and writing

Using your body, hands and sense of touch

Others.....

Q6: Which of the following personality types' do you belong to?

Introversion (less talking and solitary behaviour)

Extraversion (talkative, energetic behaviour and social)

Q7: Does your teacher of English ask you about your preferences?

Yes

No

Q8: During the lectures, which of the following materials are used by your teacher?

Pictures

Projectors

Textbook

Others.....

Q9: Does your teacher use different activities during the lesson?

Yes

No

If yes, which kind of activities does he/ she use?

.....

Q10: Do you have the right to choose freely the activities that you want to do in the classroom?

Yes

No

Q11: Do the activities that the teacher gives in the classroom fit your interests?

Yes

No

Appendix 4 Teacher's questionnaire:

This questionnaire is intended to investigate teachers' interests in students' personalities and learning styles in EFL classes. I would be grateful if you could answer these questions for the sake of collecting information. Thank you in advance.

Gender:

Male

Female

1) Teaching experience:

05-10 years

10-20 years

20-25 years

More than 25 years

2) Do you usually try to know about your students' personalities and learning styles at the beginning of the year?

Yes

No

If yes, how do you do so?

.....
.....

3) What does personality mean for you?

.....
.....

4) According to you, what does it mean learning styles?

.....
.....

5) What types of learners do you have in your classes?

Visuals

Kinaesthetic

Auditory

Others.....

6) According to you, is it necessary to consider your students' style and personality while preparing your lessons?

Yes

No

If yes, why?

7) To what extent do you vary classroom activities to cope with students' personality and learning style? Please, explain.

.....
.....
.....

8- Which of the following materials do you use to support the lessons?

Videos

Audiovisuals

Projectors

Others.....

9 - How do you deal with an introvert students to get them interact in the classroom? Please explain:

.....
.....

10- What are the different strategies that you use in dealing with students personalities and styles inside the classroom?

.....
.....

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

.....
.....

12- Did you give your students the choice to choose their preferred activities?

Yes

NO

Why.....
.....

13- Do you face problems when you try to manage all different kinds of students' learning styles in the classroom?

Yes

No

Justify.....
.....

14- How do you find using different materials during the lectures? Is it helpful for students?

.....
..

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

Yes

No

Please explain.....
.....

Any suggestions:
.....
.....
.....