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The Effectiveness of Learning Styles in Students' Academic Achievement.

Case study: Master One EFL Students of the University of Abdelhamid Ibn Badis

Mostaganem

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'Didactics and Applied Languages'

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DEDICATION

I dedicate this work to

My mom

My lovely sisters and my friends Abdelkader, Imen and Nessrin

All of those who have helped me

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This work would never be accomplished without the strength and the ability that the Allah Almighty had given me.

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ABSTRACT

The current study aims to investigate the effectiveness of considering learning styles in EFL students 'academic achievement. The main research dealt within problem of this research is to know how learning styles affect the academic achievement of students. It studied with the case of Master one EFL students in the academic year 2019-2020 at the University of Abdelhamid Ibn Badis Mostaganem. In order to test our hypotheses, we have administered to a questionnaire EFL learners and conducted an Interview with EFL teachers. The data collected from the instruments used were based on quantitative and qualitative methods; they indicated that the different learning styles of students are taken into consideration in EFL classes. The learning environment helps the students to learn according to their learning styles. Visual learners are more competent to participate in and to control in the classroom and get good grades. The lessons are not planned according to learners 'different learning styles. Adopting different methods of teaching would enhance students 'comprehension and get good grades.

Key words: Learning styles, learning environment, teaching methodologies, EFL students.

LIST OF ACRONYMS

EFL: English as a Foreign Language

N: Number

ELL: English Language Learning

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GENERAL INTRODUCTION

It is believed that learning styles are the preferred manner of how students want to learn in the process of learning. Every student has different abilities and preferences in processing data. Some students learn through visual form like reading or seeing pictures related to topic. Other students may have better learning ability through listening to instructions and using their auditory side, while others learn more where physical lectures are conducted.

Based on the experiences gathered through my learning process, I noticed that the different learning styles of students are not taken into consideration by all teachers in our classes; some students used to find struggles in obtaining data and understanding the lessons because they found that the way teachers explained the lessons did not fit their preferred way of learning, while other students found that the methods used in our classes suit them well. During all lectures, there existed the same two or three methods of teaching such as using the data-show or asking students to present lessons, and this methods did not fit all students 'different learning styles which led some of them to be unmotivated and passive.

In any classroom, there may exist different learning styles among students and only some of those students attempt to grab the floor, they get opportunities more than others. This phenomenon can have an impact on the students and on their academic achievement. Our topic is "The effectiveness of Learning Styles on Students 'academic achievement". The case study concerns Master One students of the English Language in general at the University of Abdelhamid Ibn Badis Mostaganem 2019- 2020.

Dealing with this research work, I attempt to shed light on the different learning styles of EFL students and how teachers deal with those learning styles in order to create a learning environment where all students feel concerned and involved in the classroom. In order to ensure if learning styles affect students 'academic achievement, it is necessary to raise some questions like what are the effective learning styles to be used in EFL classrooms? Can learning environment affect students 'learning styles? Is there any special and common learning style that can be taken into consideration to help students progress in their academic achievement?

We hypothesize that if students are aware of their learning styles and use them efficiently, we would have brilliant students. If learning environment matches students 'learning styles, their academic achievement will be improved and There could be a special and a common

learning style that can be taken into consideration to help students progress in their academic achievement.

To investigate the effectiveness of learning styles on students' academic achievement, we select a questionnaire for EFL Master One students and an interview for EFL teachers as methodology tools for collecting data that are based on quantitative and qualitative methods.

To ensure to what extent the hypotheses are true, we choose the population randomly in which we direct a questionnaire for EFL Master One students and an interview for EFL teachers of Abdelhamid Ibn Badis Mostaganem University. The questionnaire attempts to ensure if students are aware of their different learning styles and if their learning environment and the way they are being taught in suit their preference in learning. However, the interview is done to see how teachers deal with their students' different learning styles and which teaching methodologies they adopt in order to cover those learning styles.

The current research consists of three chapters. The first chapter is meant to provide a general overview about English language learning, learning English as a foreign language, after that we define the different learning styles of the English language and how does the learning environment affect those learning styles, in addition, it shows the difference between the old teaching procedures and the new ones, it also deals with how teachers meet their students' learning styles. The second chapter attempts to enlighten the research methodology section, the research questions and the hypotheses, objectives of the study, the participants, and the research instruments. The third chapter is devoted for the analyses of the findings obtained through the questionnaire and the interview administered to both students and teachers. The chapter ends with suggestions and recommendations for EFL teachers.

Chapter One:

The Effectiveness of

Learning Styles in

Students 'Academic

Achievement.

1.1 Introduction

It is believed that learning is the main core in education, and it can be shaped in different styles and done in different strategies. This chapter presents the theoretical framework that paves the way for this research. This dissertation focuses on the effectiveness of learning styles on students' academic achievement. It is devoted to clarify EFL students' learning styles and which strategies students do follow in the process of their learning. This chapter starts with a brief introduction of English Language Learning (ELL), and it moves to talk about learning English as a Foreign Language (EFL). After that, this chapter provides a brief clarification of learning styles. In addition, this study highlights common English learning styles such as auditory, visual, and kinesthetic. Next, it identifies the effectiveness of appropriate learning environment on students' learning styles. Learning strategies were defined by considering the link between visual learning style and cognitive learning strategy. Moreover, this work talks about the impact of learning styles on learners' achievement. After that, the researcher moves to talk about how teachers would do to meet their learners' style. This chapter ends with a distinction between the old teaching procedures and new teaching ones.

1.2 English language learning (ELL)

Academic English (AE) is the language used in academic settings to help learners acquire knowledge. It is known that language is at the center of learning and teaching and it is the bridge through which knowledge and skills are learned, identities and communities are formed, and complicated disciplinary understandings are set up over time (Schleppegrell et al, 2001)

Sally Neaum (2012, p. 89) states that

“ELL appears to be the most commonly used to identify the category of students learning English as a new language for academic purposes”.

English language learners are a mixed group of students with different language, academic and social-emotional needs. Teachers must understand their learners' needs and culture to allow their students to learn English effectively. Eberly et al (2007) argue that by understanding and appreciating the culture of students, teachers restrict their success. In addition, they realize that

many teachers are inadequate to support English language learners because of the lack of training or interest, and both Walker-Dalhousie and Reeves (2009) support the idea that teachers feel inadequately trained when it comes to fit in with ELL students.

All around the world, learners of all ages are learning to speak English, but their reasons of studying English differ. Some learners learn the English language because they are obliged to learn it for the fact that it is included in their academic curriculum. Other learn English because they chose to learn it or because they have moved into a target-language community, and they need to communicate using that language, for instance, visiting Britain, USA, Canada, and so on. However, some students learn English for a specific purpose, for example students of English for Specific Purposes (ESP) who learn English for many fields such as business, tourism, nursing, and so on. Many students learn English for Academic Purposes (EAP) to study at an English-speaking educational setting. Additionally, English is learned because many learners think that it is useful for international communication and travelling for instance learners of general English who learn the English language to know how to speak, read, and write that language effectively.

1.2.1 Learning English as a foreign language (EFL)

Learning English as a foreign language or EFL refers to learning and using English as an additional language in a non-English speaking country. According to Collins dictionary (1979), EFL introduces the practice and theory of learning and teaching English for countries where English is not the official language. On the other hand, Macmillan dictionary (2002) states that EFL refers to the English language taught to people who do not live in an English-speaking country and need it for many purposes like their studies or careers. EFL is seen as learning English in countries where English is not a language of majority.

English has been considered as a second language in many countries. However, in the rest of the world, the English language is a foreign language, in general, it is taught in schools where hundreds of thousands of learners of English tend to have an instrumental motivation for learning a foreign language and other intentions such as wanting to visit England, being able to communicate with English speaking people, reading English books and newspapers.

Learning English as a foreign language allows learners to have a choice of language variety to a larger extent than second language learners. Nowadays, the position of English in foreign

and second language learners 'life is not that simple to be defined than it was over the past few years. In 1953, Michael West states that:

The nonnative is learning English to communicate thoughts rather than feelings: for his inner expression he has the primary language... [SICK] It is a valuable general guideline that concentrated words and things are of auxiliary significance to an outside student, however regular they might be.

So whenever the foreign learners want to express their emotions, they use their mother tongue to do so rather than using the foreign language due to finding it an unemotional language.

1.2.2 Learning styles

The possibility that people learn in various manners has been around for a considerable length of time. As early as 334 BC, Aristotle said that "each child possessed specific talents and skills" and he noticed "individual differences in young children." (Reiff, 92.)

Learning styles have received a great attention in the recent years, and they have come out from the various researches from the field of psychology. Research on learning styles during the 1970s (Kolb's Experiential Learning Model) and 1980's (Honey and Mumford's Managerial Model) combine in the 1990's as Neil Fleming built up The VARK Questionnaire. VARK manages four essential learning styles. Visual students want to see outlines, maps and illustrations. Sound-related students (auditory learners) lean toward talks or hearing clarifications. The individuals who have the read/write style, incline toward written information, while sensation students (kinesthetic) favor dynamic learning encounters, for example, reproductions or shows. These four styles can cover in people who have multimodal style.

Many researchers such as Reid (1995) and Wintergerst (2005) have contributed in a great manner to the development of learning styles theories.

The experiential learning theory of Kolb (1976) is common in educational settings, because his theory focuses on the learning and teaching process (Cited by Reid, 1995). So far, many teachers and researchers adopt his theory and apply it in their educational places. Kolb also believes that our own learning styles emerge due to our genetics, our experiences in life, and the demands of our actual environment. On the basis of Kolb's learning theories, he proposes

four learner types which are the convergers, the diverges, the assimilator, and the accommodators. The converges learners have strong abilities concerning active experimentation and absorbing ideas effectively, and they are more skilled than the other type of learners in the practical application of ideas.

The diverges are the opposite of the converges. They are good at observing and seeing pictures, and their abilities lie in the area of concrete experience, in addition, they tend to enjoy brainstorming and organizing smaller parts of information to come up with new meaningful idea. Many people are known to have this learning style such as musicians, artists, and counselors. Whereas, assimilators enjoy any work that involves research and planning, and they are greatly skilled in the area of reflective observation and abstract conceptualization which means that they make comparisons between what they have done and what they already know. People who work in the basic sciences seem to have this type of learning style. However, the accommodators enjoy and like performing experiments and implement plans in the real world. In addition, they are strong in real experience and active experimentation. Accommodators are known by the good thinking; they are fast in taking decisions and finding solutions to problems. People who work in sales and marketing tend to have this learning style.

Generally speaking, the concept of “styles” was first introduced by cognitive psychologists and the term “style” is a preferable way of doing something that lasts for a long period of time. Brown (2002:104) defines a style as “a term that remains consistent and rather enduring tendencies or preference within an individual.

On the basis of knowing what the definition of a style is, learning styles are defined as the preferable way of learning, obtaining information, and processing ideas, Keefe (1979, cited in Brown, 2002:10) defines learning styles as “the characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment”. Moreover, the individuals who have different learning styles differ in their habitual ways of retaining new information and skills (Reid 1995: Viii). In addition, learning styles are the preferred way or manner of using one’s ability (Sternberg, 1994), and they develop as a result of heredity factors, previous learning experiences, and the demands of the present environment Kolb (1981, 1984).

1.2.3 English language learning styles

Everyone has his or her own preferred way of learning and obtaining information according to his or her personality. The task of learning a foreign language (English) differs from one person to another. Neil Fleming (1987) classifies learners according to their enjoyable and preferable way of getting information and processing ideas.

1.2.3.1 The auditory learners

These learners prefer to learn by listening and they are good listeners. Fatt (2000) says that auditory learners would prefer lectures, seminars, discussions, and tapes. They tend to like verbal explanation and information in spoken words. In addition, they enjoy conversations and interacting with others, they also think in a linear manner. The auditory learners do not need to see words written down; they can absorb information just by listening and like to talk and enjoy activities in which they can talk to their peers or give their opinion, encourage people to laugh, in addition, they are good storytellers, and may show signs of hyperactivity or poor fine-motor coordination, they usually like listening activities and can memorize easily.

1.2.3.2 The visual learners

They learn through seeing and usually enjoy reading and prefer to see the words that they are reading. Additionally, they like using the words that they can visualize their images and in the classroom, they are usually impatient and they interrupt the others while they are good at impressing and talking. Students who show a preference for a visual learning style and are given instruction with visual aids will perform better when given the appropriate materials (Cegielski et al, n.d.). Additionally, visual learners are those who have difficulty understanding oral directions, and may have difficulty remembering names, they enjoy looking at books or drawing pictures. Moreover, they tend to watch the speaker's face, like to work puzzles, notice small details, and like to see the teacher using visuals when talking.

1.2.3.3 The kinesthetic learners

They learn by manual operation using senses and they like to move and try new things, Students who are considered to be kinesthetic learners prefer to learn by doing (Fatt, 2000).

A kinesthetic learner would rather be learning with hands-on experience which helps him create and develop what he has learned (Fatt, 2000). Moreover, he learns from the mistakes he makes and he tends to enjoy dealing with real life problems. They prefer to feel, smell, and taste

everything; usually has good motor skills and likes to take things apart to see how they work and may be hyperactive learner.

1.2.4 The effectiveness of learning environment on students 'learning styles

While designing a learning environment, it is important to think about students' learning styles in order to promote effective learning. The learning environment should be designed not to qualify students to learn in the same way and at the same level, but fairly designed by giving consideration to students ' learning styles.

In a learning environment, there are various stimuli created by the teacher. Students collect the information that they select among these stimuli. In addition, every student is capable to have different senses s/he prefers to use. When one student prefers to learn by listening to the teacher, another shows that s/he is interested in the pictures and scripts of her or his book, or the behavior of the teacher.

Researches on educational sciences shows that there are learning differences between students and the only way for learning to occur in the suitable sense is to find an individual's learning style and fix the learning environment accordingly because the learning style of the student doesn't only show how s/he learns but also gives information about how to design the learning environment. Dwyer (1996) highlights that no matter the learning environment, students 'learning styles should be taken into consideration while designing the learning process. In school learning, if the learning environment is shaped according to students 'learning styles, their academic achievements increase (Erden and Altun, 2006).

It is seemed that when the learning environment fairly fits students 'learning styles, students feel that they are helped and their motivation gets increased towards the lesson presented by the teacher. Additionally, when students see that learning environment suits their learning styles, they start having a positive attitude about their learning process and learn effectively, they don't feel that they are strangers in their classes so as a result, their success gets increased.

1.2.5 Language Learning strategies

It was said before about language learning strategies LLSs that they are specific methods used by learners to improve their learning level, Oxford 2003. As cited in Griffiths (2004), learning strategies have the possibility to be a very powerful learning tool. . According to Lan (2005, p. 4), LLSs are defined specific methods or techniques used by individual learners to

facilitate the comprehension, retention, retrieval and application of information of language learning and acquisition, as Oxford (1990) said. It seems very important to have an idea about learning strategies in general and which strategies are the most used by language learners in order to help teachers know a lot about their students 'ways of learning. A student can be defined as the followed road by a person to realize or achieve a goal, Vrisoglu (2016).

Oxford (1989) defines learning strategies as actions and behaviors used by persons to learn. Whereas, Richard and Platt (1992) state that LS are “intentional behavior and thoughts used by learners during learning so as to better help them understand, learn or remember new information”, as cited in Akay and Anvarovich (2015.P,214). In addition, also O'Malley and Chamot, 1990 state that learning strategies are “special thoughts and behaviors that individuals use to help them comprehend, learn, or retain new information” (P.1). From the previous definitions, one might say that LS differ according to researchers. From the information mentioned above, one could say that learning strategies are seemed as plans used to make learning easier, also actions and behaviors a learner uses to improve his learning level. Additionally, one could understand that learning strategies and language learning strategies are related. Language learners apply LLSs as a means to acquire and to use all knowledge they store or recall, Ramzan Khan (2012).

1.2.6 The link between cognitive learning strategy and visual learning style

Cognitive learning strategy is the skill that includes what learners think about their own teach (like reading for purpose or reading for finding rules...) (Ramzan Khan, 2012). Oxford (1990) states that cognitive strategies are the techniques that help the learner to manipulate the language material in direct way through: reasoning, analyzing, note-taking, synthesizing, outlining, and recognizing information, as cited in, Zare (2012). They are also the behaviors that allow students to understand more and produce language in several ways (Khamkhien, 2010). Visual learning style is processing information that can be seen better than information that can be heard. This means that visual learning style is the preference to read over listening and write over speaking aloud. Visual learners have a greater chance of remembering information that is presented to them in the form of graphics.

Once visual learners grasp all the information that they visualized, they start linking those information and manipulating the learned information in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining and so on.

1.3 The impact of learning styles on learners 'achievement

Learning style refers to the unique ways an individual processes and retains new information and skills. Those learning styles are important factors for students 'academic achievement and attitudes, recent research suggests that the style by which one learns and applies knowledge is an important characteristic to consider in the aggregate educational processes (Graf, Lin, & Kinshuk, 2008; Kolb & Kolb, 2009; Syler et al., 2006; Thornton, Haskell & Libby, 2006; Zualkernan, Allert, & Qadah, 2006). It is seemed that learning styles have a strong impact on learners 'academic achievement, and it is beneficial to understand, explore, and analyze one's own learning style, because it helps and guides learners to become more focused on their learning process, which ultimately will increase their academic achievement and success.

1.4 Old teaching procedures versus New teaching ones

One of the foremost noble professions known to mankind is teaching. Teachers aren't only imparting knowledge but also help in character building of younger generations who presently play a very important role in nation building. Teachers nowadays and within the past have changed plenty in terms of their roles and characters. Teachers nowadays and within the past are different in terms of their roles and responsibility. Nowadays, most of the teachers have more responsibilities compared to the teachers within the past. Teachers today are not the only ones to blame for teaching students, doing paper work, planning lessons but they even have to accommodate the work even reception and through weekends. On the opposite hand, teachers within the past were holding fewer responsibilities than nowadays. As an example, teachers within the past, they were just teaching students, give homework to them and return home after school. Hence, teachers nowadays and teachers within the past are different due to their responsibility. The characters of teachers nowadays are different compared to the teachers within the past. Teachers nowadays are more casual and informal in terms of treating their students. Thanks to this case, students today often forget their manner and respect for elders. However, teachers within the past were more strict and heavy compared to the teachers nowadays. as an example, students within the past were well mannered and that they behaved as kids should. Thus, the way of the teachers treat their students are difference between teachers today and within the past. Old teaching procedures depend in the main on textbooks while the current procedures rely on hands-on materials approach. In ordinary and old teaching, presentation of materials begins with the parts, and then strikes on to the complete while in the new teaching, presentation of substances starts with the

whole, the moves to the part. Old teaching emphasizes on foundation capabilities which means the basis skills, while new teaching emphasizes and focuses on huge and creative ideas. Furthermore, old teaching assessment is seen as a separate recreation and occurs through checking out, while with new procedures of teaching, assessment is considered as a pastime or an activity built-in with teaching and learning, and happens via portfolios and observation (Brooks and Brooks, 1999).

In brief, with lots of changes that happened, teachers nowadays and within the past have changed lots in terms of their, procedures, roles and characters.

1.5 Teachers meeting learners 'styles

The best teachers always work hard and ask themselves how they can meet their learners ' styles and they continue asking that question looking for a better solution or answer. For visual learners who like to see things and then absorb the information into their minds, teachers need to involve book work which will help and give the chance to those learners to see or obtain the information they need on the printed pages, additionally, teachers have to use the white board a lot while teaching those learners by writing the grammatical and vocabulary structures and rules to enable them to see the information, also teachers have to use visual keys such as pictures, graphs, diagrams, and dictionaries for a better understanding.

Concerning the auditory learners who learn best when they hear their teacher explaining a new concept, teacher need to allow and encourage their learners to read aloud which is particularly helpful for them for a better learning and they also need to include speaking activities that will surely benefit their auditory learners, and incorporate opportunities for their learners to talk and work together which will benefit those learners of everything from grammar to writing. In addition, teacher sometimes need to be cool with their learners by adding some songs in the class that model grammar and teach a concept.

While teaching kinesthetic learners, teachers need to play games such as dice, cards, or any other manipulatives. Teaching vocabulary can be fun and engaging when several ways of learning are included for those learners to handle the words. Teachers also have to lead their learners to take notes in class because the motion of writing words on the page will help them absorb the information that they are hearing. In addition, like note taking, teachers ought to encourage this kind of learners to highlight and make notes in the margin of their copybooks which will help them retain the information they are reading.

Teachers must know that each learner learns differently, so by meeting their learners' different styles and including various activities that suit those learning styles, they will lead their learners to improve in their academic achievement and be successful.

1.6 Conclusion

This chapter was an introduction to learning styles such as auditory, visual, and kinesthetic. It shed light on the terms ELL and EFL, and it also revealed which strategies students need in their courses for a better understanding. Then, this chapter tackled a brief explanation of learning styles and their importance in the academic achievement. In addition, it attempted to provide a concise identification of learning styles' effectiveness in the classroom environment. It also shed light on the link between the visual learning style and the cognitive learning strategy. Moreover, this chapter tackled the impact of these styles on learners' achievement. Lastly, this chapter distinguished between old teaching and the new one and how can teachers meet their learners' learning styles.

Chapter Two:

Methodology and Data Collection

1.1 Introduction

The existence of students with different Learning Styles in EFL classrooms can affect their academic achievement. The present research is designed to investigate the effectiveness of Learning Styles in students 'academic achievement. This chapter has enlightened the research methodology section in which the research questions and the initial hypothesis were mentioned. In addition, this chapter sheds the light on the objectives of the current study, the population whom we worked with to accomplish this research and the research instruments that have been used to fulfill the study.

1.2 Research Methodology

Every learner has his own preferred ways of learning which help him obtain information easily. Those preferred ways are called " Learning Styles" and they are considered as the special manner in which learners comprehend and absorb information better. There are many learning styles such as visual learning style, auditory learning style and kinesthetic learning style.

In general, EFL classrooms have so many students with different learning styles which lead to have different ways of learning among students. However, those students are being taught in an environment where nearly the same way of teaching is being used and where there is a lack of equipment that matches their different learning styles which may affect their grades and their achievement, but how can learning styles affect EFL students 'academic achievement. In this case, so many questions should be asked to solve the current research problem. So, what are the effective learning styles to be used in EFL classrooms? And can learning environment affect those learning styles? In addition, is there any special and common learning style among EFL students that can be taken into consideration to help students progress in their academic achievement?

In order to find answers to all those different questions, we hypothesize that we would have better students if teachers are aware of their learning styles and take them into consideration while planning lessons. If learning environment matches students 'learning styles, their

academic achievement can be improved, and there may be a common and special learning style that can be taken into consideration to help students progress in their academic achievement.

1.2.3 Research Objectives

The purpose of this research is to show the importance of learning styles in the academic achievement of master one EFL students at the University of Abdelhamid Ibn Badis Mostaganem. It reveals that learning styles have an influence on the performance of students and proves that knowing students' learning styles such as visual, read – write, auditory and kinesthetic styles can help teachers prepare better lessons and perform according to learners' styles and needs.

In addition, it gives evidence that learning styles are one of the modes of achieving knowledge and addressing the method to learning, also to the manner that individuals learn better. Moreover, it sheds the lights on how students interact with their learning environment and how their learning environment affects their different learning styles.

1.2.7 Research Method

This research is explorative, and both qualitative and quantitative methods are adopted.

In the present research, the research method to explore the effectiveness of learning styles in students' academic achievement at the University of Abdelhamid Ibn Badis Mostaganem is explorative and descriptive.

Both quantitative and qualitative research methods are mixed in order to gather the data needed and to confirm or disconfirm the hypothesis.

The quantitative methods deal with quantifying and analyzing variables to get results. Also, those quantitative methods involve using specific statistical techniques to answer several questions like who, what, how many, where, how much and how. To expand this definition, Aliaga and Gunderson (2002), describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics. On the other hand, (Leedy & Ormrod 2001; Williams, 2011). State that "Quantitative research involves the collection of data so that

information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims”.

Quantitative methods have different characteristics such as collecting and analyzing data in terms of numbers, using charts and graphs to help the reader better understand data organization, and using statistics like percentages and frequencies to measure the data.

Qualitative methods focus on obtaining data through different qualitative research methods like observational methods, Face-to-Face interviews, and also focus on understanding opinions, experiences, and words rather than numbers and uses open-ended rather than closed-ended questions (Creswell, 2014).

Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon Creswell (2012, p. 626).

1.2.5 Data Collection

Questionnaires and interviews are the most common methods used in collecting and gathering data. In this study, a Questionnaire and an Interview were chosen to obtain the data needed to test hypotheses.

The Questionnaire is a research tool made up of a set of printed or written questions with a choice of answers used to gather information from respondents in order to confirm or disprove the hypotheses of the researcher.

In this study, the Questionnaire was chosen because it can be administrated to a large number of people in limited time, and it helps to compare and describe information easily, in addition, the researcher gains efforts and time when this research instrument is chosen.

The interview is a face to face conversation and a formal meeting between two people (the interviewer and the interviewee) in which the interviewer asks questions and the interviewee provides answers, this tool helps the researcher discover how individuals think and feel about a specific topic and why they hold certain opinions. In this study, interview was chosen because it useful to obtain detailed information about personal feelings, perceptions and opinions and interviewees are not influenced by others in the group which means that they give their own genuine opinions.

The setting for the current research was the Department of Foreign Languages at Abdelhamid Ibn Badis University of Mostaganem for the academic year 2019-2020. This research aims to investigate the effectiveness of learning styles on students 'academic achievement.

1.4 The Research Participants

The students were the first population that we worked with to test our hypothesis consists of Master one English students at the University of Abdelhamid Ibn Badis Mostaganem in general, for the academic year 2019-2020. The total number of participants who accepted to take part in the research was 30 students it is the sample, they were selected randomly.

The sample was mixed levels and genders (19) females and (11) males and their ages ranged from (20) years old to (23) and more.

The Second population of this study was EFL teachers in general at the University of Abdelhamid Ibn Badis Mostaganem. We worked with a sample of 8 teachers, they were selected randomly.

1.5 Data Collocation Tools

In any research in general, the Questionnaire is the main procedure used for gathering information. In this study, we have used a Questionnaire and an Interview as methodology tools in order to test our hypothesis, the Questionnaire was administered to EFL students, and the Interview was done with EFL teachers.

1.5.1 The Students 'Questionnaire

1.5.1.1 The Aim of the Students 'Questionnaire

The questionnaire is designed to examine if learning styles have an impact on students 'academic achievement and if their learning environment supports their preference in learning.

1.5.1.2 Description of Students 'Questionnaire

The Questionnaire is divided into three sections. Students 'Questionnaire contains (14) questions, classified into three sections, the first section is about personal information, the second section contains specific questions about learning styles, and the third one is about learning styles in classroom environment. The Questionnaire is a combination between two

types of questions: closed-ended questions and open-ended questions that need justification and clarification of the appropriate choice from the participants.

The students 'Questionnaire started with personal information; this section includes two questions.

Question (1) aims to identify the students 'gender. Question (2) requires the respondents to mention their age.

In this section, we addressed (8) questions in order to know how each student prefers learning and help them discover their own learning styles.

The first question attempts to know if the respondents have their own preferred manner of learning, they need to answer by ticking yes or no, and in case of choosing the answer yes, they should clarify their choice and mention how. The second question aims to know how often students find difficulties in understanding the lesson while listening to the teacher 'explanation, they have to put a tick in the right choice that represents their answer. Question three investigates what students are most likely to do when they are not sure how to spell a word, and in this question, they are given multiple optional answers. Then, question four is stated to know students 'best way to study for a test, in this question students are provided with choices, and they can simply add their own best ways as well. In question five, the respondents are asked to choose their best way of remembering the information taught in class and here they can add other optional answers ways. Next, question six is proposed for students to know how they prefer information to be presented, they need to choose from the given propositions, and if they can propose other methods, they can specify and mention them. In question seven, the respondents are asked to describe how they can learn better and get good marks. In this question, they are not guided by choices, they are free to mention their own answers. In the last question, after having answered all the previous questions, they are asked to identify themselves to which learning styles they belong to by choosing from the given choices and mentioning other styles if they have.

Section Three:

1.5.2 The Teachers 'Interview

The main purpose of this interview is to know whether there are different learning styles among students, also to see if teachers take those learning styles into consideration and which

teaching methodologies, they do adopt in order to deal with students who have different learning styles.

1.5.2.1 Description of Teachers 'Interview

The interview consists of (10) questions. It includes a combination between closed-ended questions and open-ended questions. Close-ended questions require teachers to answer by "Yes" or "No" whereas in open-ended questions, they are asked to respond freely according to their experiences in teaching English as a foreign language.

The first question attempts to know whether teachers enjoy teaching English or no. Then, in question (2) teachers are asked if they consider the different their students learning styles of while teaching. Question (3) seeks to know if teachers had used the VARK test to diagnose their students 'different learning styles, and in case they answer by YES, they are asked to give the percentage of each learning style. Later, in question (4), teachers are asked if they plan their lessons according to their students 'different learning styles and how they do proceed those lessons. Question (5) attempts to know how teachers test their students with different learning styles while assessing their students 'works during exams. Question (6) is proposed to know which students 'learning style achieves better marks in tests and exams. Next, in question (7) teachers are required to state is there is any common learning style among their students which they can take into consideration to improve their learners 'academic achievement. Question (8) investigates the teaching methodologies teachers adopt to deal with students with different learning styles. Then, question (9) is stated to know if teachers believe that teaching each learning style separately from the other helps to improve their students 'academic achievement and be beneficial for them, and also in this question, teachers are asked to mention how they do so. Finally, in question (10) teachers are asked how can they meet their students 'learning styles; they should state which teaching method enhances their students 'comprehension and allow them to get good results in their exams.

1.6 Conclusion

To conclude, this chapter describes the tools that we dealt with to investigate our research purpose. As research tools, students were given a questionnaire to fulfill based on qualitative

and quantitative methods, however, an interview with different questions was conducted with teachers in order to accomplish this investigation about the effectiveness of learning styles on students 'academic achievement.

Chapter Three:

Data Analyses and Interpretations

3.1 Introduction

This chapter is an investigation of students and teachers 'views and attitudes toward the effectiveness of learning styles on the academic achievement. Moreover, this chapter presents the practical part which was devoted to answer the research question and to prove our hypothesis. For our investigation, we conducted an interview with EFL teachers and a questionnaire is delivered to EFL master one students at the University of Abdelhamid Ibn Badis Mostaganem in order to obtain information, their comments and opinions. Both population and participants 'views and comments are helpful to accomplish this study.

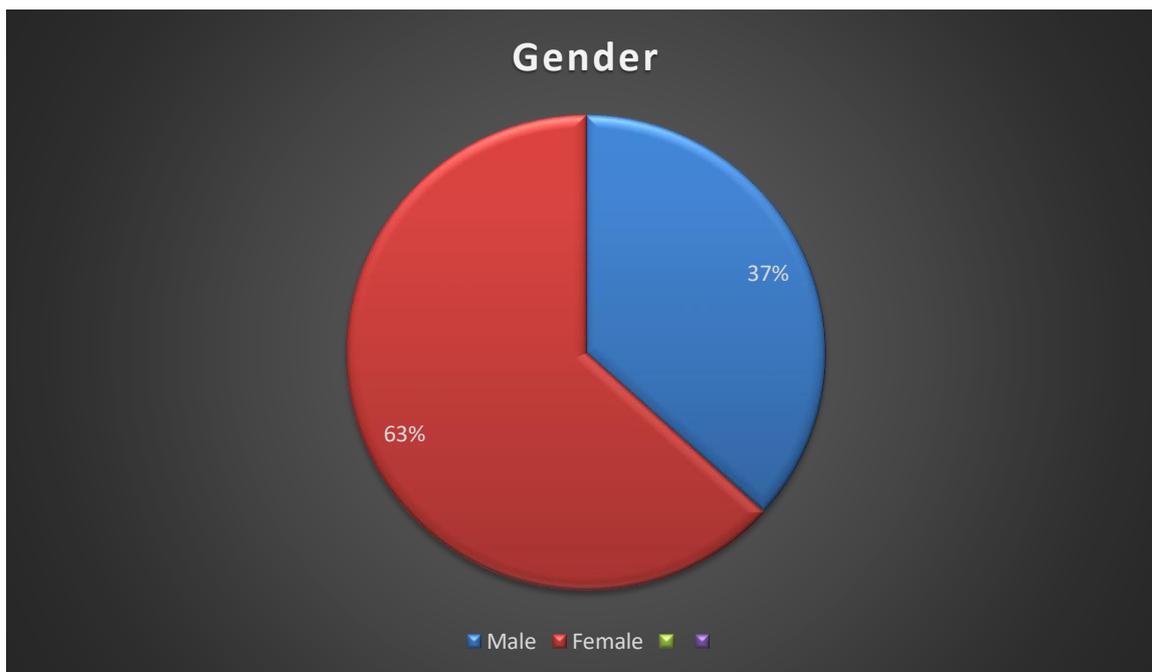
3.2 The Analysis of students 'Questionnaire

Section One: Personal Information

Question 1: Your gender is

Gender	Male	Female
Number of students	11	19
Percentage	36%	63%

Table 01: Participants 'Gender

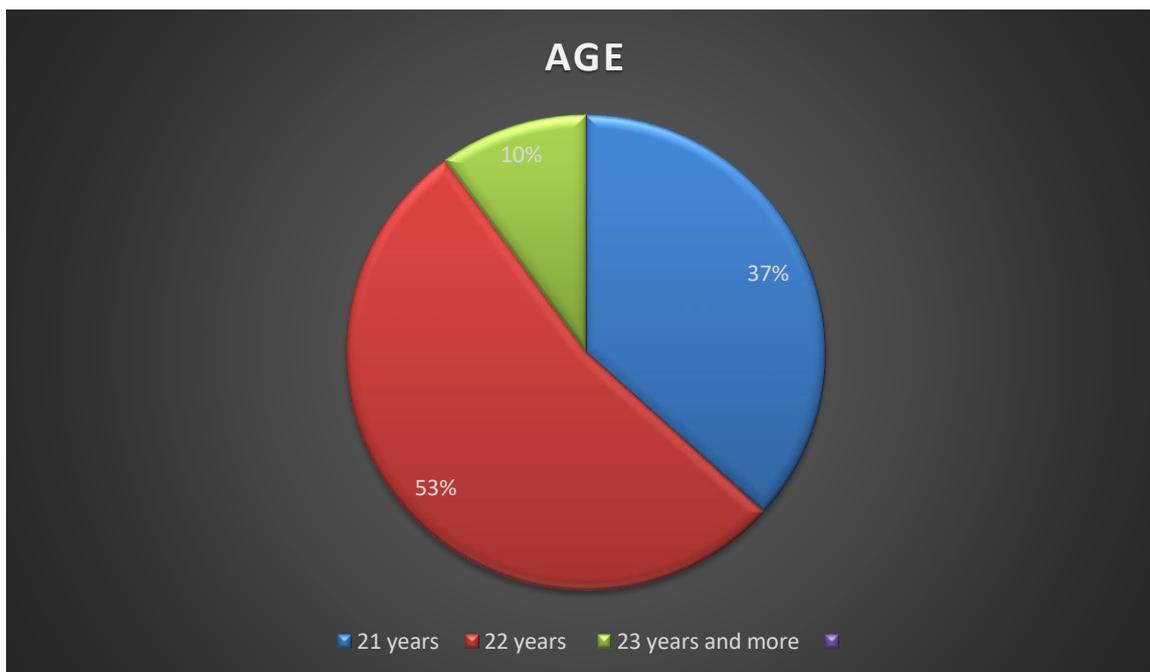


Question 02: Your age is

Participants' age	21	22	23 and more
Number of students	11	16	3
Percentage	37%	53%	10%

Table 02: Students 'age

The majority of the students have 22 years old and 11 of the students have 21 years old, whereas 10% of them have 23 years old and more.



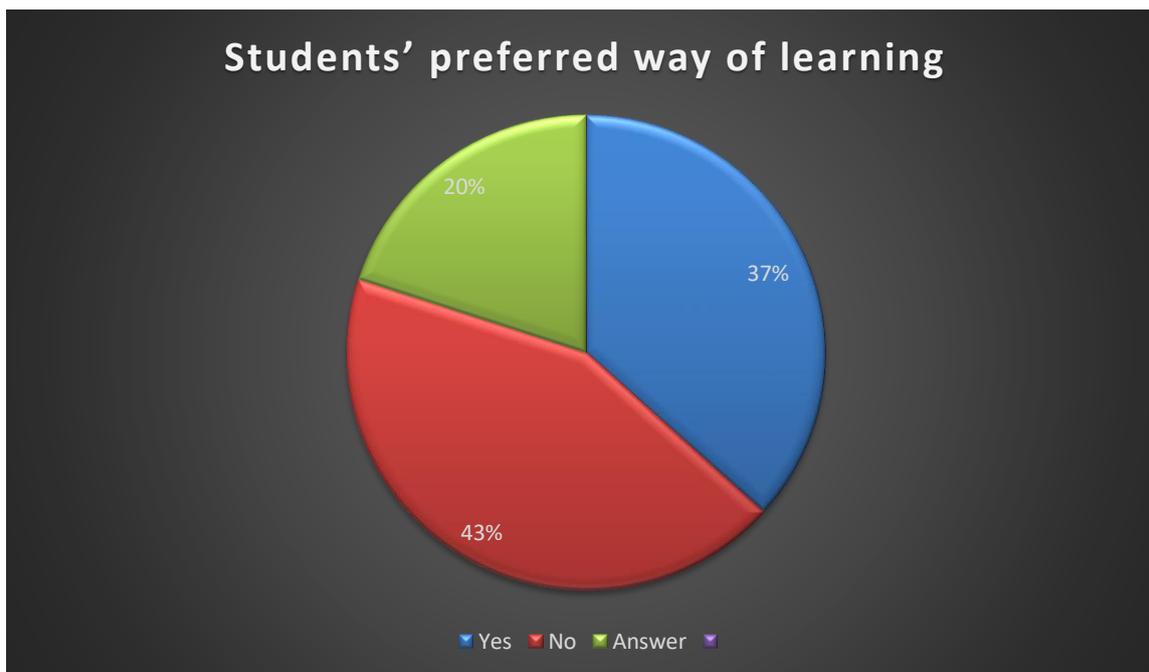
Section Two: Learning Styles

Question 01: Do you have your own preferred way of leaning English?

Answer	Yes	No	No answer
Number of students	11	13	6
Percentage	36%	43%	20%

Table 03: Students 'preferred way of learning

The table presents that 36% of participants have their own preferred way of learning English like reading books, listening to English songs, and watching English movies with subtitles written in English, etc. However, 43% of students stated that they do not have a special of preferred manner of learning English, and 20% of them did not mention any answer and left it blank.

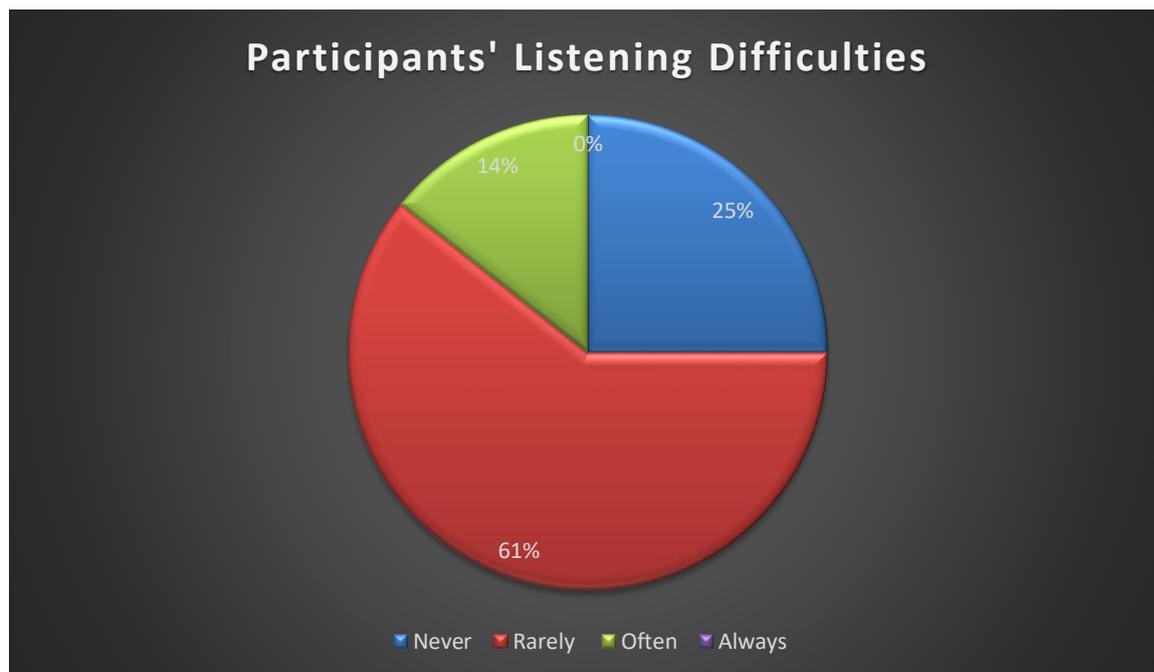


Question 02: Do you find difficulties to understand the lesson while listening to the teacher 's explanation.

Answer	Never	Rarely	Often	Always
Number of Students	7	17	4	0
Percentage	23%	56%	13%	0%

Table 04: Participants' Listening Difficulties

The table above reveals that 23% of learners do never find any difficulties to understand the lesson while listening to the teacher 'explanation, whereas the majority of them 56% stated that they rarely face difficulties or obstacles to understand the teacher 'explanation while listening and most of them said that our understanding is up to the teacher and his way of teaching. 13% of the participants often face difficulties while listening to the explanation presented by their teacher, and 8% of them did not answer this question.

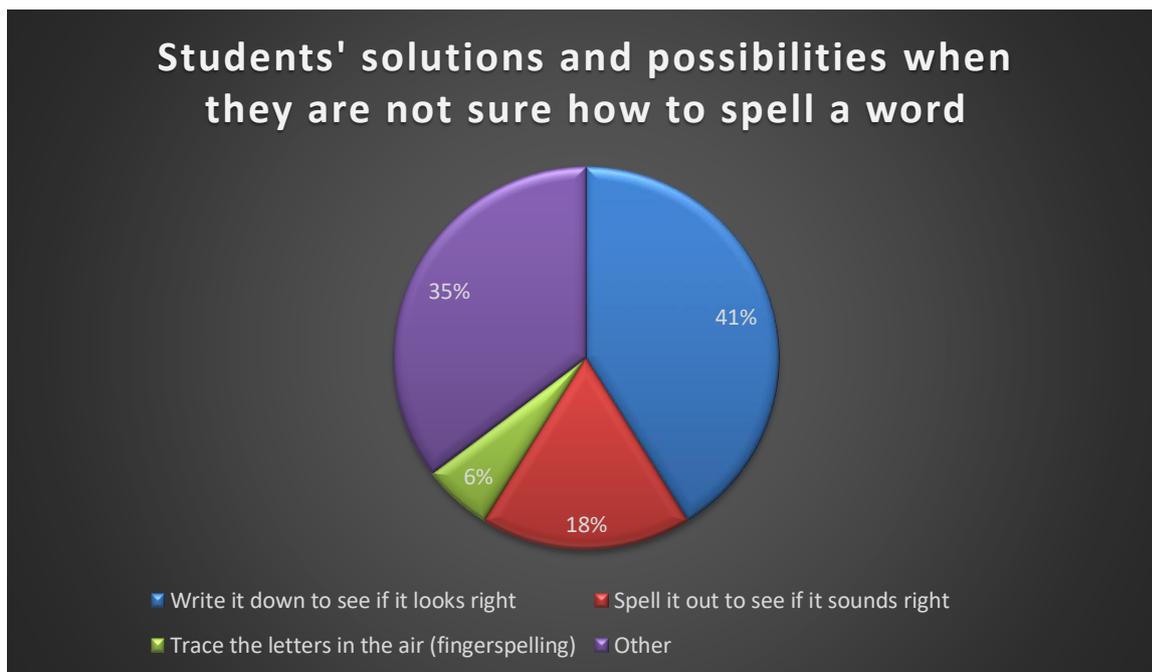


Question 03: When you are not sure how to spell a word, what are you most likely to do?

Answer	Write it down to see if it looks right	Spell it out to see if it sounds right	Trace the letters in the air (finger spelling)	Other
Number of students	14	6	2	12
Percentage	46%	20%	06%	40%

Table 05: Students 'solutions and possibilities when they are not sure how to spell a word

The table indicates that 46% of students write the word down to see if it looks right, whereas 20% of them choose to spell the word out loud to see if it sounds right when they are not sure how it is spelled. Also, the table shows that 6% of students prefer to trace the letters in the air when they doubt the spelling of any word. However, 40% of them added other answers and most of them claimed that using the dictionary is the best way to see the right spelling of any word, in addition, some of them stated that they prefer asking their teacher and their classmates or just search on Google to see the correct spelling.

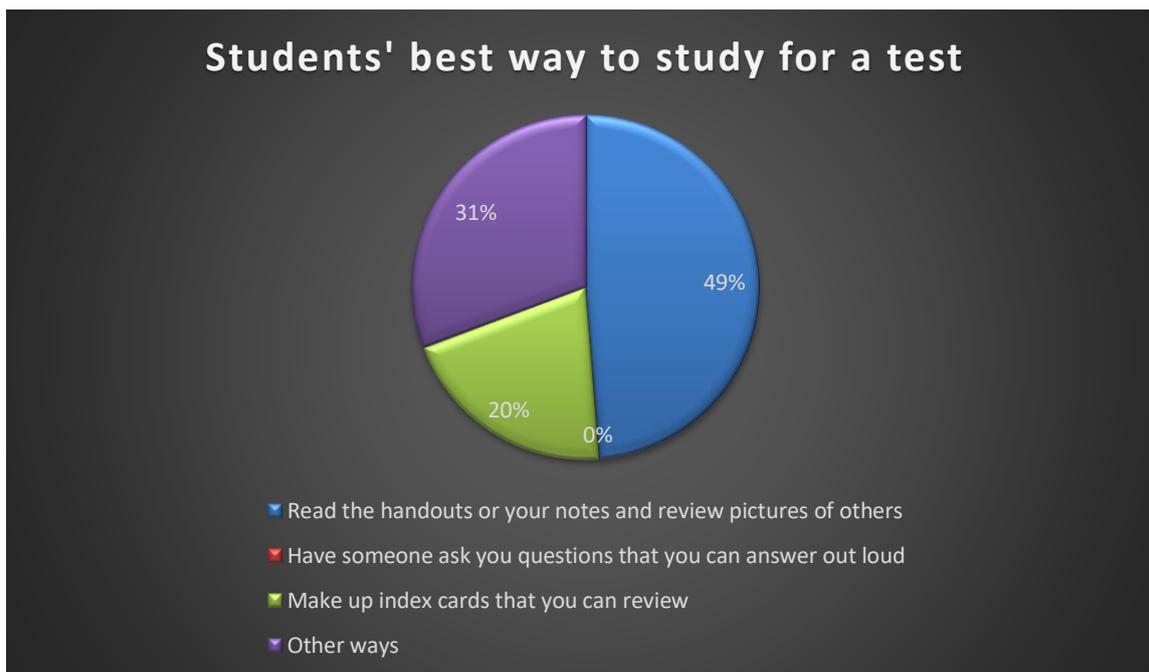


Question 04: What is your best way to study for a test?

How students store information	Score	Percentage
Taking pictures of the information	30	100
Recording the information to listen to them later on	27	90
Write down information	24	80
Other ways	08	26

Table 06: Students 'best way to study for a test

The table above shows that 63% of students when it is time to study for a test, they prefer to read the handouts or the notes they took during class, and review the charts and the pictures for a better revision. It is shown that most of them or as it is shown all of them do not choose to have someone who can ask them questions and they answer out loud. 26% of students stated that the best way to study for a test is to make up index cards that they can review while revising, and 40% also chose to add extra best ways to study for a test such as watching videos on YouTube because they simplify things for them, in addition, some of the participants claimed that the best way to study for a test is to search on Google for the summaries of each lesson they need to revise for their test.



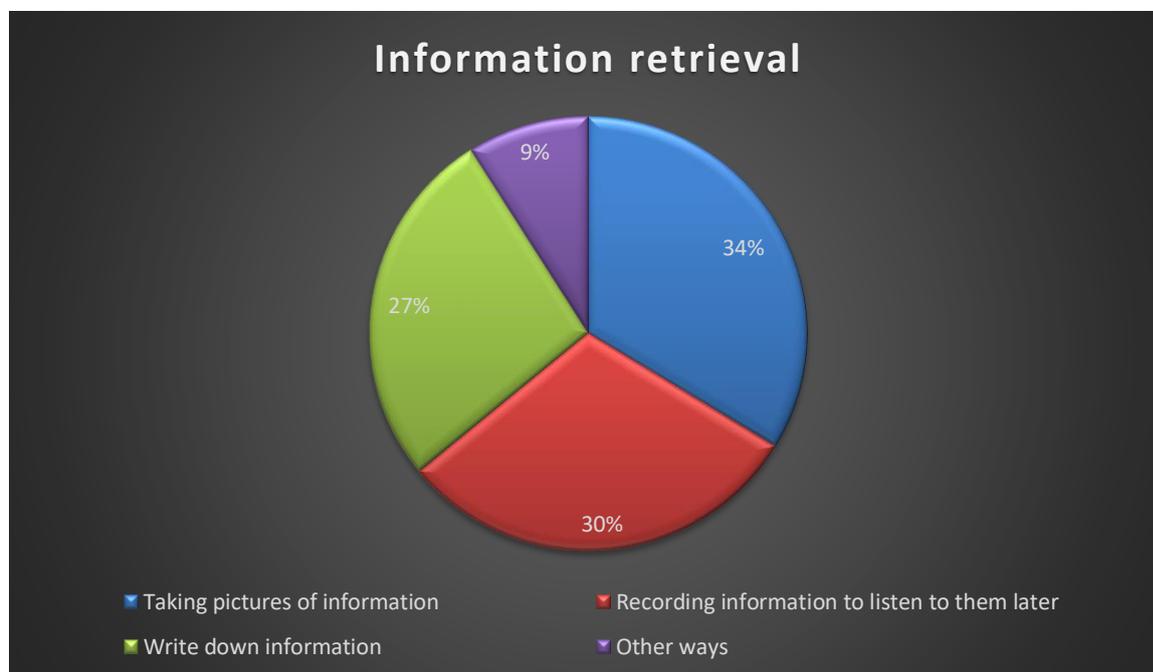
Question 05: What is the best way for you to remember the information taught in class?

Answer	Taking pictures of the information	Recording the information to listen to them later	Write the information down	Another way
Number of Students	30	27	24	8
Percentage	100%	90%	80%	26%

Table 07: Information retrieval

The table shows that all of the participants find that taking pictures of the information taught in class in the best way to study for a test and 90% of them agree that recording the information in order to listen to them later really helps them to remember what they received in class. However, 80% of participants support the idea of writing the information down to remember all what they have studied during class and in order not to miss any information. 26% of them mentioned other ways that help them to remember the information taught in class like taking short notes that only contains the necessary points of the lesson so that it would be easy for them to revise all those notes later. Some students also mentioned that in order to remember the information taught in class, they discuss them in groups or pairs in the campus

and they mentioned that whenever one of them forgets any information, the others try to remind him/her of the information.



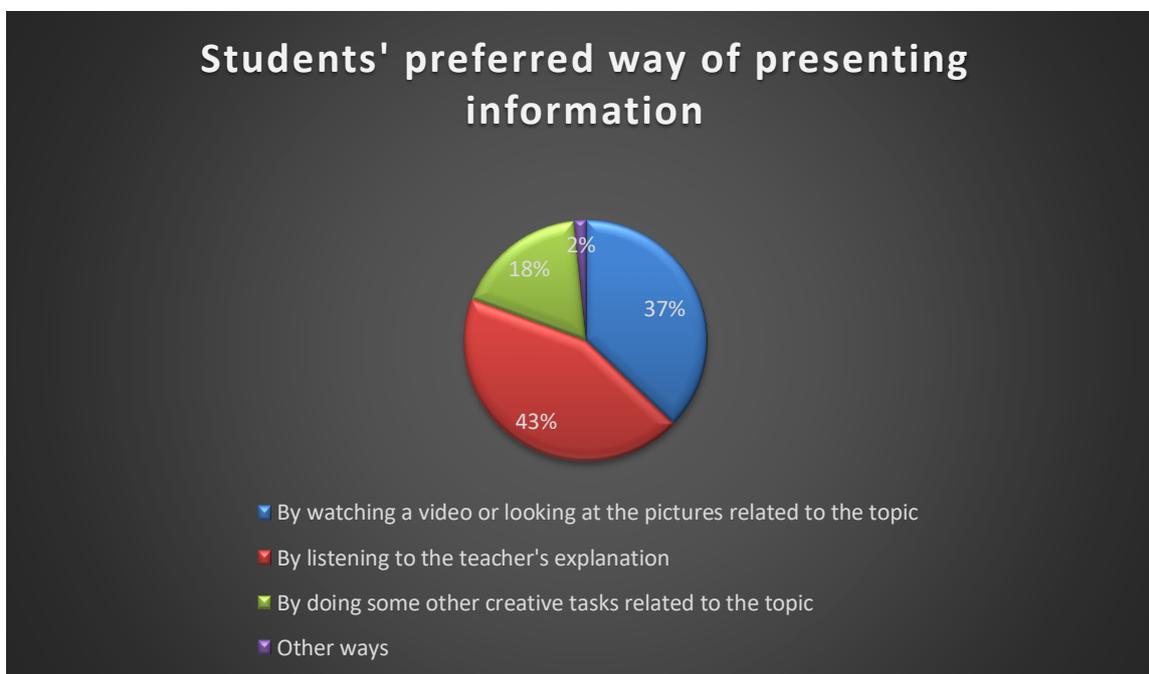
Question 06: How do you prefer the information to be presented?

Information Presentation Preference	Score	Percentage
By watching a video or looking at pictures related to the topic	23	76%
By listening to the teacher's explanation	27	90%
By doing some other creative tasks related to the topic	11	36%
Other ways	01	23%

Table 08: Students 'preferred way of presenting the information

It is shown that 76% of the research participants prefer to receive information by watching videos or looking at pictures related to the topic they are studying. Whereas, the majority 90% said that they prefer the information to be presented by their teacher. 36% of them like to receive the information by doing creative tasks related to the topic and only one of them said that the

preference of how the information should be presented is related to the complexity of the taught topic. So many participants did not select only one option but they selected more than that to show the different ways of how they prefer information to be presented.



Question 07: How do you learn better and get good marks?

Most of the study participants answered by saying that revising the handouts given by their teacher and taking notes in class help them learn better and get good marks, in addition, the majority responded by saying that paraphrasing and analyzing the information written in class lead them to have a better understanding and good scores. However, some of those students said that watching videos related the topic they learned in class helps them more in understanding it and in getting good marks, Moreover, forming groups and discussing related topics is also one of the preferred ways for students to learn better and obtain pleasant marks.

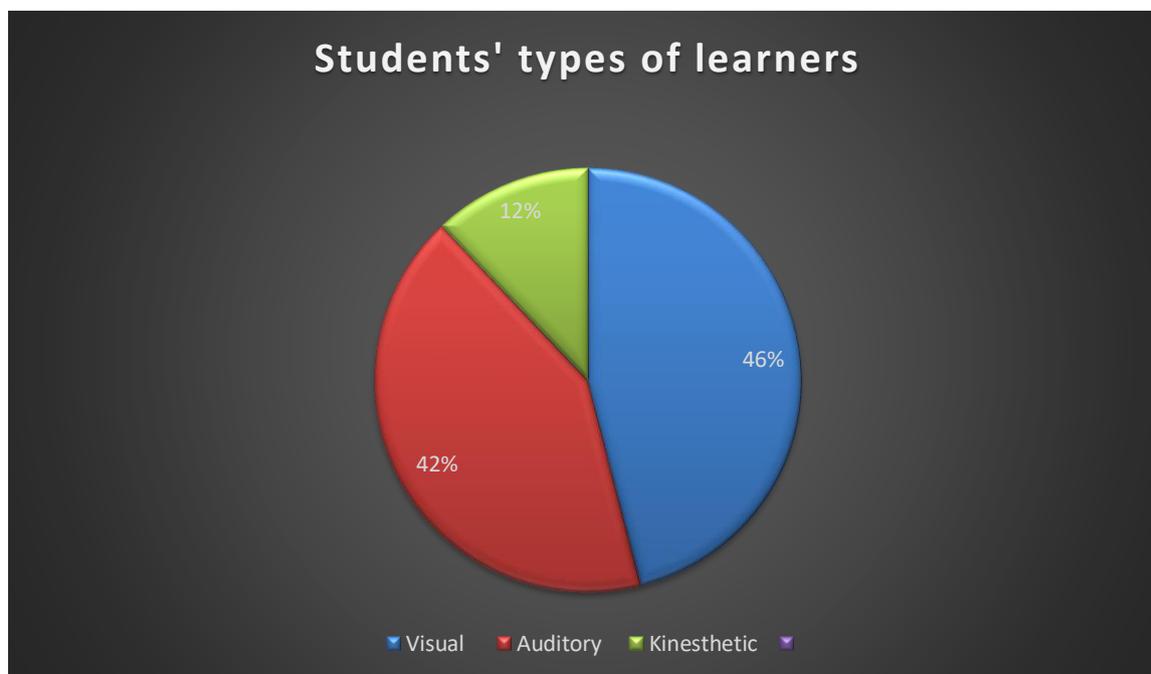
Question 08: What type of learner do you identify yourself?

Learning Type	Visual	Auditory	Kinesthetic
The type	23	21	6
Percentage	76%	70%	20%

Table 09: Students 'types of learners

The table shows that 76% of participants consider themselves as visual learners which mean that they prefer to see and visualize things for a better understanding, however 70% of

them think that they are auditory learners; they like to listen to their teachers while explaining the lessons, listen to audios related to topics, etc. It is also shown that 20% of the participants claimed that they are kinesthetic learners. In addition, the research participants showed that they think that they are not learners with only one learning style but with more than that so most of them selected more than one option as it is shown in the percentage.



Section Three: Learning styles in classroom environment

Question 01: Do you find the teaching methods used in your classroom matching your learning styles?

Answer Statements	Number of Students	Percentage
Teaching method matching your learning style	18	60%
Teaching method not matching your learning style	12	40%

Table 10: Participants 'opinion about the teaching methods

The table above shows that 60% of the participants find that the teaching methods used in their classroom matching their learning styles, whereas 40% of them are not satisfied with the teaching methods used in their class under the fact that those methods do not match their different preferences of learning. The 60% of participants who find that the teaching methods

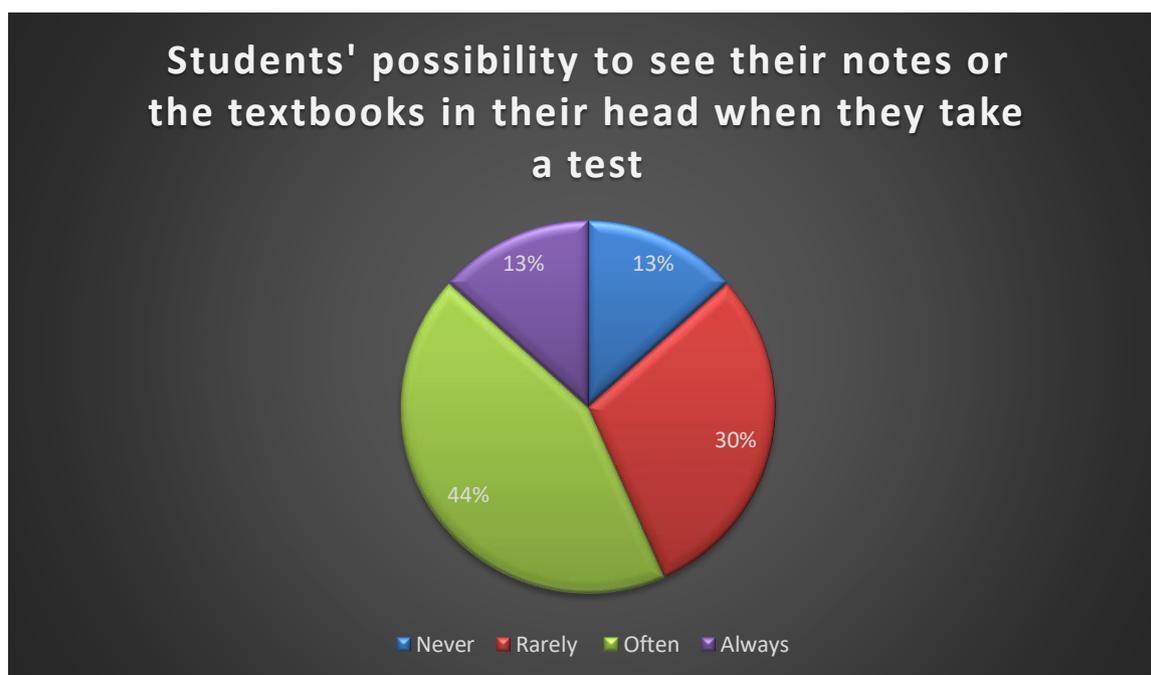
used in their classroom matching their learning styles justified their opinion using various interesting answers, some of them said that their teachers usually explain the lessons orally and use the data-show to present pictures and videos for a better clarification, they said that this method fits their learning style. Others justified their “Yes” by saying that at the end of each lesson their teachers give them handouts to read and they find this method beneficial. In addition, some participants said that the teaching methods match their learning styles because the majority of their teachers ask them to prepare works related to the topic in order to present and discuss them in front of their classmates. The other students who selected the answer “No” justified their answer by saying that their teachers use only theory in their classes which make them feel bored and lose interest in following the lesson, they want their teachers to show them concrete examples and also they want the practical side to be included in their classes for a better learning.

Question 02: When you take a test, you can visualize your notes or the textbook in your head?

Visualizing Frequency	Never	Rarely	Often	Always
Participants responses	4	9	13	4
Percentage	13%	30%	43%	13%

Table 11: Students ‘possibility to see their notes or the textbook in their head when they take a test

It is shown that 13% of participants can never see their textbook or the notes they revised in their head when they take a test while 30% claimed that they rarely see their notes in their head at the moment they take their test. The table also shows that 43% of participants stated that they have the ability to see and remember what was written in their textbook when they have their exam or test. However, another 13% said that they always see their notes in their head when they take a test.

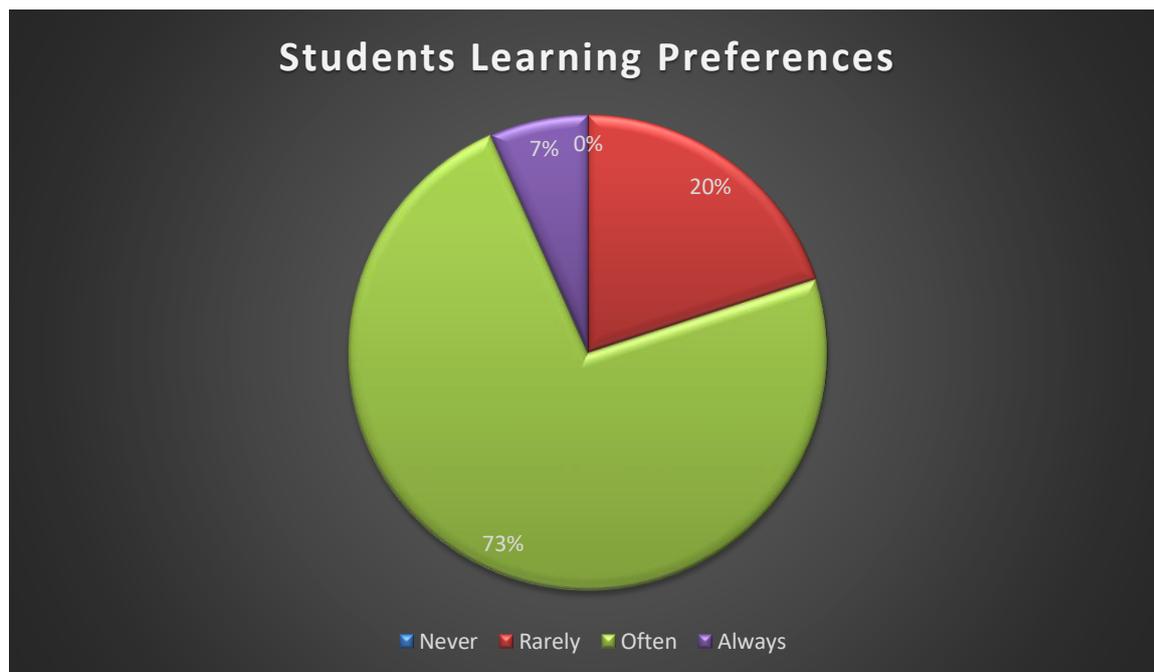


Question 03: You would rather listen and read something new or difficult than read and learn something new or difficult?

Frequency	Never	Rarely	Often	Always
Responses	0	6	22	2
Percentage %	00%	20%	73%	06%

Table 12: Students Learning Preferences

The table presents how participants would prefer to learn, either by listening and reading something new or by just reading and learning a new thing. None of participants chose the answer “Never” and 20% of them claimed that they would rarely listen and read something new or difficult than reading and learning it. However, the majority of students (73%) said that they would often prefer something new to be listened and read than to be just read and learned, also the table shows that only 6% of students would rather listen and read something difficult or new than reading and learning it.



Question 04: When you have to solve a new task, you use your entire body or move objects to help you think?

Frequency	Never	Rarely	Often	Always
Responses of participants	1	11	9	9
Percentage	3%	36%	30%	30%

Table 13: Participants New Task Attitude

The table above shows that only 3% of participants said that they never move objects or use their entire body when they have to solve a new task and they stated that whenever they face a new task and they need to solve it, they think first about the possible solutions then write them. 36% of participants said that they rarely move objects when they are about to solve a given task and 30% of them often move their entire body or just move objects when they are given a task to solve, some of them said that moving around the room and thinking about how to solve a task helps them a lot in finding solutions. The table presents another 30% of participants who always prefer to move objects or even their bodies in order to solve a new given task.



3.3 The Analyses of Teachers 'Interview

Question 01: Do you enjoy teaching English?

All the teachers who answered this question replied by “Yes” and confirmed that they enjoy teaching English a lot.

Question 02: Do you consider the different learning styles of your students while teaching?

Teacher 01 answered by “No”; the different learning styles of his students are not considered while teaching. Teacher 02 said that the different learning styles are fairly considered while teaching. Teacher 03, 04, 05, 06 said that they all do consider the different learning styles of their students while teaching. Teacher 07 said that he sometimes considers the different learning styles of his students while teaching and not all the time. Teacher 08: answered by “Yes”, the different learning styles of students are considered while teaching.

Question 03: Have you ever used a VARK test to diagnose your students' different learning styles? If yes, how many is the percentage of visual, auditory, and kinesthetic, or other styles do you have in your class?

Teacher 01 answered by “No”; the VARK test have not been used to diagnose his students 'different learning style. Teacher 02 said that the VARK test has never been used to diagnose the different learning styles of his students.

Teacher 03 replied by “No” which means the VARK test hasn’t been used to diagnose students ‘different learning styles in his class. Teacher 04 said that the different learning styles of his students are generally diagnosed by using specific strategies and materials. Teacher 05 said that in his class, students ‘different learning styles are diagnosed by observation, and he did not use the VARK test to do so. Teacher 06 answered by “No” and said that when the teachers are experienced enough, it would be easy for them to diagnose their students ‘different learning styles to a certain extent, and predict those learning styles according to their students ‘needs. Teacher 07 said that he did never use the VARK test to diagnose students ‘different learning styles. Teacher 08 answered by “No”, and said that students ‘different learning styles are generally diagnosed by asking them.

Question 04: Do you plan lessons accordingly to those different styles? How do you proceed these lessons?

Teacher 01 said that the lessons are not planned accordingly to the different learning styles. Teacher 02 said that sometimes lessons are planned accordingly to those different learning styles, and mentioned an example of oral classes where he makes sure to have a variety of activities to match all styles of learning. Teacher 03 answered by “No”, lessons are not planned accordingly to the different learning styles. Teacher 04 said “Yes”, he tries to vary the materials and instructions to meet his students ‘learning styles. This includes responding to listening tasks or videos, commenting on pictures or discussing a concept in a text. Teacher 05 answered by saying that he personalizes instructions. Teacher 06 said “Yes” lessons are planned according to students ‘different learning styles but it is done unconsciously; it depends on the experience of the teacher of knowing his students ‘needs. Teacher 07 said that lessons are planned according to the curriculum, and mentioned that teachers rarely take into consideration learning styles because they have large classes and it is time wasting. Also, said that this can be done with a small class. Teacher 08 answered this question by saying that it is not done through planning but through delivering the lecture; which means lessons are presented in different ways.

Question 05: In assessing your students’ works or during exams, how do you test each style? Separately, or give common questions to all styles?

Teacher 01 responded that during exams, common questions are given to all style. Teacher 02: replied that he gives different questions that would match the different learning styles.

Teacher 03 said that, during exams students are not given questions according to their different learning styles. Teacher 04 answered that he generally manages to construct a content which is accessible to different styles or give more than one question to fit each to a given style. Teacher 05 replied that he gives his students two options to choose from. Teacher 06 said that during exams, students are not given questions separately; they are all given the same questions. Teacher 07 answered that it is impossible to know all students' different learning styles, so they leave aside those styles and give students the same questions. Teacher 08 mentioned that teachers cannot proceed by personal assessment; it means students are given common questions during tests.

Question 06: After corrections, which students' learning style achieves better marks in exams or tests?

Teacher 01 said that he does not know which students' learning style achieves better marks in exams. Teacher 02 answered by saying that it depends; which means that there is not only one style who achieves better marks in tests or exams. Teacher 03 said that auditory learners achieve better marks in exams. Teacher 04 said that all styles demonstrate quite the same understanding. However, auditory learners seem to perform better as they remember details and teachers' words which cannot sometimes be included in the material or handouts. Teacher 05 answered that he cannot assume which learning style get better grades during tests. Teacher 06 said that those who are able to consider the topic from different perspectives achieve better marks during exams. Teacher 07 he does not know which learning style gets good marks during exams. Teacher 08 said that teachers cannot know, it is mainly according to the learners' learning strategies.

Question 07: Is there any common learning style between your students which you can take into consideration to improve your students' academic achievement?

Teacher 01 said that the three styles are to be taken into consideration. Teacher 02, 03, 04, 05 answered that it is mostly visual learning style can be taken into consideration to improve students' academic achievement. Teacher 06 said that learning through discussions. Elaborating and building on theories. Advocating/ refuting ideas can be taken into consideration to improve students' academic achievement. Teacher 07, 08 also agreed on the idea that visual learning style can be taken into consideration to improve students' academic achievement under the fact that visual learners remember more lessons using power point

rather than delivering lessons orally, and that the majority of them prefer hard copies of handouts.

Question 08: Which teaching methodologies do you adopt to deal with students with different learning styles?

Teacher 01 said that he varies materials to deal with students with different learning styles. Teacher 02 responded that he varies the activities to deal with students with different learning styles. Teacher 03 he adopts mixed methods to deal with students with different learning styles. Teacher 04 said that there's no specific methodology. It depends on many parameters; cognitive level, homogeneity, content...etc. which is why most of the time the governing method is eclectic. Teacher 05 answered that he uses personalized learning approach to deal with students with different learning styles. Teacher 06 said that in order to deal with students with different learning styles, he looks for common ground. Teacher 07 answered that he uses data show to deal with the different learning styles of students. Teacher 08 responded that to deal with students 'different learning styles, he gives them handouts, allow them to discuss certain topics together and solve problems.

Question 09: Do you believe that teaching each learning style separately from others would be beneficial to students in terms of academic achievement? How?

Teacher 01 answered by "Maybe", and he did not clarify how. Teacher 02 does not believe that teaching each learning style separately from others would be beneficial to students in terms of academic achievement. Teacher 03 believes that including all the learning styles would be beneficial to students in terms of academic achievement. Teacher 04 said that to some extent. As for his own understanding, he would rather try to develop other styles along with the main one to help students overcome any obstacle on their way to achieve a successful learning. Teacher 05 does not believe in this idea, but he believes in integrating different styles within the same lesson by being more flexible. Teacher 06 said that it is not necessarily to teach each learning style separately from others. Teacher 07 responded that it is impossible to do so because of the lack of time. Teacher 08 does not believe that teaching each learning style separately would be beneficial to students in terms of academic achievement, and said that teachers can never separate learners according to their styles.

Question 10: How can you meet your students 'learning styles? In other words, which teaching method enhances their comprehension and enables them to achieve better results in exams?

Teacher 01 responded that written materials, oral materials, playful tasks and exercises can enhance students 'comprehension and enables them to achieve better results in exams. Teacher 02 said that it depends on the subject taught and on the activities. Teacher 03 said that an eclectic approach enhances and improves students 'academic achievement and enables them to get better marks in exams. Teacher 04 mentioned that the teacher should be electric; adapt and adopt. And he added one more thing, which is giving a great importance to authentic materials would help students improve and get good marks. Teacher 05 said that he uses personalized learning approach as it helps to bring different learning needs and styles, also it makes the teaching rich in terms of content and ways of delivery. Teacher 06 answered that in order to enhance students 'comprehension and enable them to get good grades, he enhances their critical thinking and self-confidence, also by providing them with as many options as possible. Teacher 07 did not answer this question. Teacher 08 said that giving handouts to students and open discussions with them to solve problems enables those students to get good marks in exams.

3.4 Discussion of the Findings

Based on the analyses of the data, the first conclusion that can be shaped from the students 'responses concerning the effectiveness of learning styles on students 'academic achievement, one could say that master one EFL students have different learning styles and the majority of them said that their learning environment and their teachers help them to learn according to their different learning styles. Each participant has his/her unique learning style, The participants claimed that in their classes, they are almost taught in some ways that satisfy their preferences using different methods of teaching and certain materials which help them absorb information and enhance their comprehension such as using the data show to present several lessons including pictures and videos or giving them handouts related to their lessons, in addition, they also like when their teachers ask them to prepare lessons at home in order to present and discuss them with their classmates, whereas others said that they are not satisfied with the way they are taught under the fact that some teachers do not take their different learning styles into consideration and only present lessons in an ordinary way without showing them the practical side of those lessons which makes them feel bored and

lose interest. Students were asked if they find any difficulties in understanding their teachers' explanation while presenting lessons, and most of them answered that they rarely find any in doing so while others claimed that it is up to their teachers and how they explain the lessons. Each teacher has his own method of explaining the elements of each lesson. It is proved that the best way to get good marks for students is by revising the handouts given by their teachers and taking notes in class, besides that, the majority responded by saying that paraphrasing and analyzing the information written in class lead them to have a better understanding and achievement. However, some of those participants said that watching videos related the topic they learned in class helps them to better understanding it, Moreover, forming groups and discussing related topics is also one of the preferred ways for students to learn better and obtain pleasant marks. Most students are considered as visual learners, they prefer to visualize and see things related to their lessons such as charts, pictures, watching videos related to the topic and reading from their handouts for a better understanding.

Based on the teachers' interview, it is found out that all EFL teachers enjoy teaching English and the majority of them take their students' different learning styles into consideration, but they do not use certain ways to diagnose those learning styles such as the VARK test, some of them only rely on observation to do so, and others discover those different learning styles according to their experience in the domain of teaching. While planning the lessons, some teachers do not plan those lessons according to their students' different learning styles under the fact that it is time consuming and it can be done only in small classes not large ones, so teachers rarely plan their lessons according to their students' different learning styles. The lessons are planned according to the given curriculum. Others reported that they the lessons are planned according to students' different learning styles and gave an example of oral expression session where students are having a variety of activities to match their learning styles. Other interviewed participants stated that the lessons are planned according to those different styles, but it is done spontaneously and based on their experience on knowing their students' needs. Also, other interviewees confirmed that they plan their lessons according to their students' different learning styles by varying the materials and personalizing the instructions to their meet those different learning styles. Concerning the interviewees' responses and after analyzing the data, they claimed that they give common questions to their students while having a test because it is impossible to know all their students' different learning styles, and others give their students different questions and different options that could match their learning styles. Furthermore, they cannot say which learning style achieve better marks in exams but some of

them agreed that auditory learners achieve better, and the majority reported that the visual learning style can be taken into consideration because the visual learner remember more information than the other styles while using the power point presentations and reading the handouts given by their teachers. According to some teachers 'responses, there is no specific teaching methodology used to deal with students 'different learning styles, some reported that it depends on many parameters such as the cognitive level and the content, other claimed that by varying the activities and the materials, students 'different learning styles would be easy to be dealt with. The results indicate that the majority of EFL teachers do not believe that teaching each learning style separately from others would be beneficial to students in terms of academic achievement because of the lack of time and that it is impossible to separate students according to their learning styles, however, others denied this idea but they believe in integrating different styles within the same lesson by being more flexible. Approximately, most of teachers proposed that adopting different methods such as written and oral materials, playful tasks and exercises help students get good grades , in addition, personalized learning, developing students 'critical thinking and self-confidence help in enhancing students 'comprehension and lead them to get good marks, however, an electric approach enhances the learners ' comprehension and help them get better marks.

3.5 Suggestions and Recommendations

EFL classes may have a problem with meeting students 'different learning styles. This problem may be more serious. Therefore, the teachers insist on taking all the different learning styles into consideration but as it is seen, they do not adopt certain teaching methods that could meet students 'different learning styles and do not know how to deal with them. So this may lead to suggest and recommend some beneficial solutions that may solve the current problem.

First of all, the teachers advise the visual learners to sit near the front and as long as those learners are more observant than the other types of learners, teachers use visual instructions, colors and allow them to take notes during the lesson. Without ignoring the other types of learners, auditory ones prefer to hear what their teachers say during the lesson and they are more likely to be distracted, so teachers read what they write on the white board loudly, allow those learners to record the lesson for later listening and give them the chance to teach their classmates verbally, in addition, as long as auditory learners get distracted easily, teachers seat them away from distractions.

Talking about the kinesthetic learners who like to get their hands dirty and seem to be more energetic than the other types of learners, teachers should encourage role plays and allow them to move around the classroom, they also use models and give them something to grab related to the lesson so they will process information much better than from handouts or the white board.

Additionally, teachers should ask their students if they like the way they are taught with and allow them to express their ideas and give their opinions about the teaching methods used in their classes without being judged or punished.

Briefly, if teachers follow these strategies then students are likely to become more active and productive, also their academic achievement would progress.

3.6 Conclusion

To sum up, the collected data from the students 'questionnaire and teachers 'interview, we conclude that knowing the different learning styles of students helps a lot in increasing their capacities and their academic achievement.

General Conclusion

The current research is concerned with the effectiveness of learning styles on students' academic achievement. Based on the hypotheses that we would have better students if teachers are aware of their learning styles and take them into consideration while planning lessons. Our main objective is to ensure that knowing students' different learning styles affect their capacities and their academic achievement.

Learning styles are the preferred way in which each individual likes to learn, and knowing each student's particular learning style is an important skill in learning and teaching process. Moreover, learning styles have an impact on students' academic achievement, and they are considered as effective factors that help students progress in their learning process.

Varying the activities and the materials in the classroom creates a supportive environment where students feel concerned, active and productive. Despite claiming that teachers take students' different learning styles into consideration, the obtained result confirm that while testing students, most teachers do not apply and practice what they claimed. We conclude that taking students' different learning styles into consideration and working on this idea helps students to give all their best. In other words, as long as learning styles affect students' academic achievement, teachers need to do their best to discover them and support their students to help them achieve better.

In the end, the present research may have been unable to cover the debated topic from all the angles. This opens the room for other researchers to extend it and provide more related issues that might have been discarded.

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Appendix I

The students 'Questionnaire

This questionnaire is an attempt for gathering information needed for the accomplishment of our research. I direct this questionnaire in order to investigate the effectiveness of learning styles in EFL students 'academic achievement. I would be thankful and grateful if you appropriately answer this questionnaire. Please tick (✓) the choice that represents your answer where it is necessary.

Section one: Personal information

•Your gender is:

Male Female

• Your age rang is: a – 20 – 23

b – 24 and more

Section two: Learning styles

1. Do you have your own preferred way of learning English?

Yes No

If yes, tell how?

.....

.....

.....

2. Do you find difficulties to understand the lesson while listening to the teacher 'explanation?

Never Rarely Often Always

3. When you are not sure how to spell a word, what are you most likely to do?

Write it down to see if it looks right

Spell it out loud to see if it sounds right

Trace the letters in the air (finger spelling)

Other:

.....

.....

4. What is your best way to study for a test?

Read the handouts or your notes and review pictures or charts

Have someone ask you questions that you can answer out loud

Make up index cards that you can review

Other ways.....

.....

.....

5. What is the best way for you to remember the information taught in class?

Taking pictures of the information

Recording the information to listen to them later

Write the information down

Another way:.....

.....

.....

6. How do you prefer the information to be presented?

By watching a video or looking at pictures related to the topic

By listening to the teachers 'explanation

By doing some other creative tasks related to the topic

Another method, specify:

.....

.....

7. How do you learn better and get good marks?

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

8. What type of learner do you identify yourself?

Visual learner (spacial)

Auditory learner (aural)

Kinesthetic learner (physical)

Other styles, specify:

.....

.....

Section three: Learning styles in classroom environment

1. Do you find that the teaching methods used in your classroom match your learning styles?

Yes No

In both cases justify.

.....

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

2. When you take a test, you can see your notes or the textbook in your head.

Never Rarely Often Always

3. You would rather listen and read something new or difficult than read and learn something new or difficult.

Never Rarely Often Always

4. When you have to solve a new task, you use your entire body or move objects to help you think.

Never Rarely Often Always

Thank you for your collaboration.

Teachers 'Interview

Dear teachers,

This interview was chosen in order to gather information needed to fulfill our research about the effectiveness of learning styles in EFL students 'academic achievement. I would be grateful if you accept answering few questions concerning this research.

1. Do you enjoy teaching English?
2. Do you consider the different learning styles of your students while teaching?
3. Have you ever used a VARK test to diagnose your students' different learning styles? If yes, how many is the percentage of visual, auditory, and kinesthetic, or other styles do you have in your class?
4. Do you plan lessons accordingly to those different styles? How do you proceed these lessons?
5. In assessing your students' works or during exams, how do you test each style? Separately, or give common questions to all styles?
6. After corrections, which students' learning style achieves better marks in exams or tests?
7. Is there any common learning style between your students which you can take into consideration to improve your students 'academic achievement?
8. Which teaching methodologies do you adopt to deal with students with different learning styles?
9. Do you believe that teaching each learning style separately from others would be beneficial to students in terms of academic achievement? How?
10. How can you meet your students 'learning styles? In other words, which teaching method enhances their comprehension and enables them to achieve better results in exams?

Thank you for your collaboration.