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# **Teachers' Versus Learners' Styles Preferences: Probing the Match.**

The Case of Third-Year Middle School Learners at Mila Region.

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in  
**Didactics of Foreign Languages**

**Presented by:**

- 1) Hadil REKBA
- 2) Samiha ALILI

**Supervisor:**

Dr. Fouzia BENNACER

**Board of Examiners:**

Chairman: Dr. Salim BOUDAD  
Supervisor: Dr. Fouzia BENNACER  
Examiner: Dr. Leila ZOUREZ

**2022-2023**

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## Dedication

In the name of Allah, the Most Gracious, the Most Merciful.

All praise be to Allah, Lord of the worlds, and may the peace and blessings be on the most noble of Prophets and Messengers, our Prophet Muhammad, and all his family and all of his companions. I thank Allah, the Almighty, for granting me the fortitude, perseverance, strength, and patience to face challenges and overcome them throughout the journey of completing this dissertation. His guidance and blessings have been the driving force behind every step I have taken.

To my **beloved father**, whose name I proudly carry, your constant encouragement, sacrifices, and unyielding support have been the pillars upon which I have built my academic aspirations. Your tireless endeavors to ensure my access to the finest education have been a driving force behind my accomplishments.

To my **dear mother**, whose love, care, and prayers have been a constant source of strength. Your wisdom and guidance have shaped me into the person I am today. Words cannot adequately convey the extent of my immense gratitude for the incredible fortune of having you in my life. I am eternally grateful to the divine benevolence of Allah for bestowing upon me the invaluable honor of being your daughter.

To my **precious brother**, thank you for being a source of encouragement. Your constant support have been a source of strength and motivation throughout my academic journey. I am extraordinarily fortunate to have you by my side.

To **my friends**, both near and far, thank you for your support, understanding, and encouragement. Your presence has brought joy and laughter to my life.

**Hadil**

## **Dedication**

I would like to dedicate this work to my dear parents, my sisters and brothers for their support, encouragement, love, and help.

I would also thank my friends.

**Samiha**

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### **Abstract**

The current descriptive study was conducted to identify the most preferred learning and teaching styles among third-year middle school students and teachers. Furthermore, the research aimed to investigate any potential match or mismatch between learners' learning style preferences and teachers' teaching style preferences in the foreign language (FL) classroom. To achieve this, a mixed-methods approach was utilized, integrating both quantitative and qualitative research methods. It involved administering an adapted version of Ried's (1987) perceptual learning styles questionnaire to 52 3rd-year middle school students at Bachir Ibrahim Middle School, located in Mila. Moreover, semi-structured interviews based on Grasha's (1994) teaching styles were conducted with four middle school teachers to determine their preferred teaching styles. Additionally, classroom observations were carried out over five sessions with two groups and two teachers. The findings revealed that third-year middle school students are multimodal learners, displaying a preference for auditory learning styles. Concerning educators, teachers tended to adopt the facilitator teaching style, integrating a range of instructional approaches to accommodate the diverse learning styles of their students. This resulted in a match between teachers' teaching styles and learners' learning styles. The study emphasized the importance of customizing instruction to align with students' multiple learning styles and enhance the effectiveness of the teaching-learning process.

**Keywords:** Third-year middle school students, learning styles, teaching styles, match, mismatch.

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language.

**FSLSM:** Felder-Silverman Learning Style Model.

**HBDI:** Hermann Brain Dominance Instrument.

**LLSs:** Language Learning Strategies.

**LSs:** Learning Styles.

**MBTI:** The Myers-Briggs Type Indicator.

**PLSPQ:** Perceptual Learning Styles Preferences Questionnaire.

**PLSPs:** Perceptual Learning Style Preferences.

**Q:** Question.

**TSI:** Teaching Styles Inventory.

**VARK:** Visual, Aural, Read-Write, and Kinesthetic.

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## **General Introduction**

### **1. Background to the Study**

The traditional approach to English language instruction viewed successful learning as the transmission of objective information from teachers to students, emphasizing a teacher-centered approach. However, since the 1970s, research in psychology has shifted the focus towards the relationship between students' academic achievement and individual differences such as personality, motivation, aptitude, and learning styles (Wang & Jin, 2008).

Learning styles are one of the most significant factors that influence how learners acquire a second language, and they have a significant impact on motivating and assisting students in school (Goklap, 2013). Grasha (1996) defines learning styles as the students' individual capacity to learn through the learning process. Academic achievement is highly influenced not only by the learner's learning style but also by the teacher's teaching style (Alhourani, 2021), which Grasha (2002) describes as teachers' ongoing behaviors in interactions with students. Students must be conscious consumers of metacognitive language learning styles, including observation, planning, organizing, and self-evaluation of their learning process. It has been suggested that teaching style is one of the most critical factors in shaping and ensuring the success of a highly complex teaching-learning process (Artvinli, 2006).

Every teacher has a unique teaching style that distinguishes them from others, and every student has favored learning styles that fit their needs and interests. Learning styles influence how students learn, how instructors educate, and how students and teachers engage in the classroom (Awla, 2014). Teachers who fail to recognize the unique traits of their students' learning preferences may fall short of offering a strong foundation for educational success. Instructors must learn to identify and support their students' learning and cognitive



styles to educate a wide range of learners effectively (Awla, 2014). The more instructors learn about their teaching and learning styles, the easier it will be for them to identify precise ways to improve or modify their approaches. Teachers who understand the various learning styles can respect the differences in learning styles and adapt their teaching techniques to different contexts.

Matching teaching styles to learning styles can significantly improve academic success, students' attitudes, and student behavior (Miller, 2001; Zhenhui, 2001). In contrast, mismatching, which occurs when students' preferred methods of processing information are out of alignment with the teacher's preferred way of instruction, causes learning failure, frustration, and demotivation (Reid, 1995).

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

Middle school teachers of English attempt to provide the content of the lessons to their pupils, who are very different in many ways. They attempt to do so while being under tremendous pressure in all aspects, particularly in terms of pedagogical loads. The program's enormous size, which teachers are obliged to finish, makes them race to complete it on time, despite the few study hours they have in the classroom. Not to mention the crowded classes, this could mean several diverse students with varied learning styles in the same classroom, which leads to a classroom that is more difficult for the teacher to manage and be completely aware of from all sides. All of these circumstances and pressures on teachers as a result of heavy pedagogical loads may cause them to pay less attention to how their students learn and what the preferred learning styles are for each student, as well as whether both the learners' and the teachers' styles match or not. This makes it more difficult for them to plan and organize their lessons to accommodate a larger number of students.

Furthermore, some teachers may fail to vary their teaching materials, resulting in difficulties meeting the learning styles of all learners, especially those with multiple learning style preferences. As a consequence, a potential mismatch in the continuous learning process would occur because the teachers' teaching styles would not meet the learners' learning styles. For that reason, the learning objectives would not be achieved. Thus, we contend that for the learning process to be effective, teachers' styles of teaching should match learners' styles of learning.

### **3. Aims of the Study**

The aims of the study are to examine the teacher's teaching style preferences and the learners' learning style preferences among third year middle school teachers and students. It aims to investigate whether teachers and students' preferences for teaching and learning styles are compatible or inconsistent.

### **4. Research Questions**

This research tackles the following questions:

- Q1. What are the most preferred learning styles of third-year middle school students?
- Q2. What are the most preferred teaching styles of third-year middle school teachers?
- Q3. Is there a match or mismatch between the teachers' preferred teaching styles and the learners' preferred learning styles?

### **5. Research Hypothesis**

Through this study, we hypothesize that:

There would be a mismatch between the teacher's teaching style preferences and the learners' learning style preferences

## **6. Research Methodology**

To achieve the research objectives and address the research questions, a variety of data collection tools have been employed to investigate the teaching style preferences of teachers and learning style preferences of learners. The chosen research methodology includes a student questionnaire, a teacher interview, and classroom observations.

In order to test the validity of the hypothesis, 52 third-year students from Bachir Ibrahim Middle School in Mila, who represent the entire population, were selected as the case study for the questionnaire. In addition, interviews were conducted with four third-year middle school teachers. Moreover, five classroom observation sessions were carried out with two teachers and 52 students to better understand their language learning and teaching style preferences and to determine whether these styles are compatible or not.

## **7. Significance of the Study**

The significance of this study lies in its potential to optimize educational practices by exploring the match between teachers and learners' style preferences. By acknowledging and incorporating learners' individual needs, educators can create more engaging and effective learning environments. The insights gained from this research can inform educational decision-making processes and contribute to the ongoing improvement of teaching and learning methodologies.

## **8. Structure of the Dissertation**

This dissertation is made up of two chapters. The first chapter is dedicated to the theoretical aspect of the study, and the second chapter focuses on the fieldwork. The first part of the first chapter provides theoretical insights into the first variable of the research, which is learning style. This section is titled "Learning Styles and Strategies" and begins by discussing

the nature, characteristics, and significance of learning, followed by an overview of the main domains of learning. It also covers Language Learning Strategies (LLSs) and provides a brief explanation of their characteristics and taxonomies, as well as the difference between LLSs and learning styles. The discussion then shifts to learning styles (LSs), where it defines LSs and presents its fundamentals, dimensions, and different approaches to categorizing LSs. It also examines personality traits, gender and age-based variations in learning style preferences, and the impact of LSs on students' academic achievement.

The second section of the dissertation focuses on teaching styles and strategies. It begins by discussing teaching English as a foreign language and providing information about the nature and characteristics of teaching, as well as a comparison with similar processes. The role of the teacher in a teaching-learning context is then explored. Definitions of teaching styles are provided from various perspectives and scholars, followed by an explanation of the different styles of teaching. Personality traits and their impact on teaching styles, as well as the importance of self-reflection in enhancing teaching, are also addressed. Finally, the section emphasizes the concept of matching teaching styles to learning styles.

The second chapter's purpose is to describe the current research's fieldwork. It sets out to answer the research questions to achieve the study's objectives. This chapter is divided into two sections. The first section discusses the research methodology and design, which includes a thorough description of the methodology, the research instruments, and the data collection process, including the use of a student questionnaire, teacher interview, and classroom observation. The second section focuses on the analysis, interpretation, and discussion of the main findings obtained from the collected data. In conclusion, the second chapter ends with a mention of the major limitations and implications of the study, in addition to providing a variety of recommendations for pedagogy and further research agendas.

## **Chapter One**

### **Learning and Teaching Styles**

#### **Introduction**

Recently, there has been a notable increase in the focus on teaching and learning within the education field. This heightened attention stems from the recognition that teaching and learning are complex processes influenced by various factors. Extensive research has been conducted to explore the multitude of theories and approaches that shed light on how teachers facilitate learning and how learners acquire knowledge and skills. However, there has been an ongoing discussion and exploration of how these two concepts intersect and mutually influence each other.

"Two sides of the same coin" ideally describe the learning and teaching processes, as the efficacy of teaching depends on the learning styles of the students, and the effectiveness of the learning process is determined by the teaching styles of the instructors. However, not all teaching styles are equally successful in increasing students' success, nor do all students learn the same way. Consequently, it cannot be assumed that all students will learn using whatever method the teacher uses and favors. Therefore, gaining an extensive grasp of these styles is crucial for both teachers and those involved in the field of education. Teachers must have a thorough understanding of the learning and teaching processes as they have an essential role in it. If they lack this understanding, they might not be able to carry out their duties effectively.

The current chapter is divided into two parts and aims to explore background studies on learning and teaching styles. The first section provides preliminary insights into the concept of learning styles. Firstly, it attempts to describe the nature, characteristics, and significance of learning, along with its domains. Additionally, it presents information about

Language Learning Strategies (LLSs), followed by a brief explanation of the characteristics of LLSs, the taxonomies of LLSs, and the differences between LLSs and learning styles. Finally, the section delves into learning styles (LSs), discussing the basics of LSs, the dimensions of LSs, various approaches to classifying LSs, personality traits, learning style preferences based on gender and age, and the impact of LSs on students' academic achievement.

The second section of this chapter aims to explore teaching styles and strategies. It commences by providing insight into teaching English as a foreign language, followed by a description of the nature and characteristics of teaching, alongside comparisons with other similar processes. Furthermore, it delves into the teacher's role in a teaching-learning context. Additionally, this section examines different viewpoints of scholars on teaching styles, as well as the various styles of teaching. Personality traits and teaching styles are also discussed, along with the significance of self-reflection in enhancing this process. Lastly, the concept of matching teaching styles to learning styles is tackled.

## **Section One: Learning Styles and Strategies**

### **1.1.1. Learning: Nature, Characteristics, and Importance**

Learning is the process by which a person obtains the information, attitudes, and abilities required to satisfy his interests and requirements. As stated by Parankimalil (2014), the nature of this process is as follows: (1) learning is universal , every creature that lives learns, (2) Learning is through experience, Learning always involves some kind of experience, direct or indirect (vicarious), (3) Learning is from all sides , from parents, teachers, environment, nature, or media, (4) it results from practice, (5) learning is permanent change,(6) it results in change of behavior, (7) learning is not directly observable.

Nevertheless, according to Mangal and Mangal (2019), the following are the characteristics of this process: (1) learning is a continuous process, (2) it is purposeful and goal-oriented, (3) it involves the organization of experiences, (4) it occurs due to activity and environment, (5) it helps in achieving teaching and learning objectives, (6) learning is the relationship between stimulus and response, (7) it is transferable.

Learning is crucial as it serves as a path to achieving a person's full potential, allowing a person to become the best they can be. Human beings possess a special capacity for adaptation that allows them to learn and acquire knowledge throughout their lives. By considering the nature and characteristics of this process, one can infer the significant role it plays in education. Learning is often confused with education, which is, in actuality, only a portion of the overall learning experience (Importance of Learning - Significance of Learning in Life, 2015). Learning is a continuous process that includes learning how to live, socialize and behave; it creates motivation to learn and gain something; it improves our knowledge and increases our interest in knowing things; it develops the capacity to discriminate and utilize

symbols; and it allows for solving whatever issues arise (Importance of Learning - Significance of Learning in Life, 2015).

### **1.1.2. Domains of Learning**

It has involved the work of many scientists and academics to organize educational goals and objectives into a taxonomy, in order to enhance the planning of experiential learning and the development of analytical tools. In 1948, they attempted to develop a classification system for instructors. Bloom's groundbreaking work in 1956, along with Krathwohl, Bloom, and Masia (1964) and their associates, including Gagné (1972), focused on this key point. Bloom's team listed the three learning domains as the cognitive domain (mental skills and knowledge), the affective domain (growth of feelings or emotional areas, attitude, or oneself), and the psychomotor domain (manual or physical skills).

Each of these three domains provides general areas of learning acquisition and demonstration, which are organized in a hierarchical order from simple to complicated. The student can display learning on a variety of scales by utilizing the taxonomy. The higher the level of taxonomy used throughout the educational process, the more likely the learner will remember the knowledge or skills due to various instructional treatments. The methods employed to assess these several categories vary, indicating that the mental processes are diverse (Gagné, 1972).

### **1.1.3. Language Learning Strategies**

Language learning strategies are "among the main factors that help determine how and how well our students learn a foreign language" (Oxford et al., 1989). In the context of foreign language education, Tarone (1983) defined "learning strategy" as an endeavor to acquire both linguistic and sociolinguistic competence in the target language.



According to Rubin (1987, p. 22), learning strategies are "strategies that contribute to the development of the language system that the learner constructs and directly affect learning." O'Malley and Chamot (1990, p. 1) later described them as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information." Oxford (1990, p. 8) defined learning strategies as "specific actions taken by the learner to make their learning easier, faster, more enjoyable, more self-directed, more effective, and more adaptable to new situations."

Whenever the learner consciously selects strategies that match both their learning style and the current foreign language task, such strategies become an effective tool for engaged, deliberate, and conscious self-regulation of acquisition (Oxford et al., 1989).

#### ***1.1.3.1. Characteristics of Language Learning Strategies***

Numerous authors use various terms to describe language learning strategies. O'Malley and Chamot (1990) use "learning strategies," while Wenden and Rubin (1987) use "learner strategies." Oxford (1990), on the other hand, prefers "language learning strategies". Despite the absence of universally accepted terms by educational experts for referring to language learning strategies, they agree on several fundamental characteristics. Oxford (1990) explains her perspective on language learning processes through narration. The following are the 12 main characteristics of LLS: (1) help achieve the fundamental aim of communication competence, (2) encourage students to become more self-directed, (3) increase the role of instructors, (4) are problem solvers, (5) are unique to the learners' acts, (6) incorporate more than just the cognitive qualities of the learner, (7) provide direct and indirect support for learning, (8) are not usually visible, (9) are frequently aware, (10) can be learned, (11) are adaptable, and (12) are impacted by several variables.

### *1.1.3.2. Taxonomies of Language Learning Strategies*

Taxonomy is the science or technique of classification. Several researchers in the discipline, including Rubin (1987), O'Malley and Chamot (1990), and Oxford (1990), have classified language learning strategies (LLS). However, most of these attempts to categorize LLS represent the same category with minor differences. Rubin (1987), the pioneer in the field of LLS, divides learning strategies into two categories: direct and indirect strategies. According to her, there are three types of strategies that influence language learning either directly or indirectly.

The first category contains "learning strategies," which include two major categories that directly influence the student's language system, and they are classified as follows: (1) Cognitive strategies, which are employed in learning or problem-solving tasks that require direct analysis, transformation, or synthesis, such as language learning, and (2) metacognitive strategies, which are applied to monitor, regulate, and direct self-directed learning, and they involve a wide range of processes such as planning, prioritizing, goal setting, and self-management. The second category refers to "communicative strategies," which are less directly related to language learning and focus on the process of participating in a discussion, conveying meaning through it, or clarifying what the speaker says in misunderstanding situations. The third category comprises "social strategies" used among students when they are engaged in activities that enable them to be exposed to and exercise their understanding; these strategies contribute indirectly to the acquisition, storage, retrieval, and application of language (Rubin & Wenden, 1987).

On the other hand, O'Malley's (1985) classification of language learning strategies involves three types: metacognitive, cognitive, and socio-affective strategies. Metacognitive strategies, such as self-monitoring, self-evaluation, and self-management,

involve preparing for learning, reflecting on the process of learning, assessing one's understanding, and determining when a task is accomplished. In contrast, cognitive strategies provide direct manipulation of the learning information itself, such as repetition, elaboration, contextualization, and aural representation. The socio-affective strategies, however, are seen as relevant to a variety of activities since they involve interacting with a partner, such as seeking elaboration, collaborating with others to solve a problem, and rewording (O'Malley et al., 1985).

Oxford's (1990) classification of language learning strategies is the most comprehensive, although it overlaps with O'Malley's (1985) taxonomy to a large extent. Oxford added compensation strategies to the categorization, which had not been addressed in any of the major classification systems before. Oxford's taxonomy divides language learning strategies into two primary categories: direct and indirect strategies. Direct methods are a collection of actions that include the direct application of the target language and help in its learning. The three subcategories of these strategies are memory (storing and retrieving information), cognition (transformation of the language), and compensation strategies (production of spoken and written expression). The second strategy category, indirect strategies, has three subcategories: metacognitive category: actions used to organize, plan, and evaluate one's personal learning, the affective category, which assists learners in gaining greater control over their emotions, attitudes, and motives, and social strategies that influence the character of communication in the learning setting by allowing language students to interact with others by asking questions (Oxford, 1990).

It is worth noting that Oxford's categorization approach is primarily based on previous studies by scholars, including O'Malley, Chamot, Rubin, Tarone, Dansereau, Weinstein, and others (Oxford et al., 1989).

#### **1.1.4. Language Learning Strategies and Styles**

Language learning strategies and learning styles are sometimes used interchangeably, but they are not the same. Reid (1998, p. ix) clarified the differences between them and characterized learning style as "internal-based characteristics, often not perceived or used consciously by learners, for the intake and comprehension of new information". On the other hand, she defined learning strategies as "external skills often used consciously by students to improve their learning" (1998, p. ix).

Language learning strategies refer to the acts, behavioral patterns, steps, or techniques utilized by students to improve their learning, such as seeking out target language conversation patterns or offering one's own help and support to handle a complex language task. These strategies simplify the acquisition, storage, retrieval, and application of knowledge (Oxford, 1990; Rigney, 1978; Wenden & Rubin, 1976, cited in Oxford et al., 1989).

The two definitions above indicate that learning styles are relatively constant and unable to shift over time as they are "internally based characteristics" (Tabanlıoğlu, 2003). Oxford (1990, p. 12) supported this idea when she claimed that "learning styles and personality traits are difficult to change." However, as Ellis (1989) stated, they can be modified by the student based on the teaching style presented to them.

#### **1.1.5. Learning Styles**

##### ***1.1.5.1. Definition***

As with LLSs, the definition of learning styles is of considerable significance among educational experts. Scholars have utilized and reinterpreted many definitions of learning styles to fit the goals of their research. Lesia (2014, p. 35), for instance, defined learning styles as "simply different approaches or ways of learning." This appears to be the simplest definition; however, it fails to fully convey what we need to comprehend. In a similar

sense, Dunn and Dunn (1979) defined learning styles as "a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience" (cited in Reid, 1987, p. 89). In relation to the student, the terminology may be regarded as "learners' consistent way of responding to and using stimuli in the context of learning" (Claxton & Ralston, 1978, p. 7). However, according to Keefe (1979, p. 4), learning styles are "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." In the same context, he added that "Learning style diagnosis opens the door to placing individualized instruction on a more rational basis." It is the foundation of a truly modern approach to education as it provides educators with the most effective impact presently accessible to assess, encourage, and help students in the classroom (Keefe, 1979, p. 124). Learning styles, according to Dunn, Beaudry, and Kalvas (1989), involve "individual responses to sound, light, temperature, design, perception, intake, chronobiological highs and lows, mobility needs, persistence, motivation, responsibility (conformity), and the need for structure..." (Cited in Clenton, 2002, p. 56). Lawrence (1984) noted that the word "learning style" is utilized to "incorporate four aspects of the person, which include cognitive style (preferred or habitual patterns of mental functioning), patterns of attitudes, and interests that determine an individual's focus point in a learning setting."

According to Stewart and Felicetti (1992), a pupil is more likely to gain knowledge in certain instructional circumstances called "learning styles." Hence, learning styles are more interested in "how" learners really like to learn than "what" they learn.

The extent and complexity of each of the previously mentioned definitions vary. For instance, Keefe's (1979) definition draws a difference between learning styles and cognitive styles by specifying behavioral components (cognitive, affective, and physiological). Whereas the definition offered by Dunn et al. (1989) includes environmental

(light, sound, temperature), emotional (motivation, responsibility, perseverance), and social (pairs, groups) stimuli, which make it appear to be the widest and deepest (Tabanlıoğlu, 2003).

### **1.1.6. Fundamentals of Learning Styles**

Reid (1995) asserted that learning styles are based on a variety of fundamental characteristics, including:

- Both students and teachers have different learning preferences, as well as strengths and weaknesses.
- Despite being categorized as opposites, learning styles cover a broad continuum.
- Learning styles are value-neutral, meaning that no one type is superior to others (even though it is evident that certain pupils with particular learning styles perform better in the American educational system, which prioritizes some learning styles over others).
- In order for students to feel more in control in a range of learning scenarios, they must be encouraged to "extend" their learning styles.
- Students' learning styles and strategies are frequently related.
- Instructors should let their pupils recognize their areas of strength and weakness in the classroom.

### **1.1.7. Various Approaches on Models of Classifying Learning Styles**

Different learning styles may be seen in a variety of ways. Scholars have created a number of categories, and we shall define some of them in this research.

### ***1.1.7.1. The Myers-Briggs Type Indicator (MBTI)***

This model categorizes students' preferences using scales derived from Carl Jung's theory of psychological types (Bayne, 2004), which measures individual personality differences across four dimensions: (1) extraversion/introversion, (2) sensing/intuition, (3) thinking/feeling, and (4) judging/perceiving. For example, one person might be categorized as an ESTJ (extraverted, sensing, thinking, and judging), while another might be an INFJ (introverted, intuitive, feeling, and judging). Amory (2012) argues that learners may use all four functions at different times, but each learner tends to prefer using one perception or judgment function.

### ***1.1.7.2. Hermann Brain Dominance Instrument (HBDI)***

According to Field and Field (2007), this model categorizes pupils based on their relative preferences for thinking in four different modes depending on the specific set of function of the physical brain; the four modes of quadrants in this categorization are:

1/ Quadrant A (left brain, cerebral): Logical, analytical, quantitative, factual and critical.

2/ Quadrant B (left brain, limbic): Sequential, organized, planned, detailed, and structured.

3/ Quadrant C (right brain, limbic): Emotional, interpersonal, sensory, kinesthetic and Symbolic.

4/ Quadrant D (right brain, cerebral): Visual, holistic, innovative (Field & Field, 2007, p.33).

### ***1.1.7.3. Felder-Silverman Learning Style Model (FSLSM)***

Felder and Silverman (1988) depicted learners' learning styles in further depth by classifying preferences on four dimensions (Passey & Tatnall, 2014; Raha, 2018). This model

has four dimensions, which are as follows: (1) active/reflective, (2) sensing/intuitive, (3) visual/verbal, (4) sequential/global.

#### ***1.1.7.4. Fleming Learning Style Model (VARK Theory)***

Fleming (2006) developed the VARK model, which refers to four preferences for learning: visual, aural, read-write, and kinesthetic. This model illustrates how individuals take in and put out knowledge in a learning situation. According to Fleming (2006), visual learners prefer to learn using equipment such as charts, graphs, and other symbolic devices. Aural learners, on the other hand, prefer to be taught through spoken lectures, discussions, and conversation, and they learn better by attending lessons and tutorials. Read-write learners tend to study through printed or textual learning materials; they acquire knowledge using dictionaries, handouts, textbooks, and lecture notes.

#### **1.1.8. Learning Styles Dimensions**

Learning style preferences are personal strengths and weaknesses in learning; each student is expected to choose a style that better suits them and makes them feel more at ease. Reid (1998, p. x) has summarized some of the above-mentioned models for identifying learning styles in the table below.

#### **Table 1**

*Overview of Some Learning Styles (Reid, 1998, p. x).*



<b>Perceptual learning styles</b>	Visual Auditory Tactile Kinesthetic Group individual	Learn more effectively through eyes (seeing) Learn more effectively through ears ( hearing) Learn more effectively through touch Learn more effectively through complete body experience Learn more effectively through working with others Learn more effectively through working alone
<b>The Seven Multiple Intelligences</b>	Verbal/ linguistic Musical Logical/ Mathematical Spatial/ Visual Bodily/ Kinesthetic Interpersonal Intrapersonal	Ability to work with and sensitivity to oral and written words Sensitivity to rhythm, pitch and melody Ability to use numbers effectively and reason well Sensitivity to form, space, color, line, and shape Ability to use the body to express ideas and emotions Ability to understand another person's moods and intentions Ability to understand oneself: one's own strengths and weaknesses
<b>Right and Left Brained Learning styles</b>	Right-brained Left-brained	Learns more effectively through visual, analytic, reflective, self-reliant learning Learns more effectively through auditory, global, impulsive, and interactive learning

<b>Analytic and Global learning styles</b>	Analytic  Global	Learns more efficiently individually, sequentially, linearly  Learns more efficiently through concrete experience and through interaction with other people
<b>Myers-Briggs Type Indicator (MBTI)</b>	Extraverted  Introverted  Sensing Intuition Thinking  Feeling Judging  Perceiving	Learns more efficiently through concrete experience, contacts with and relationships with others  Learns more efficiently in individual, independent learning situation  Learns more efficiently from reports of observable facts Learns more efficiently from meaningful experiences Learns more efficiently from impersonal and logical circumstances  Learns more efficiently from personalized circumstances Learns more efficiently by reflection, deduction, analysis and process that involve closure  Learns more efficiently through negotiation, feeling, and Inductive process that postpone closure.
<b>Reflective and Impulsive Learning styles</b>	Reflective  Impulsive	Learns more efficiently when given time to consider options  Learns more efficiently when able to respond immediately

*Note: (Reid, 1998, p. x).*

According to the table above (Table 1), it is difficult to restrict a person's learning style to a single dimension. That is, we cannot state that an individual is exclusively visual, auditory, or kinesthetic. Yet, Ehrman and Oxford (1995) claimed that, by definition, not everybody falls perfectly into one of these classifications to the exclusion of others.

Teachers should use a variety of educational approaches to provide students with multiple opportunities to learn through their preferred styles. That is because students preferentially process data in different ways, and teaching methods, strategies, and styles should differ accordingly. On the other hand, students should embrace the concept of "style flex" and broaden their style preferences (Kroonenberg, 1995).

The integration of a learner's learning styles and the teacher's teaching styles determines how much a student can learn. Teachers' awareness of their students' learning style preferences will assist them in lesson planning, allowing them to meet or adjust their teaching to offer the most suitable activities to accommodate a specific group of learners. Furthermore, middle school teachers must differentiate between teaching and learning styles to improve the learning experience. Matching language training methods and strategies to students' learning styles has been proven to boost academic achievement (Fu, 2009).

### **1.1.9. Personality Traits and Learning Styles**

Past research has found that there are individual variances in personality traits among students, which impact their learning styles. These traits can be seen through the lens of "The Big Five Factor Model," which shows how human personality is composed of five major domains (McCrae and John, 1990), as follows:

1/Neuroticism: feelings like fear, anger, sadness, embarrassment, guilt, and disgust.

2/Extraversion: liking people, being in big crowds, being forceful, energetic, chatty, and craving excitement and stimulation

3/Openness: a lively imagination, aesthetic sensibility, intellectual curiosity, and sensitivity to sentiments.

4/Conscientiousness: the tendency to be well-organized, reliable, determined, and ambitious.

5/Agreeableness: the tendency to be benevolent, cooperative, and trustworthy.

A number of research studies have been conducted to investigate the relationship between personality and learning styles. Busato, Prins, Elshout, and Hamaker (1999) suggested that extraverted pupils are self-reflecting learners who use critical and concrete processing when making decisions and are capable of knowledge construction. Moreover, conscientiousness and openness help learners process knowledge in critical and concrete forms, and they prefer to relate and structure the data at hand. They discovered that neurotic learners lack self-regulation; however, they are cooperative and ambivalent, whereas agreeableness appears to correlate with memorization and requires external factors to regulate them (Kamarulzaman, 2012).

Zhang (2002) discovered that people with high neuroticism are emotionally unstable but much more comfortable in highly regulated learning environments, preferring to be taught what to do and complete tasks by following established rules. Furthermore, Duff, Boyle, Dunleavy, and Ferguson (2004) discovered three types of approaches associated with the big five personality traits in their research: deep approach "I'm not prepared to simply accept things I'm told; I have to think them out for myself," surface approach "I often have trouble making sense of the things I have to remember," and strategic approach "I know what I want to get out of this course, and I'm determined to realize it." They added that the deep approach was positively related to extraversion and openness to experience, and the surface approach was positively related to neuroticism and agreeableness, but the strategic approach was negatively related to extraversion and the surface approach was negatively related to agreeableness (Kamarulzaman, 2012).

The alignment of learning styles bridges the gap between personality and cognition. Extraversion, for example, is associated with being experienced, preferring to work

in groups, exploring new things, and making decisions based on feelings. Conscientiousness, on the other hand, is associated with being systematic, making decisions based on knowledge, and enjoying experimenting, while openness is connected to being open to new experiences and making decisions based on logic. Agreeableness is associated with being observant, while neuroticism is associated with being highly structured (Towler and Dipboye, 2007, cited in Kamarulazaman, 2012). Personality traits and learning styles are somehow linked to academic achievement and can have a positive or negative influence.

### **1.1.10. Learning Style, Gender and Age**

Research has shown that gender and age differences can significantly impact the way individuals perceive, process, and engage with learning materials.

#### ***1.1.10.1 Differences in Learning Style Preferences by Gender***

Males and females learn differently from each other due to differences in brain processing, culture, and creative thinking. Research on gender differences in learning styles suggests that males tend to be more tactile and visual, and they require greater mobility and more casual environments than females. Males are also more nonconforming and peer-driven, and they tend to learn less by listening. Females, on the other hand, tend to be more auditory and authority-oriented than males, and they require substantially more quiet when learning. They are also more self-motivated and conforming than men (Banner and Rayner, 2000; Oxford, 1995; Maubach and Morgan, 2001; Capel, 2001; Dam, 1997).

Males and females have distinct social preferences when it comes to learning tasks. Research indicates that males prefer learning tasks associated with competition in hierarchical groups, whereas females prefer learning tasks associated with collaboration in small groups where mutual liking is important (Dam, 1997). Additionally, a study carried out

by Lightbown and Spada (2006) suggested that males feel more comfortable in lecture roles, which are an indication of expertise and status, while females feel less comfortable.

When it comes to language acquisition activities that involve problem-solving, males and females take quite different approaches. Additionally, research shows that females outperform males on some specific language tasks, while males outperform females on others. For instance, females tend to perform better than males on perceptual speed tests, while males tend to perform better than females on general information tasks (Winebrenner, 1996). It was also found that females outperform males on language acquisition tasks that involve recalling verbal material, as they have higher memory retention rates. On the other hand, males tend to outperform females on tasks related to travel direction.

Given that males and females have distinct approaches to studying, researchers have traditionally argued that it is crucial to treat all individuals equally as individuals, regardless of their gender, because they are learning in the same class at the same time with the same teachers. This is instead of assuming that giving priority to a particular gender is addressing the other (Dunn and Dunn, 1978; Frod and Chen, 2000; Felder, 1996; James, 2001).

#### ***1.1.10.2 Difference in Learning Styles Preferences by Age***

All newborns are born with a dominant tactile-kinesthetic learning style. Parents intuitively recognize that newborns learn by doing, by getting into everything, touching everything, ripping things apart, and knocking them down. However, later in life, success in education requires individuals to make the transition from tactile-kinesthetic to auditory-analytical. As a result, age may be associated with learning styles (Winebrenner, 1996). According to Harrison, Andrews, and Saklofske, as cited in Price (1980), learning styles tend to be affected by circumstances, conscious decisions or life experiences, even if pupils display

rather consistent learning style preferences over time. According to Matthews and Hamby (1995), children in elementary school are substantially more tactile-kinesthetic.

According to Knowles (as cited in Winebrenner, 1996), as adults become grownups, they must understand why they should study something before attempting to learn it. Adults have a life-centered, task-centered, or problem-centered approach to learning, as opposed to adolescents, who are subject-centered. Adults' motivation to learn is primarily internal rather than external. Their internal drive is a commitment to devote energy to learning, as it is valued.

In conclusion, Zimmerman (2007) emphasizes that understanding the relationship between learning styles, gender, and age can equip teachers with valuable insights on how to structure learning groups, assignments, tests, and materials to optimize students' learning potential and academic success.

#### **1.1.11. Learning Styles and Academic Achievement**

There are several teaching styles (discussed in Section 2), but generally, instructors can be categorized as either traditional or progressive. Previous research on the influence of teaching styles on students' academic achievement has found that progressive styles of teaching tend to outperform traditional ones. For example, McCarthy and Anderson (2000) conducted an experiment in which they compared the academic performance of two classes: one taught in a cooperative format, and the other in a traditional format. They concluded that individuals presented with more progressive teaching styles outperformed those taught utilizing traditional methods.

Progressive teachers aim to create a collaborative and supportive learning environment. They convey the message "I am here to consult with you" (Grasha, 1994) and are dedicated to keeping their students motivated, curious, and focused. They encourage

active participation and provide opportunities for learners to express themselves, ask questions, and share personal experiences. Their teaching methods are less structured, and they often use personal stories and experiences to highlight specific ideas in lectures. Their instruction is often centered around class discussions, collaborative learning, and group projects, and the assessment is based on projects, presentations, and participation. According to Brandi and Miller (2006), progressive teaching styles have been found to outperform traditional teaching styles in terms of academic achievement. For example, in an experiment conducted by McCarthy and Anderson in 2000, two classes were compared, one taught in a cooperative format while the other in a traditional format. The study concluded that students exposed to more progressive teaching styles outperformed those taught using traditional methods.

Additionally, traditional instructors often convey the message, "I am in charge," creating a rather formal and distant learning environment (Grasha, 1994). Their focus is typically on teaching the subject matter, and their classroom instruction mainly consists of lectures, which students passively listen to while taking notes. Students are then evaluated through formal assessments, such as quizzes or tests. In their highly structured classes, traditional instructors are seen as authoritative figures.

Until recently, research has primarily focused on the influence of learners' learning styles on academic accomplishment. As previously stated, language learning styles are one of the primary factors that influence how well students learn a foreign language (Oxford, 2003). In other words, successful teaching is demonstrated by learning, as Cook (2000, p. 23) noted, "all successful teaching depends upon learning". Improving students' academic achievements has always been a major concern for both educators and scholars. To enable students to reach their maximum potential, several studies have been conducted to establish the relationship between learning style and academic achievement. These studies



have demonstrated that matching teachers' teaching strategies to their students' learning styles can significantly enhance their achievement (Griggs & Dunn, 1984; Smith & Renzulli, 1984). Matching a student's learning style to a teaching methodology can also lead to improved attitudes toward learning, increased thinking skills, academic achievement, and creativity (Irvine & York, 1995). Moreover, both low and average achievers receive higher marks on academic success and attitude tests when they receive education based on their learning styles (Dunn, Beaudry, & Kalvas, 1989).

Lately, Abidin, Rezaee, Abdullah, and Singh (2011) argued that students should have multiple learning styles or a mixture of different learning styles to study more efficiently. Most pupils prefer to study in a particular manner, and each learning style contributes to academic achievement in remembering what they have learned. According to a study, "students grasp 10% of what they read, 26% of what they listen to, and 30% of what they see, but they retain 50% of what they see and listen, 70% of what they say, and 90% of what they say as they do something" (Chuah Chong-Cheng, 1988 cited in Raha, 2018, p.81).

As previously mentioned, aligning learners' learning styles and teachers' teaching styles may have a positive impact on academic achievement. Doyle and Rutherford (1984) offered two instructional approaches for matching learning and teaching styles. First, they suggested the application of specific intellectual and emotional abilities in educational programs, in contrast to standard teaching settings. Second, they proposed connecting student aptitudes with aspects of instruction in group formation, which would be educationally beneficial when dealing with diverse students. It is worth highlighting that aspects like classroom management and the influence of instructors' styles on learners' styles must be addressed when matching learning and teaching styles (Doyle & Rutherford, 1984).

## **Section Two: Teaching Styles and Strategies**

### **1.2.1. Teaching English as a Foreign Language**

A foreign language is “a language indigenous to another country. It is also a language not spoken in the native country of the person referred to” (What Does Foreign Language Mean? 2023). According to Michelle (2009), the English language is of formal importance as it provides access to the world. Individuals who wish to change their circumstances must learn it. In recent years, it has been estimated that billions of students worldwide are studying English, which is a compelling reason to consider a career in teaching English as a foreign language (TEFL).

The majority of individuals who are fluent in a language can teach it to others to some extent (Michelle, 2009). Harmer (1998) added that children who are regularly exposed to a particular language would typically learn it subconsciously, regardless of any formal learning. However, not all adults in contact with a foreign language learn it for various reasons, including the language being too complex, inadequate exposure or lack of opportunities to use it outside of educational settings. In his book "How to Teach English," Harmer (1998) noted that those who acquire language effectively outside the classroom tend to have some similarities in their learning experiences, such as motivation, exposure to the language, and opportunities to apply it. Given the teacher's vital role in this process, they can

create and enhance these conditions by utilizing suitable teaching strategies and styles that correspond to learners' preferred ways of learning.

### **1.2.2. Nature and Characteristics of Teaching**

To gain a greater understanding of any system, process, or environment, it is necessary to first comprehend its nature. In its widest sense, teaching is a process that supports learning. Morrison (1934) perceived its fundamental nature as follows:

- **Dynamic:** Teaching is heavily influenced by social and human variables, which are dynamic and change depending on the conditions. This explains why it does not represent a fundamental concept.
- **Art and Science:** Teaching requires the practice of talent and creativity, which makes it an art, as well as a range of methods, procedures, and skills that can be systematically examined, described, and improved, making it a science.
- **Diverse in application:** Teaching has numerous applications, including formal, informal, directional, educational, formational, training, conditioning, persuasive, corrective, and others.

According to Rajagopalan (2019), the following are the characteristics of this process:

- Teaching is an effective interaction between the instructor and students (communication).

- Teaching is a tripolar process with three poles: academic objectives, learning experiences, and behavioral change.
- Teaching ought to be well-organized, with the instructor determining the goals, instructional methods, and evaluation strategies.
- Effective teaching is democratic in the sense that the instructor respects the students and encourages them to ask questions, answer questions, and debate issues.
- Teaching gives pupils guidance, direction, and support.
- Teaching is a collaborative activity in which students participate in various classroom activities, including planning, management, conversation, memorization, and assessment of outcomes.
- Teaching is compassionate and sympathetic, and an experienced teacher helps students build mental stability.
- Teaching is remedial, and the instructor must address and correct students' learning issues.

### **1.2.3. Teaching and Similar Processes**

Prior studies in the field of education have investigated the concept of teaching and attempted to differentiate it from other related concepts or processes, including training, instruction, conditioning, and indoctrination. These aforementioned methods are types of or parts of teaching (i.e., the entire teaching process encompasses all of them). Individuals use these terms interchangeably, but in reality, they are not substitutes.

Morrison (1934) suggested that conditioning can help students study more effectively. In this context, conditioning refers to the increased likelihood of a desired response in a given situation due to the learner's association with the positive reinforcer. Conditioning can alter a child's behavior without the child being aware of it. Operant

conditioning can be used to explain these cognitive processes as an individual acquires knowledge through reading or hearing statements in support of it and evaluates available evidence as a process of operant conditioning. In this sense, teaching is not incompatible with conditioning, but only with certain methods of conditioning (Rajagopalan, 2019). Table 2 on the following page lists details of both teaching and conditioning.

**Table 2**

*Teaching Vs Conditioning*

Teaching	Conditioning
<ul style="list-style-type: none"> <li>▪ Teaching seeks to cultivate intellectual abilities and skills.</li> <li>▪ Teaching has a wider reach than other educational methods.</li> <li>▪ Conditioning is not required for teaching.</li> <li>▪ It is not essential to reinforce the subject matter presented when teaching.</li> <li>▪ There is a comprehensive curriculum in teaching.</li> <li>▪ qualitative and quantitative techniques are used for evaluation.</li> <li>▪ Teaching is a diverse procedure with multiple layers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It aims to change behavior and learning patterns.</li> <li>▪ The scope of conditioning is comparatively limited.</li> <li>▪ Reinforcement is essential in conditioning.</li> <li>▪ Conditioning is accomplished through the repetition of the desired behavior.</li> <li>▪ In conditioning, the program is predetermined.</li> <li>▪ Conditioning evaluation is based on the acquisition of a behavior or habit.</li> <li>▪ Conditioning is regarded as the lowest stage of the complete teaching process.</li> </ul>

Data adopted from {teaching definition: Learning and Teaching (B.Ed. NOTES) (physicscatalyst.com)}

Indoctrination is described as the development of ideas; it is associated with the teaching of doctrine. A doctrine is a set of beliefs that provides an account or analysis of the world and suggests how humans should behave ethically in relation to the broad features of

existence recognized by the system. It reflects a fairly advanced level of teaching in forming beliefs and standards (Morrison, 1934). The characteristics of teaching and indoctrination are shown in Table 3 below.

**Table 3**

*Teaching Vs Indoctrination*

Teaching	Indoctrination
<ul style="list-style-type: none"> <li>▪ Wide scope and democratic discipline.</li> <li>▪ Aids in the growth of the learner's abilities.</li> <li>▪ Teaching presents multiple solutions to the same problem, giving students the freedom to explore and acquire knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited scope and strict discipline.</li> <li>▪ It seeks to alter some ideas and behaviors.</li> <li>▪ Indoctrination creates the impression that there is only one answer to an issue.</li> <li>▪ The child does not have any independence.</li> </ul>

Data adopted from {teaching definition: Learning and Teaching (B.Ed. NOTES) (physicscatalyst.com)}

The act of instructing a student on what to do or not to do is known as instruction. According to Morrison (1934), instruction primarily deals with the growth of knowledge and comprehension in a person, and this is one of the many goals of education and teaching. Morrison then added that education operates at a higher level than conditioning and training in terms of the involvement of cerebral skills and ways of teaching. However, they cannot be compared to teaching since instruction only aims to develop intellect and influence the cognitive domain of behavior, whereas teaching aims to shape a complete human being. Therefore, teaching may include or encompass instruction (Morrison, 1934).

**Table 4***Teaching Vs Instruction*

<b>Teaching</b>	<b>Instruction</b>
<ul style="list-style-type: none"> <li>▪ It has a broad scope.</li> <li>▪ Teaching can be both formal and informal.</li> <li>▪ Teaching is a spectrum for behavior change.</li> <li>▪ Teaching involves the development of an individual's abilities.</li> <li>▪ A wide range of teaching techniques are employed.</li> <li>▪ Teaching occurs in various settings, including schools, libraries, and socio-political groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The scope is limited.</li> <li>▪ All instructions are formal.</li> <li>▪ Instruction is a component of teaching.</li> <li>▪ Instruction refers to the act of imparting information about specific topics.</li> <li>▪ In most cases, instruction is limited to the classroom setting.</li> </ul>

Data adopted from {Teaching definition: Learning and Teaching (B.Ed. NOTES) (physicscatalyst.com)}

Conditioning or indoctrination are utilized more often than training. The focus of training is on talent development rather than knowledge (Rajagopalan, 2019). Teaching a skill requires the learner to develop the ability to react to the unexpected and understand what they are doing and why, in order to apply the skill thoughtfully and intelligently (Rajagopalan, 2019). Therefore, the difference between training and education can be determined by evaluating the level of intelligent conduct generated by each (Morrison, 1934).

To summarize, teaching differs from the preceding processes in that it involves actions taken by the teacher with the aim of facilitating learning in the learner. It differs from mere speaking or showing because it entails a face-to-face interaction between the teacher and the learner. Teaching actions encompass a wide range of tasks, such as clarifying, describing, demonstrating, exemplifying, and guiding (Rajagopalan, 2019).

#### **1.2.4. Role of the Teacher in a Teaching-Learning Context**

The classroom is defined as "the place where teachers and learners come together and language learning happens" (Gaies, 1980, p. 6). Although there is no perfect approach (Scrivener, 1994), teachers must adjust their beliefs and knowledge based on the classroom conditions. Teachers play a crucial role in the classroom, and students tend to be influenced by their feelings towards them. Therefore, their perceptions of their instructors and the interaction between them will undoubtedly affect their motivation to learn during the learning process (Burden & Williams, 1997). According to Oxford (1990, pp. 140–141), "teachers can exert tremendous influence over the emotional atmosphere of the classroom in three ways: by changing the social structure of the classroom to give students more responsibility; by providing increased amounts of naturalistic communication; and by teaching learners to use affective strategies".

As stated by Cox and Heames (1999), the teacher in the classroom takes on the role of a manager. They are responsible for overseeing the learning environment and ensuring that everyone works effectively in groups. This requires careful planning and consideration to create a cohesive atmosphere that promotes productivity.

Over the years, the teacher's role in education has shifted, especially with the advent of the communicative approach. This new approach emphasizes the importance of the learner and the learning process, resulting in a redefined role for teachers. Instead of being mere lecturers, they are now facilitators who guide students towards their goals and organize the learning process (Szucs, 2009). This means that they have become both guides and facilitators (Atkinson, 2003).

However, according to Pica (2005), a teacher serves as a resource person, coach, and co-participant who motivates students to be helpful, understandable, and cooperative



when working together. The primary responsibility of the teacher, for Scrivener (1994), is to establish an environment conducive to learning.

As per Littlewood (2003), the teacher can have various roles in the classroom, including being a general observer of their students' learning, managing the classroom, serving as a language educator, advising, and communicating. On the other hand, according to Mangal and Mangal (2019), a teacher can be described as a transmitter of knowledge, a role model, a guide, a negotiator, and/or a co-learner.

A competent teacher must have full command of their classroom and be able to manage it effectively. According to Scrivener (1994), classroom management involves identifying the available alternatives, making sound decisions, and executing them successfully in a productive manner. Therefore, a teacher also serves as a decision-maker, who is observant, evaluative, and decisive, and takes necessary actions to achieve mastery of the classroom.

It is well known that the best results come from doing something with passion, so when a teacher loves what they do and puts their heart into it, good things are bound to happen (Zourez, 2016). Additionally, the teacher's educational philosophy plays a significant role in the extent of learning that takes place in their classroom. It provides direction and purpose to their teaching (Galbraith, 1999).

### **1.2.5. Teaching Strategies**

To fully understand the concept of "teaching strategy," it is important to first comprehend the meaning of the word "strategy." Simply put, a strategy is a plan that guides the execution of a task. It involves designing a systematic approach to achieve specific objectives. The term "strategy" is often used in the context of military operations, where it refers to the art of planning and directing large-scale missions. In education, "teaching

strategies" refer to the overall plan for a lesson, including the structure, instructional goals, and tactics required to execute the plan effectively (Isaac, 2010).

According to Orlich, Harder, Callahan, Trevisan, and Brown's model of teaching (2010), the terms teaching tactics, strategies, and methods are often used interchangeably, but they have different meanings. Teaching tactics refer to the teacher's actions in the classroom, while strategies involve thoughtful planning towards a goal. Meanwhile, methods are structured ways of implementing the teaching strategies.

#### ***1.2.5.1. Types of Teaching Strategies***

There are multiple strategies for teaching that can be utilized in educational settings. Wehrli (2003) introduced them as brainstorming, case-based small-group discussion, demonstration, games, and independent study.

Brainstorming is a technique that helps students generate ideas and options without judgment. It promotes creativity in a group setting where general ideas about a given topic can be shared (Al-Maghrawy in Al-Khatib, 2012). Teachers encourage learners to actively engage in higher levels of thinking through peer learning and collaboration. With the guidance of teachers, groups can achieve a sense of unity by working together. This leads to critical thinking and a greater understanding of the subject at hand. Students who actively participate in exchanging thoughts with others may gain numerous advantages. This not only promotes good relationships among students but also provides the evaluation of various points of view. However, some challenges may emerge that could undermine the strategy's performance. For example, teachers may find it difficult to maintain classroom discipline. This approach may also be less successful in larger groups and may even contribute to groupthink in certain situations (Juni & Mokhamed, 2014).

Concerning the teaching strategy of case-based small-group discussion, it takes place in creative problem-solving sessions, where small groups of 5–10 students are brought together for an exchange of ideas. Some preparation is done beforehand to inspire discovery. Both students and facilitators share responsibility for ensuring key learning points are covered (Juni & Mokhamed, 2014). The teacher is responsible for organizing the students into small groups to encourage a collaborative and engaging environment. By doing so, students can tap into their existing knowledge and expand upon it. The teacher acts as a manager, organizer, and facilitator during these sessions, which allows for the free-flowing exchange of ideas and the addressing of mutual concerns. However, this strategy can also present some challenges for the teacher. Ensuring participation from all students, especially in larger groups, can be difficult. Additionally, when students are at significantly different levels in terms of knowledge and skill, some may become frustrated (Juni & Mokhamed, 2014).

Another teaching strategy that teachers often use is the demonstration strategy, which works by guiding students in applying theory to practical situations. This involves performing an activity that allows students to see how something is done in real life. Such a technique is particularly beneficial for students who learn well by modeling others. It helps build their confidence, encourages them to ask targeted questions, and enables them to pay attention to specific details rather than general theories. However, not all students may find this approach useful, and it may not suit the varying learning speeds of participants. Additionally, specialized technical tasks may require a highly skilled teacher or demonstrator (Juni & Mokhamed, 2014).

Regarding independent study, learning activities are usually carried out by individuals or groups who use resources such as computers. Independent study is a strategy that supports and reinforces other types of instruction. Alberta (2002) defined it as a personalized learning experience that enables students to choose a topic, identify problems or

questions, gather and analyze information, apply skills, and demonstrate their knowledge by creating a product. This approach cultivates independence and allows learners to progress at their own pace while enhancing other learning experiences. However, there are drawbacks to this method, such as potential disconnection from immediate objectives and difficulty accessing suitable materials (Juni & Mokhamed, 2014).

To effectively teach students, teachers must tailor their approach to fit their unique needs and interests while also considering their individual learning styles. Research conducted by Killer (1979), as cited in Bomia, Beluzo, Demeester, Elander, Johnson, and Sheldon (1997), suggests that engaging students in activities that satisfy their natural curiosity through exploration and manipulation of their environment is more likely to maintain their interest. Therefore, teachers should incorporate such strategies into their curriculum design and teaching style to achieve better outcomes.

#### **1.2.6. Teaching styles**

Teaching styles have been a subject of discussion in the field of teaching English as a foreign language for a long time. However, there is no singular definition for "teaching style." Numerous definitions of this concept have been presented in published research, and experts have not yet reached a consensus on its meaning (Bouras, 2020). Bouras noted that "teaching style" has been defined in many different ways.

Teaching style, as defined by Conti (1989), refers to the set of characteristics consistently displayed by a teacher in various classroom situations. Similarly, Grasha (1996) described it as a distinct combination of needs, beliefs, and actions demonstrated by instructors during class. Grasha noted that teaching style is multi-faceted, impacting how educators present information, connect with pupils, manage classroom activities, monitor

coursework, orient students to the subject, and mentor learners. In other words, teaching style is a complex set of behaviors specific to the content being taught (Conti & Welborn, 1996).

In recent years, Peacock (2001) proposed a new definition of "teaching style" that echoes Reid's (1995) definition of "learning styles." Peacock (2001, p. 7) defined teaching style as "the natural, preferred, and habitual way of introducing new information and skills in the classroom." Flanders (1970) identified two main types of teaching styles: direct (didactic) and indirect (student-centered). Additionally, Bennett (1976) identified two other types of teaching styles: informal (student-centered) and formal (teacher-centered) styles.

Additionally, Campbell (1996) proposed a new classification of teaching styles, which consists of three categories: didactic, Socratic, and facilitative. "Didactic" teachers are those who hold authority in the educational environment, while "Socratic" teaching is guided by student questions. In the "facilitative" category, teachers aim to create a positive atmosphere where students are responsible for their own learning (Campbell, 1996).

Later on, in 1996, Grasha proposed a new teaching style framework with five different models. The first model is "the expert model," in which teachers provide their students with the necessary knowledge. The second model is "the personal model," in which teachers act as role models and inspire their students. The third model, "the formal authority model," relies on teacher feedback and rules to guide students. The fourth model, "the facilitator," emphasizes teacher-student interaction and encourages students to make informed choices by asking questions and suggesting options. The fifth and final model, "the delegator," is all about empowering learners by providing them with resources and promoting autonomy. The first three styles, "expert, personal authority, and formal authority," are teacher-centered, while the last two, "facilitator and delegator," are student-centered.

As educators become more comfortable with their role in the classroom, they must ensure that their teaching methods align with their personality and the way they genuinely feel they can best connect with their students (Brown, 2001). However, according to Grasha (2002, p. 140), teaching style should not be viewed as a strict framework, but rather as a combination of various aspects of these styles that are present to different extents in the attitudes and actions of teachers.

**Table 5**

*Grasha's Teaching Styles (Grasha, 1994, p.143)*

Teaching style	Description
Expert	The teacher's knowledge and expertise, which they strive to transmit to their students. They aim to maintain their authority as experts by displaying detailed knowledge and challenging students to enhance their competence. Their main concern is to ensure that students are well-prepared and receive the knowledge they need.
Formal authority	Possesses status among students due to knowledge and role as a faculty member. Focuses on providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with ensuring that students adhere to "correct, acceptable, and standard ways of doing things."
Personal Model	Believes in "teaching by personal example" and sets an example for how to think and behave. Oversees, guides, and directs by demonstrating how to do things and encouraging students to observe and emulate the instructor's approach.
Facilitator	Emphasizes the personal nature of teacher-student interactions, guiding students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop

	criteria to make informed choices. The overall goal is to develop in students the capacity for independent action and responsibility. This teaching style works with students on projects in a consultative fashion and provides a lot of support and encouragement.
Delegator	Concerned with developing students' capacity to function autonomously, the teacher takes a back seat as students work independently on projects or as part of autonomous teams. The teacher is available to students as a resource person upon request.

Note: (*Grasha, 1994, p.143*).

### 1.2.5. Personality Traits and Teaching Style

Personality traits inevitably impact an individual's character, feelings, behavior, way of life, and even career choices (Diener, 2016; Marsh, 2018). Therefore, certain people may be more suited for certain occupations compared to others. However, many educators find themselves teaching only because they fear unemployment or lack passion for other professions, which can lead to a suboptimal teaching experience (Zourez, 2016). According to Brown (2001), a teacher's teaching approach typically aligns with their personality type, which varies immensely from person to person. Jarvis (2004) describes teaching style as the culmination of an individual's beliefs, values, and behaviors. Their philosophy is reflected in their teaching approach, including their opinions, values, and attitudes towards all aspects of the teaching-learning process.

According to Brown (2001), teachers can have various personality styles. Some may be shy, formal, reserved, and rational. They may also be serious, steady, and strict. On the other hand, some teachers can be gregarious, informal, and transparent. They may also be dramatic, emotional, moody, humorous, and permissive.

### 1.2.6. Role of Self Reflection in Improving Teaching Style

Self-reflection is the ability to engage in self-contemplation through self-examination, self-observation, and self-questioning. This ability is considered an essential component of self-awareness. Honest self-reflection is particularly important in demanding environments such as education. Therefore, teachers should routinely reflect on what has and has not been effective in their classes (Lewis, 2019).

It takes time to connect self-reflection to successful instruction. The first stage is to determine what the teacher wants to reflect on, whether they are examining a specific component of their instruction or responding to an issue in their teaching environment.

According to Cox (2014), there are a few techniques that a teacher can utilize to engage in self-reflection: a self-reflective journal, learner observation, and peer observation.

The self-reflective journal is the most convenient method for thinking about what occurred during the classroom session. Teachers only have to write down a few notes explaining their responses and emotions right after every lesson and then follow up with any insights they happen to have regarding the pupils they teach. If it is effective, they can divide their journal into specific parts, such as instructional goals, materials, classroom management, students, and teachers.

Learners are keen observers and enjoy providing feedback. Therefore, a teacher can distribute a basic survey or questionnaire to gather feedback from students immediately after the lesson. This feedback can help the teacher understand how the lesson progressed and what needs to be modified or altered.

Regarding peer observation, it would be significantly different and less formal compared to the principal's examination when a teacher requests a colleague to observe in their classroom. Therefore, the instructor will be better able to share knowledge and provide the observer with a straightforward assessment of their teaching methods.



The most challenging part is to come up with the right questions to ask, whether a teacher uses a self-reflective journal or seeks feedback from their students and colleagues. Here are a few tips from Cox (2014) on how to engage in self-reflection.

**Table 6**

*Suggestions to Reach Self-Reflection (Cox, 2014).*

		Suggestions
Teacher		<ul style="list-style-type: none"> <li>▪ How successful was the lesson plan as a whole?</li> <li>▪ How did I handle any issues that emerged throughout the instruction?</li> <li>▪ Was I aware of every student's needs and attentive to them?</li> <li>▪ How would I rate my overall attitude and demeanor in class?</li> <li>▪ Did I achieve all of my objectives?</li> <li>▪ How can I perform more effectively next time?</li> </ul>
Classroom	Management	<ul style="list-style-type: none"> <li>▪ Was the pace at which the lesson was delivered appropriate?</li> <li>▪ Did all students participate in the lesson?</li> <li>▪ Was the instruction clear enough?</li> </ul>
Students		<ul style="list-style-type: none"> <li>▪ In which sections of the lesson did the students appear to be most engaged?</li> <li>▪ In which sections of the lesson did the students lose motivation or start to feel nervous?</li> </ul>
Materials		<ul style="list-style-type: none"> <li>▪ Did the materials encourage students to become involved in the lesson?</li> <li>▪ Which materials were effective in facilitating student engagement during the class?</li> <li>▪ Which materials were not effective in facilitating student engagement during the lesson?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Are there any alternative instruments or techniques you would prefer to see used instead?</li> </ul>
Lesson Objectives	<ul style="list-style-type: none"> <li>▪ Did the students find the instruction too easy or too challenging?</li> <li>▪ Did the students understand what was being taught?</li> <li>▪ What were some of the challenges or issues that arose during the lesson?</li> </ul>

*Note: (Cox, 2014)*

After self-reflection, the teacher will conduct an analysis shortly after collecting the data using the queries listed above. They should start by searching for any recurrent patterns. If the technique was videotaped, they should look for anything that occurred repeatedly. Then, it is essential for them to read the pupils' evaluations carefully. After that, the teacher is required to track down any items that the pupils kept bringing up. Following that, they should determine what needs to be altered and come up with solutions.

Cox (2014) suggested that educators consider the following options:

- Discuss your results with your colleagues and seek their advice. They may be experiencing similar challenges in their classrooms and can offer suggestions on how to approach the situation differently.
- Conduct online research to find effective techniques for addressing your specific circumstances. As a longstanding profession, there are bound to be resources available for the issues you are facing.
- Engage with other educators through websites and social media platforms. Posting questions on popular forums and blogs may lead to the discovery of previously unknown perspectives and techniques. These sources may also provide ideas for new topics to include in future surveys.

Successful teachers are those who are willing to acknowledge that their teaching strategies, methods, and styles can always be improved. However, teachers should be cautious about making hasty decisions on how to teach without obtaining the necessary information to support them, as mentioned by Cox (2014). Cox also emphasized the importance of self-reflection, which is a process that enables a teacher to gather, document, and evaluate every detail that occurs during instruction.

In a related vein, Grasha (1996) notes that self-insights serve teachers most effectively when they enable them to continuously clarify and refine their definitions of what they are as teachers. Otherwise, they risk adopting teaching strategies that do not match their personal makeup. Alternatively, they might employ strategies under the influence of social pressure or because they are fashionable, but the stylistic adjustments are only slight. Teachers who believe they have self-control, the willpower to persevere, a dislike of disappointing themselves, and the willingness to face an irregular setback are more likely to adjust their directions (Grasha, 1993; Grasha & Kirschenbaum, 1986, cited in Grasha, 1996).

### **1.2.7. Matching Teaching Styles and Learning Styles**

In order to create an effective learning environment, it is crucial for educators to comprehend the relationship between teaching and learning styles. Several researchers have investigated this area to determine the preferences of teachers and learners regarding teaching and learning styles and whether they are compatible.

Felder and Silverman (1988) conducted a study with 250 undergraduate engineering students and their professors, using the Felder-Silverman Learning Style Model to categorize both students and teachers into one of four learning styles: active/reflective, sensing/intuitive, visual/verbal, and sequential/global. The results revealed that learners preferred active, sensing, visual, and sequential learning styles, whereas professors favored

reflective, intuitive, verbal, and global teaching styles, indicating a mismatch between the preferences of students and professors.

Grasha and Yangarber-Hicks (2000) conducted another study to explore the learning style preferences of 715 college students and the teaching style preferences of 41 college instructors. The researchers used the Grasha-Riechmann Student Learning Style Scale and the Grasha Teaching Style Inventory to evaluate learning and teaching styles. The findings indicated that students preferred a variety of learning styles, including independent, competitive, and collaborative styles. Conversely, teachers favored a more conventional instructional approach, with expert being the most common teaching style, implying a mismatch between learners' learning styles and teachers' teaching styles.

Furthermore, Hassan and Al-Shalabi (2019) examined whether there was a match or mismatch between the learning styles preferred by university students and the teaching styles used by their instructors in Jordan and whether this influenced students' academic achievement. The Fleming Learning Style Model was employed by the researchers to determine students' learning style preferences and the teaching style references used by teachers. The model categorized learning styles into four groups: visual, auditory, reading/writing, and kinesthetic. The majority of students (51.2%) had multimodal learning styles, followed by visual (20.2%), kinesthetic (17.9%), aural (7.3%), and reading/writing (3.4%). In contrast, the teaching styles used by teachers were primarily visual (54.2%), followed by kinesthetic (23.1%), auditory (15.4%), and reading/writing (7.3%), indicating a mismatch between instructors' preferred teaching styles and students' preferred learning styles. The research also revealed a significant positive correlation between students' academic achievement and the match or mismatch of learning and teaching styles. Students who had a match between their learning style preferences and the teaching styles used by their teachers performed better academically than those who did not.

In a recent study conducted by Beddiar (2021), a mixed-methods approach was employed to gather both quantitative and qualitative data. The study aimed to investigate the preferences of learners' learning styles and teachers' teaching styles by utilizing Reid's perceptual learning styles and Grasha teaching styles. The participants in the study were 92 second-year English university students and 16 English as a Foreign Language (EFL) teachers. The study's findings revealed that the majority of learners had specific learning style preferences, with the kinesthetic learning style being the most commonly preferred. However, in numerous instances, teachers assumed the role of authority figures and were unaware of their students' preferred learning styles, resulting in a mismatch between their teaching styles and the students' learning styles.

## **Conclusion**

The success of teaching can be measured by the learning outcomes achieved by students. This outcome is a result of the combined efforts of teachers, parents, scholars, and students. Teachers who are aware of the findings from studies on learning and teaching styles and use this knowledge to deliver content in various ways that suit students' preferred learning styles can create a more engaging and comfortable learning environment. They can offer sufficient educational materials that capture students' attention, leading to improved learning outcomes. In addition, students can benefit from developing multiple learning styles or a combination of different learning styles to study more effectively and achieve higher grades. Overall, considering individual differences such as personality traits and learning styles can improve the learning and teaching process.

## **Chapter Two**

### **Research Design and Data Analysis and Interpretation**

#### **Introduction**

In contrast to the previous chapter, which presented a literature review, this section centers on the practical aspects of the current study. Its purpose is to emphasize the fieldwork conducted to obtain the essential information necessary to address the research questions and accomplish the study's objectives. Comprising two sections, this chapter intends to provide a comprehensive portrayal of the fundamental components relevant to fieldwork. The initial section aims to provide a clear understanding of the research design and methodology. This involves reiterating the primary objective of the study, identifying the participants, and specifying the data gathering instruments. More significantly, the second section entails the description, analysis, and discussion regarding the various instruments utilized in the study, namely the students questionnaire, teachers interview, and classroom observation.

## **Section One: Methodology and Research Design**

### **2.1.1. Aims of the Study**

The aim of the study is to examine the teacher's teaching style preferences and the learners' learning style preferences among middle school teachers and students. It aims to investigate whether teachers and students' preferences for teaching and learning styles are compatible or inconsistent.

### **2.1.2. Research Setting and Participants**

The present study was conducted at Bachir Ibrahim Middle School, located in Mila. The study focuses on third-year students and their teachers, specifically those enrolled in the academic year "2022-2023." The parent population comprises 155 students, divided into five groups, with a sample of 52 students selected for the research. The decision to choose third-year students was based on their familiarity with the English language and their higher likelihood of exposure to it compared to first and second-year students. Moreover, they are less occupied since they are not required to take the middle certificate final exam, unlike

fourth-year students. Regarding teachers, the study population comprises four (4) English teachers from Bachir Ibrahim Middle School in Mila.

### **2.1.3. Data Collection Tools**

A range of quantitative and qualitative data collection tools were selected to investigate the learning style preferences of learners and their teachers' teaching style preferences. To explore the learning style preferences of third-year middle school students at Bachir Ibrahim, a survey adapted from Reid's (1987) Perceptual Learning Style Preferences Questionnaire (PLSPQ) was employed. In addition, a semi-structured interview was used to examine the English language teaching style preferences of the teachers. Apart from the questionnaire and the interview, five classroom observation sessions were conducted using a checklist to determine their language learning and teaching style preferences and assess whether their styles are compatible or not. The next section delves into the research instruments in greater depth.

### **2.1.4. Quantitative Research Instruments**

Questionnaires are frequently used to collect data in examination studies because they "can be objectively scored and analyzed" (Oxford, 1990, p. 199). These questionnaires are similar to interviews in that they can include "yes or no" responses or frequency indications, as well as more open-ended questions asking respondents to provide a detailed description or explanation of their language learning style. Structured questionnaires, with their standardized categories, provide consistently organized data that is suitable for statistical analysis (Cohen & Scott, 1996). According to Cohen and Scott (1996), large-scale questionnaires have the advantage of being able to develop and evaluate theories due to the large number of respondents. However, Oxford (1990, p. 199) argued that more structured questionnaires "might miss the richness and spontaneity of less structured formats."



## **2.1.5. The Students Questionnaire**

### ***2.1.5.1. Description of the Students Questionnaire***

The primary data collection tool for investigating the preferred learning styles of third-year middle school students is a survey called the "English Language Learning Style Preference Questionnaire." This survey was adapted from Reid's (1987) perceptual learning style preferences questionnaire (PLSPQ) and is detailed in Appendix A. The questionnaire was employed to achieve four objectives: to establish a general understanding of students' language learning style preferences, to identify any correlations between language learning style preferences and various potential variables, to select participants for subsequent procedures, and to gather students' background information.

Before administering the survey, the researcher conducted a thorough review of the literature regarding the reliability and validity of Reid's PLSPQ, which included works such as DeCapua and Wintergerst (2005), Wintergerst, DeCapua, and Itzen (2001), and Wintergerst, DeCapua, and Verna (2003). After analyzing the findings and recommendations from these studies, the researchers made further modifications to the questionnaire to better match the English language proficiency level of the research participants and enhance the questionnaire's validity and reliability.

The "Perceptual Learning Style Preference Questionnaire" (PLSPQ) was initially developed by Joy Reid in 1987 to investigate the perceptual learning style preferences of second- and foreign-language learners. The PLSPQ consisted of five statements for each learning style, rated on a five-point scale from 1 ("strongly agree") to 5 ("strongly disagree"). This questionnaire was selected for adaptation in this research due to its widespread use in the ESL/EFL field and because it has been normed for high intermediate or advanced ESL/EFL students (DeCapua & Wintergerst, 2005; Wintergerst et al., 2001). However, the reliability

and validity of the PLSPQ has been questioned by some researchers (DeCapua & Wintergerst, 2005; Peacock, 2001; Wintergerst et al., 2001, 2003). Thus, the questionnaire was further adapted by the researchers by rephrasing and deleting some repeated statements, as well as modifying the scale of choices, to enhance its reliability and validity and make it more relevant.

According to Reid (1987), individuals learn in diverse ways. For example, some people are visual learners, relying mainly on their eyes, while others are auditory learners, relying on their ears. Some individuals prefer to learn through hands-on activities or experiences (kinesthetic or tactile learners), while others learn best when working alone or in groups. The PLSPQ questionnaire was developed to identify how students learn and their preferred learning styles (Reid, 1987).

The students questionnaire consists of two sections with a combination of closed-ended and open-ended questions. The first section, titled "Personal Information," aims to gather information about students' personal details, such as age and gender.

The second section, titled "What Learning Styles Do Students Prefer When Learning English?" is composed of 24 statements divided into six sections that correspond to Reid's six learning style preferences: visual, auditory, kinesthetic, group, individual, and tactile. The researchers made all sections required to avoid missing data. Each section includes four questions, which are closed-ended (yes-or-no) to make it easier for students to answer and to prevent boredom or difficulty. This also facilitates the interpretation of the results, making it easy and straightforward to understand. The researchers scrambled the sections in the questionnaire without labeling them to avoid guiding or influencing respondents' choices. Section A is for visual learners, section B is for auditory learners,

section C is for kinesthetic learners, section D is for individual learners, section E is for group learners, and section F is for tactile learners.

### ***2.1.5.2. Participants***

The questionnaire was administered to 52 third-year middle school students at Bachir Ibrahimi middle school in Mila. The number of participants who responded to the questionnaire is displayed in Table 7 below.

**Table 7**

*Number of Participants in the Questionnaire*

<b>Middle School</b>	<b>3<sup>rd</sup> Year ESL students</b>
Bachir Ibrahimi Middle School in Mila	52

### ***2.1.5.3. The Administration of the Students Questionnaire***

The students questionnaire was self-administered and delivered in person in paper format to third-year middle school students during the second semester of the academic year 2022/2023 Over the course of two days. Although the structure of the questionnaire items was easy to understand, it should be noted that the participants were selected randomly and had only been studying English for three years. This means that some of the participants may face difficulties in understanding the English version of the questionnaire. To address this issue, the researchers translated the questionnaire into the students' first language, Arabic.

### **2.1.6. Classroom Observation**

Another quantitative instrument utilized in the current study is the classroom observation checklist, developed by the researchers. This checklist serves as a framework for observing the teaching and learning styles of third-year middle school teachers and students. The primary objectives of the classroom observation is to cross-check the information gathered from the students questionnaire and the teachers interviews, aiming to observe and identify the most preferred learning and teaching styles among the students and teachers. Additionally, it evaluates the compatibility between teachers' teaching styles and students' learning style preferences.

The observation took place during the second semester of the academic year 2022-2023, involving two third-year EFL classes at Bachir Ibrahim Middle School, who had previously completed the questionnaire. Each observation session lasted 45 minutes.

The classroom observation checklist contains eleven statements divided thematically into two main sections. The first section of the checklist focuses on the learning styles and consists of six statements. Each statement describes a specific style from Reid's (1987) classification in this order: visual, auditory, kinesthetic, tactile, group, and individual, which can be observed in the classroom.

The second section of the study provides insights into the teaching styles based on Grasha's (1994) Teaching Styles framework. The statements are organized in the order of expert, formal authority, personal model, facilitator, and delegator, comprising a total of five statements. These learning and teaching styles can be observed in the classroom by assessing their frequency of occurrence, categorized as often, sometimes, and never.

## **2.1.7. Qualitative Research Instruments**

### ***2.1.7.1. The Teachers Interview***

In addition to the quantitative research instruments previously mentioned, the current investigation also employed another qualitative research tool: the interview. Interviews can range from unstructured to structured ones. However, since there is no specific questioning strategy in unstructured interviews, the information gathered from such meetings can be difficult to decipher and sort. In contrast, the information collected from a structured interview is consistently coordinated for all respondents and lends itself to measurable analysis (Cohen & Scott, 1996). Oxford (1990) added that structured interviews work well in small groups or with individuals.

The semi-structured interview consisted of 14 questions with connected statements that aimed to explore the beliefs of third-year middle school teachers regarding their teaching styles for English language learning. The interviews were conducted face-to-face individually at different times in the middle school setting. Firstly, the selected teachers were asked questions about their personal background, including teaching experience and academic qualifications. Then, the interviewees were asked to respond to 13 questions about their teaching styles and their awareness of their students' learning styles, in addition to providing recommendations or guidance to novice teachers who are faced with managing a range of learning styles within their classrooms.

The main aims of the interview were to develop an in-depth understanding of the teachers' views about their teaching styles, and to strengthen the findings of the study. The interview guidelines were based on Grasha's Teaching Styles (1994) and were developed to address the research questions.

Grasha's Teaching Styles (1994) have gained popularity in educational research as a means of examining teachers' preferred teaching styles for several reasons. First, Grasha's framework is comprehensive and well-established, providing a clear and comprehensive

understanding of the various teaching styles that teachers may adopt in their classrooms. Specifically, the framework consists of five different teaching styles: Expert, Formal Authority, Personal Model, Facilitator, and Delegator, each of which reflects distinct approaches to teaching (Grasha, 1994). Second, the Teaching Styles Inventory (TSI), created by Grasha, has been shown to be a reliable and valid measure of teaching styles in numerous studies (Arbabisarjou, Akbarilakeh, Soroush, & Payandeh, 2020). Its high internal consistency and construct validity make it a valuable tool in educational research. Lastly, Grasha's Teaching Styles are adaptable and can be applied in various educational settings, from K-12 to higher education (Ford, Robinson, & Wise, 2016). They can be used to investigate the correlation between teaching styles and a range of educational outcomes, such as teacher efficacy (Ghorbanzadeh, 2022).

### ***2.1.7.2. Participants***

Individual, in-depth, semi-structured interviews were conducted with four (4) ESL middle school teachers as the second step of data gathering.

**Table 8**

#### *Participants' Number in the Interview*

<b>Middle School</b>	<b>3<sup>rd</sup> year ESL teachers</b>
Bachir Ibrahim Middle School in Mila	4

### ***2.17.3. Interview Conducting Procedure***

Interviews can be conducted through various means, such as face-to-face, by telephone, or by videophone, but face-to-face interviews are generally considered the most effective. The interviews were semi-structured, conducted face-to-face, and recorded separately in English at the middle school facilities. To ensure anonymity, participants'

conversations were coded with alphabetical letters. Table 9 displays the duration of the teachers' interviews and the overall time period.

**Table 9**

*Interviews Duration*

<b>Participants</b>	<b>Interview Duration</b>
Teacher A	00:20:43
Teacher B	00:14:28
Teacher C	00:10:19
Teacher D	00:34:57

Participants were given the opportunity to share their views and experiences during the meeting. The interview began with an introduction to the research and a description of the study's primary goals and basic screening. The first few moments of the conversation were spent discussing some biographical information. Following that, the conversations were conducted according to the semi-structured guidelines. At the end of each interview, participants were thanked for their time and assistance. The interviews progressed smoothly, and a great deal of information was gathered. Teachers spoke candidly about how their teaching styles were demonstrated in the classroom, and they were assured of the confidentiality of the interviews.

### 2.1.8. Probing the Match

To establish a match between teachers' and students' preferences, it is necessary to evaluate how teachers use teaching methods that align with their students' preferred learning styles. Matching Reid's perceptual learning styles with Grasha's teaching styles requires an understanding of how each learning style is ideally suited in a classroom setting. Here is a possible way to establish those connections:

1. Visual learning style: The expert teaching style aligns well with visual learners. Expert teachers rely on their mastery of the subject matter and provide students with clear explanations and demonstrations. Visual learners need knowledge to be presented in a clear and structured manner, which the expert teacher can provide by using diagrams, graphs, and other visual aids such as pictures and videos.

2. Auditory learning style: The formal authority style of teaching is a suitable match for auditory learners. Formal authority teachers convey information in a structured and organized manner, which might be advantageous for auditory learners who need clear and precise explanations. These instructors frequently employ lectures, debates, and group activities for learning reinforcement.

3. Kinesthetic learning style: The personal model teaching style is an ideal match for kinesthetic learners. Personal model teachers model behaviors and offer practical learning experiences to encourage student engagement. Kinesthetic learners need to actively participate in the learning process, which can be facilitated by personal model teachers through interactive exercises and hands-on instruction.

4. Group learning style: The facilitator teaching style is highly effective with group learners. Facilitator teachers encourage group work and teamwork, which is ideal for students who learn best through social engagement. They offer guidance and support as students collaborate to achieve shared objectives. The facilitator teaching style



incorporates a variety of instructional strategies and methods to meet the needs of students with auditory, kinesthetic, visual, group, individual, and tactile learning preferences. For example, a facilitator may use debates, lectures, or oral presentations to accommodate auditory learners. To accommodate kinesthetic learners, they may incorporate hands-on activities or group projects that involve movement or physical manipulation of materials. To accommodate visual learners, a facilitator may use visual aids such as diagrams, graphs, and videos or provide written materials that students can see and read. To accommodate group learners, a facilitator may use collaborative activities, group discussions, and team projects. To accommodate individual learners, they may provide independent study opportunities, self-directed learning activities, and one-on-one guidance. To accommodate tactile learners, a facilitator may use manipulatives, tactile learning materials, and hands-on activities that involve physical interaction with objects. By applying a range of teaching techniques and strategies that cater to diverse learning types, a facilitator can establish an inclusive and productive learning environment for all students, regardless of their preferred learning style.

5. Individual learning style: The delegator style of instruction works successfully with individual types of students. Delegator instructors encourage students to take charge of their own education and provide them with the tools and assistance they require to succeed. Delegator instructors may provide individual students with the autonomy and flexibility they need by letting them choose their own objectives and proceed at their own pace.

6. Tactile learning style: The personal model teaching style also matches well with tactile learners. Tactile learners need hands-on experiences to fully understand concepts. Teachers who use the personal model style of teaching can provide tactile

learners with opportunities to participate in activities that require manipulating items and materials, helping them fully comprehend topics.

It is crucial to remember that these are not strict guidelines, and students and teachers may have more than one preferred learning and teaching style. To engage pupils with different learning preferences, effective teachers frequently use a range of teaching methods.

### **2.1.9. Data Collection Procedure**

To collect data for this investigation, a multi-method approach was used. Over the course of two days, a questionnaire was administered to students to collect data on their learning style preferences. Second, during a one-week period, interviews were conducted with instructors to gain insight into their teaching styles and awareness of their students' learning styles. Finally, five classroom observations were carried out over the course of a week to observe the learning and teaching styles of third-year middle school students and instructors, cross-check the information gathered through the students questionnaire and the teachers interview, and assess whether the teachers' teaching styles align with the students' learning style preferences or not. The combination of various data-gathering methods enabled a thorough and detailed understanding of the complex and dynamic process of classroom learning and teaching. To strengthen the reliability of our findings, we triangulated data from multiple sources and provided insights that could guide future educational practice and research.

### **2.1.10. Data Analysis Procedure**

In this study, questionnaire data were analyzed by calculating the number of "yes" and "no" responses to each question from all participants and dividing it by the total number

of participants to determine the percentage of "yes" and "no" responses for each question related to learners' learning style preferences. To determine the percentage of each learning style, the sum of affirmative responses was computed for each section and divided by the total number of statements in that section, which is four.

The interview data, on the other hand, underwent content analysis (Patton, 2002) to develop a comprehensive understanding of the teachers' perspectives on their teaching styles and gather more in-depth information.

In terms of the checklist data, numerical values were assigned to the frequency of responses to compute the proportion of each statement in each session. A value of 1 was given to 'often,' 0.5 to 'sometimes,' and 0 to 'never.' For each statement, the assigned value was multiplied by 100 to obtain the percentage. For example, if the frequency of the first statement of the learning styles section in the first session was 'often,' a value of 1 was assigned, and the percentage was computed by multiplying it by 100, resulting in a value of 100%. The assigned frequency values for each statement were totaled over all sessions and multiplied by 100 to obtain the final percentages. Finally, the total was divided by the number of statements in each section. For instance, if the frequency values given to the first statement in the learning styles section for all 5 sessions were 1, 1, 1, 1, and 1, the total would be 5. Afterward, the total was multiplied by 100 and divided by 5 (the number of statements in the learning styles section) to obtain the final percentage, which is 100%.

## **Section Two: Data Analysis and Interpretation**

For reminder purposes, this study aims to investigate the perceptual learning style preferences (PLSPs) of students and the teaching style preferences of teachers. Additionally, the goal of this study is to identify any potential match or mismatch between the students' perceptual learning style preferences and the teachers' teaching style preferences. To achieve these objectives, the descriptive and statistical analysis of the responses obtained from the student questionnaire (i.e., the perceptual learning style questionnaire), the teachers interview, and the classroom observation checklist will be described in the following sections.

### **2.2.1. Data Analysis and Interpretation of the Students Questionnaire**

This study involved a total of 52 students, including both females and males. The students' demographic profiles, including their gender and age, are presented below.

#### ***2.2.1.1. Part One: Personal Information***

##### **Table 10**

*Students' Gender*

	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	26	50%
<b>Female</b>	26	50%
<b>Total</b>	52	100%

Based on the data presented in Table 10, there are 26 students of each gender, with an equal number of male and female students. The gender distribution is balanced at 50% for both males and females. This indicates that the group under investigation is not biased towards any specific gender.

**Table 11***Students' Age*

<b>Age</b>	<b>Frequency</b>	<b>percentage</b>
13	26	50%
14	15	28.8%
15	11	21.2%
<b>Total</b>	52	100%

As per Table 11, the majority of learners in the current study fall between the ages of 13 and 15. Half of the entire sample consists of 26 pupils who are 13 years old on average. Additionally, 15 students are 14 years old, which represents 28.8% of the total population and ranks as the second highest frequency age group. The remaining 11 pupils, corresponding to 21.2% of the total population, are on average 15 years old. It is important to

note that students who are 15 years old represent a group of students who previously failed to pass the year and subsequently repeated it.

### *2.2.1.2. Part Two: What Learning Styles do Students Prefer when Learning English?*

#### **Section A: The Visual Learning Style**

**Table 12**

*Descriptive Statistics on EFL Learners' Visual Styles*

<b>Visual learners</b>	<b>Yes</b>	<b>No</b>
I learn best by reading what the teacher writes on the board and/or PowerPoint presentations.	69.2%	30.8%
When I read instructions, I learn them better.	80.8%	19.2%
I understand language better with written notes than oral explanation.	71.2%	28.8%
I learn more by reading textbooks than by listening to lectures.	82.7%	17.3%

Table 12 displays the descriptive statistics on the visual learning styles of EFL learners. The first statement suggests that 69.2% of visual learners learn best by reading what the teacher writes on the board and/or on PowerPoint presentations, while 30.8% do not. The

second statement indicates that 80.8% of visual learners learn instructions better when they read them, while 19.2% do not. The third statement presents a similar finding to the first statement, with 71.2% of visual learners indicating that they learn better when they read instructions, while 28.8% do not. Finally, the last statement has the highest rating with 82.7% of visual learners preferring to learn by reading textbooks than by listening to lectures, while only 17.3% do not.

When examining the preference for visual learning among third-year middle school students within the framework of Piaget's theory, several factors come into play. Firstly, during the formal operational stage, individuals develop the ability to think in abstract terms and manipulate mental representations. Visual aids provide a concrete and visual representation of abstract concepts, making them easier to comprehend and work with. By visually representing information, students can bridge the gap between abstract ideas and concrete understanding, thereby facilitating their cognitive development.

Secondly, visual learning aligns with the development of logical reasoning skills in the formal operational stage. Visual aids can help students organize and structure information, allowing them to analyze and evaluate complex relationships between concepts. The use of visuals enables students to engage in logical reasoning by visually identifying patterns, making connections, and drawing conclusions. Moreover, the preference for visual learning can be attributed to the increased capacity for metacognition in the formal operational stage. Metacognition refers to the ability to reflect on and regulate one's own thinking processes. Visual aids provide students with a means to visually organize their thoughts, monitor their understanding, and identify areas that require further clarification or elaboration. This metacognitive awareness supports students in becoming more independent learners and taking an active role in their learning process.

Furthermore, visual learning can enhance memory and recall. The use of visual cues and imagery can improve memory encoding and retrieval, enabling students to retain and recall information more effectively. This is particularly relevant in the formal operational stage, as students engage in higher-level thinking and complex problem-solving tasks that require the integration of multiple pieces of information.

## Section B: The Auditory Learning Style

**Table 13**

*Descriptive Statistics on EFL Learners' Auditory Styles*

<b>Auditory learners</b>	<b>Yes</b>	<b>No</b>
I remember things I have heard in class better than things I have read.	80.8%	19.2%
I learn better in class with oral instructions.	84.6%	15.4%
I learn better in class when listening to a lecture (instead of reading a book).	78.8%	21.2%
I like teachers spending most of the time on explanation when presenting the lesson	80.8%	19.2%

The data demonstrated in Table 13 provides descriptive statistics on the auditory learning styles of EFL learners. The findings on auditory learning styles show that the learners are aware of their learning styles and have a strong preference for the four statements. The percentages of their preferences were also noteworthy. The first statement indicates that 80.8% of auditory learners remember things they have heard in class better than things they



have read, while 19.2% do not. The data suggests that students prefer to learn by hearing, whether from teachers or classmates. This preference becomes even more apparent in their strong preference towards the second statement, which has the highest score. Specifically, 84.6% of auditory learners learn better in class with oral instructions, while 15.4% do not. Regarding the third statement, 78.8% of auditory learners indicating that they learn better in class when listening to a lecture, while 21.2% do not. Finally, their considerable preference for the fourth statement confirms this once again. Particularly, 80.8% of auditory learners like it when teachers spend most of the time explaining when presenting the lesson, while only 19.2% do not.

Jean Piaget's theory of cognitive development may help explain why third-year middle school students prefer auditory learning styles when learning English. These students are in the formal operational stage, which typically begins around age 12 and lasts into adulthood. During this stage, individuals develop the ability to think abstractly, logically, and systematically, enabling them to understand complex concepts and hypothetical scenarios. They also learn to plan ahead, anticipate outcomes, and draw conclusions based on various possibilities. Individuals in the formal operational stage may prefer auditory learning because they can process and retain complex information by listening and discussing ideas. This preference for auditory learning could be especially relevant for third-year middle school students learning a second language like English.

In addition, the ability to think abstractly and logically can enhance students' comprehension and usage of grammar and syntax, which are essential components of language acquisition. Consequently, when studying English, pupils may be more inclined to adopt an auditory learning approach. According to Reid (1987), auditory learners acquire lesson information through verbal lectures, conversations, talking things through, and

listening to others. This style of learning can improve students' listening and speaking skills, which are critical for language acquisition. Moreover, in a classroom setting, instructors can use auditory methods such as lectures, discussions, and group activities to engage learners and facilitate language acquisition, further reinforcing the preference for an auditory learning style.

### Section C: Kinesthetic Learning Styles

**Table 14**

*Descriptive Statistics on the EFL Learners' Kinesthetic Style*

<b>Kinesthetic learners</b>	<b>Yes</b>	<b>No</b>
I like to be involved physically in the classroom experiences. (E.g., project presentation with pictures).	88.5%	11.5%
I prefer to learn by doing practical work in class, instead of reading handouts given by the teacher.	80.8%	19.2%
When I do things in class, I learn better. (E.g., Giving directions using a map).	67.3%	32.7%
I understand things better in class when I participate in activities (e.g., playing the role of a tourist).	84.6%	15.4%

The given data in Table 14 shows descriptive statistics on the kinesthetic learning style preferences of EFL learners. The data collected indicates that these learners possess

knowledge of their preferred learning styles and exhibit a significant inclination towards the four provided statements. Furthermore, the percentages representing their preferences are substantial. The first statement received the highest score, indicating that 88.5% of participants prefer to engage in physical activities during classroom experiences, such as project presentations involving pictures. The second statement also highlights that 80.8% of participants favor learning through practical work in class instead of reading handouts provided by the teacher. The third statement suggests that participants learn better when actively engaged in class, such as giving directions using a map, and has a percentage of 67.3%. Finally, the fourth statement received the second-highest score, demonstrating that 84.6% of participants comprehend concepts better in class when participating in activities, such as role-playing a tourist. Additional details are available in the table above.

Third-year middle school students' preference for kinesthetic learning, which involves hands-on activities and movement, can also be explained by their developmental stage. Middle school students experience significant physical transformations and an increase in energy during this time. As they approach adolescence, students often become more physically active and engaged with their environment, making kinesthetic learning more appealing. They have a higher demand for physical exercise and may become restless if forced to remain still for prolonged periods. Kinesthetic learning helps individuals channel their energies and engage in physical activity while learning. Additionally, third-year middle school students are working on improving their motor skills and coordination, which kinesthetic learning can support. Hands-on activities such as creating models, conducting experiments, or participating in simulations can aid in the development of pupils' fine motor (e.g., writing, drawing, etc.) and gross motor (e.g., walking, running, etc.) abilities.

Furthermore, kinesthetic learning can improve middle school students' ability to retain information. Research has demonstrated that students who physically engage in the learning process are more likely to remember and understand what they have learned. This aligns with the wise words of the renowned Chinese philosopher Confucius who famously stated, "Tell me and I'll forget; show me and I may remember; involve me and I'll understand." This highlights the significance of active participation in learning, which is critical for students to attain a comprehensive understanding of the subject matter. Kinesthetic learning can also aid students in linking various concepts and enhancing their problem-solving skills.

#### **Section D: Individual Learning Styles**

**Table 15**

*Descriptive Statistics on the EFL Learners' Individual Style*

<b>Individual learners</b>	<b>Yes</b>	<b>No</b>
I prefer to solve problems by myself first.	73.1%	26.9%
I learn best by working individually.	65.4%	34.6%
When something is difficult in the lesson, I try to understand it by myself first.	57.7%	42.3%
I learn more when I can make something by myself. (E.g., Giving a poster presentation).	92.3%	7.7%

The data in Table 15 illustrates descriptive statistics of individual learning styles of EFL learners. The first statement indicates that a significant proportion of participants,

namely 73.1%, prefer to independently solve problems, while 26.9% do not exhibit this learning style preference. The second statement highlights that 65.4% of participants prefer to learn individually, whereas 34.6% do not. Regarding the third statement, 57.7% of participants attempt to comprehend difficult lessons on their own before seeking assistance, while 42.3% do not follow this style. Lastly, the fourth statement demonstrates the highest score, with 92.3% of participants indicating that they learn more effectively when they can create something independently. In comparison, only 7.7% do not prefer this learning style. Further details can be found in the above table. It is noteworthy that the statements in the individual section are related to the learner's ability to be self-sufficient and independent.

The findings that third-year middle school pupils prefer individual work can provide insights into their learning traits and behaviors. These findings imply that these students prioritize autonomy, self-direction, and personal responsibility in their learning. They display confidence and determination to take charge of their education. Their preference for working independently suggests that these pupils have developed a sense of self-efficacy and a strong belief in their own abilities to undertake tasks and solve problems. They may have matured to the point where they can work independently and accept responsibility for their academic progress. These students may also have a strong sense of individuality and value the opportunity to pursue their own interests, explore at their own pace, and engage in self-directed learning. They are inspired by the challenge of independent work and find satisfaction in achieving personal objectives and successes.

Furthermore, their tendency for working autonomously suggests that these students have acquired crucial skills such as reflective thinking, self-evaluation, and critical thinking. They can comprehend information, make smart decisions, and accept responsibility for their own learning outcomes.

## Section E: Group Learning Styles

**Table 16**

*Descriptive Statistics on the EFL Learners' Group Style*

<b>Group Learners</b>	<b>Yes</b>	<b>No</b>
I enjoy working on an assignment with two or three classmates.	86.5%	13.5%
I learn more when I discuss with other students.	69.2%	30.8%
I feel motivated when I work with other students.	65.4%	34.6%
I learn more when I make something for a group project.	80%	20%

Table 16 displays the descriptive statistics of EFL learners' preferences for group learning styles. The first statement received the highest rating, indicating that 86.5% of participants enjoy working on assignments in small groups of two or three classmates, with only 13.5% showing a preference for individual work. The second statement shows that 69.2% of participants learn better when they engage in discussions with their peers, while 30.8% prefer not to work in this way. The third statement indicates that 65.4% of students feel motivated when working with others, while 34.6% do not favor group work. Lastly, the fourth statement highlights that 80% of participants, a majority of the group, find group projects to be more effective for learning, while the remaining 20% prefer other approaches. The table above provides further details.

The finding that 86.5% of participants display a preference for engaging in assignments with two or three classmates underscores an inclination towards group learning. This observation implies that these learners perceive group work activities as effective and beneficial. The preference for group learning styles among third-year middle school students

learning English may be influenced by the educational objectives of the curriculum in today's education system.

In the current educational curriculum implemented for teaching English at the middle school level, the emphasis is on helping students acquire basic communication skills that they can apply in real-world situations. Therefore, instead of passive learning, students are encouraged to actively engage in the classroom. Compared to subjects like mathematics, the teaching of English requires more interaction with teachers and peers in order to practice and apply the language effectively. In other words, English teaching necessitates greater engagement with professors and peers to facilitate language practice and application within the classroom setting. By working collaboratively in groups, students have the opportunity to actively engage with their classmates, practice their English skills, and apply what they have learned in a supportive and interactive environment.

## **Section F: Tactile Learning Styles**

**Table 17**

*Descriptive Statistics on the EFL Learners' Tactile Style*

<b>Tactile Learners</b>	<b>Yes</b>	<b>No</b>
I learn best when I can physically manipulate objects or materials	75%	25%
I enjoy hands-on activities and experiments in class	73.1%	26.9%
I like taking notes and drawing diagrams during lectures or discussions to help me remember information	76.9%	23.1%
I learn best when I can use my hands to create something (e.g., building a house)	75%	25%

Table 17 presents descriptive statistics of EFL learners' tactile learning styles, which appear to be highly preferred by the participants. The first statement reveals that 75%

of participants exhibit a preference for physically manipulating objects or materials to enhance their learning experience, while 25% do not share the same preference. The second statement indicates that 73.1% of participants enjoy engaging in hands-on activities and experiments during class, whereas the remaining 26.9% do not prefer this approach. Similarly, the third statement reports that 76.9% of participants prefer to take notes and draw diagrams during lectures or discussions to aid in their retention of information, in contrast to the 23.1% who do not follow this method. Finally, the last statement reports that 75% of participants learn best when they can utilize their hands to create something, such as building a house, while the remaining 25% do not prefer this method.

The fact that 75% of participants exhibit a preference for physically manipulating objects or materials indicates a strong inclination towards tactile learning. This suggests that these learners benefit from hands-on experiences and find them effective in enhancing their understanding and retention of information. Students in the formal operational stage can derive significant benefits from tactile learning for several reasons. Firstly, tactile learning engages their senses, enhancing the overall learning experience by providing sensory stimulation and feedback. Secondly, tactile learning allows students to physically manipulate objects and materials, enabling them to embody and internalize abstract concepts, which aligns with the concept of embodied cognition. Additionally, tactile learning complements other learning modes, such as visual and auditory, promoting multi-modal learning and reinforcing understanding through different sensory channels.

Furthermore, tactile learning follows the principles of experiential learning, encouraging active engagement and personal experience as students participate in hands-on activities and learn from their own direct experiences. Lastly, tactile learning facilitates the practical application of abstract concepts, enabling students to bridge the gap between



theoretical knowledge and real-world application. By incorporating tactile learning strategies, educators can create enriched learning environments that cater to the needs of students in the formal operational stage, promoting deeper understanding and active engagement in the learning process.

**Table 18**

*Third-Year Middle School Students' Learning Styles Preferences when Learning English*

<b>Learning styles</b>	<b>Percentage</b>
Visual	76%
Auditory	81.2%
kinesthetic	80.3%
Individual	72.1%
Group	75.3%
Tactile	75%

Table 18 presents the favored learning styles of third-year middle school students in their English learning. The results reveals that the majority of participants favor auditory learning as their primary style, with 81.2% of students indicating a preference for it. Kinesthetic learning follows closely behind, with 80.3% of students showing a preference for this style. Visual learning ranks third, with 76% of students indicating a preference for it. The group and tactile learning styles also garnered moderate preferences, with 75.3% and 75% of students indicating a preference for each style, respectively. Although individual learning was the least preferred style, it still received a relatively high preference rate of 72.1%. It can be observed that there is not a significant difference between the students' preferences for the different learning styles, with the percentages being close to each other. The highest preference rate was for auditory learning at 81.2%, and the lowest was for individual learning at 72.1%, representing a difference of 9.1%.

A general analysis of the data on the preferred learning style of participants showed that the auditory learning style is the most favored by third-year ESL learners at Bachir Ibrahim Mila Middle School. Kinesthetic and visual learning styles also received major preferences, followed by group and tactile learning styles as moderate preferences, and then individual learning styles as the least preferred. The questionnaire responses indicate that while the auditory style is the strongest, there were significant preferences for kinesthetic style (which involves physical movement for effective language acquisition) and visual style (which requires a visual presentation of the lesson). It is worth noting that the percentages of all learning styles were very similar (with only a 9.1% difference between the highest and lowest style).

Third-year middle school students, who are in the formal operational stage of cognitive development, exhibit preferences for different learning styles. When studying

English, they tend to lean towards auditory learning, which aligns with their ability to think abstractly and logically. This preference allows them to process complex information through listening and engaging in discussions, ultimately enhancing their understanding and usage of grammar and syntax.

Additionally, these students also show a preference for kinesthetic learning, which can be attributed to their developmental stage and increased physical activity. Kinesthetic learning allows them to participate in hands-on activities and movement, catering to their energetic nature and need for physical exercise. It supports the development of fine and gross motor skills while aiding in information retention. Active participation in the learning process fosters a deeper understanding of concepts and enhances problem-solving skills. Through kinesthetic learning, students have the opportunity to connect different concepts and apply their knowledge in practical ways.

Moreover, the inclination towards visual learning in third-year middle school students can be ascribed to the cognitive advancement experienced during the formal operational stage as well. Visual aids play a crucial role in helping students grasp abstract concepts, develop logical reasoning skills, and enhance metacognitive abilities. By incorporating visual elements into the learning process, educators can effectively engage and support the cognitive growth of students in this stage. Visual learning also improves memory and recall, which proves valuable in higher-level thinking and problem-solving tasks.

## **Table 19**

*Learning Styles Preferences of Male and Female Students*

<b>Sex</b> (%)	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>	<b>Individual</b>	<b>Group</b>	<b>Tactile</b>
<b>Male</b>	69.5%	78.8%	76.9%	67.3%	75%	75.1%
<b>Female</b>	56.7%	80.7%	74%	57.7%	75%	67.3%

Table 19 illustrates the preferred learning styles of male and female students. The results reveal that both genders have a slight inclination towards visual, auditory, and kinesthetic learning styles. Specifically, male students exhibit a higher preference for visual learning styles (69.5%) compared to female students (56.7%), while female students tend to have a stronger inclination towards auditory learning style (80.7%) compared to male students (78.8%). Likewise, male students manifest a preference for kinesthetic learning style (76.9%) compared to female students (74%). Regarding learning in groups or individually, the findings indicate that both male and female students share similar preferences, with male students slightly favoring individual learning style (67.3%) compared to female students (57.7%). Nonetheless, both genders exhibit a similar high preference for learning in groups (75%). Furthermore, both male and female students exhibit a strong preference for tactile learning style, with 75.1% and 67.3%, respectively.

According to the findings presented in Table 19, it appears that there are no significant differences in the preferred learning styles of male and female students. While male and female students display slight differences in their preferences for visual, auditory, and kinesthetic learning modes, both genders exhibit a preference for all three modes. Moreover, the data indicated that male and female students have comparable preferences for studying either in groups or individually, with male students showing a slightly stronger preference for individual learning. However, both genders demonstrate a considerable

preference for group learning. Additionally, both male and female students favor tactile learning styles, with no statistically significant difference between them. Overall, these data suggest that gender does not play a significant role in determining the preferred learning styles of middle school students.

**Table 20**

*Learning Styles Preferences of Students Based on Age*

<b>Age</b> <b>(%)</b>	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>	<b>Individual</b>	<b>Group</b>	<b>Tactile</b>
<b>13</b>	76.8%	86.6%	75%	59.8%	78.5%	74%
<b>14</b>	75%	87%	74.7%	60%	75.8%	69.6%
<b>15</b>	71.8%	88.9%	68.1%	62.7%	40%	63.6%

Table 20 presents the preferred learning styles of students based on their age. The findings suggest that students' preferences for learning modes vary as they age. Specifically, their preference for auditory learning tends to slightly increase, while their preference for visual and kinesthetic learning tends to decrease. For instance, the proportion of students who prefer visual learning decreases from 76.8% at age 13 to 71.8% at age 15, while the proportion of those who prefer auditory learning increases from 86.6% to 88.9% during the same period. Similarly, the percentage of individuals who prefer kinesthetic learning decreases from 75% to 68.1% between the ages of 13 and 14. In terms of individual learning style, it remains fairly consistent across age groups, except for those between the ages of 13 and 15, where the proportion slightly rises from 59.8% to 62.7%. However, the percentage of students who prefer group learning decreases from 78.5% to 75.8% at ages 13 and 14 before dropping further to 40% at age 15. Similarly, the percentage of pupils who prefer tactile

learning declines from 74% at age 13 to 63.6% at age 15, with a significant decrease observed mostly among those aged 13–14.

The findings indicated that there are no significant differences in students' preferences for learning modes, except for those aged 15 who tend to avoid group work. This could be due to the fact that many 15-year-olds are mainly those who have repeated the year, making them study with younger students which may make it difficult for them to socialize and collaborate effectively.

### 2.2.2. Data Analysis and Interpretation of the Teachers Interview Response

Four (4) teachers were selected for interviews to obtain more detailed explanations to support the research questions. The content analysis method was used to analyze the results of the interviews. First, the participants' profiles are presented in the table below.

**Table 21**

*Profile of Teacher Participants in the Interview*

<b>Teacher A</b>	Gender: Female TE: 29 AQ: certificate from the higher teachers' institute	<b>Teacher C</b>	Gender: Female TE: 29 AQ: certificate from the higher teachers' institute
<b>Teacher B</b>	Gender: Female TE: 29 AQ: certificate from the higher teachers' institute	<b>Teacher D</b>	Gender: Female TE: 28 AQ: certificate from the higher teachers' institute

It should be noted that all the chosen teachers are highly experienced educators. Additionally, due to a significant lack of male instructors, all the English teachers at the

middle school were female. As shown in Appendix B, the interview reports of the EFL instructors were evaluated based on two key themes: the teachers' knowledge of their teaching styles (questions 3, 4, 5, 6, 7, 8, 9, 10, and 11) and their awareness of their students' learning styles (questions 12 and 13). To indicate pauses in thought or when the interviewee was searching for the right words, square brackets (...) were used as transcriptional symbols.

#### ***2.2.2.1. EFL Teachers' Awareness of their Own Teaching Styles***

All of the EFL instructors interviewed stated that they are committed to guiding their students since it is a fundamental and essential responsibility of their role in the classroom. They believe that teachers should provide their students with guidance in a number of ways, including establishing clear learning objectives to ensure that they fully comprehend what is expected of them and how their progress will be monitored. They also provide regular feedback on their performance to assist them in understanding their strengths and weaknesses.

Developing students' autonomy was highlighted as an equally important goal by all of the interviewed EFL teachers. They noted that students should be encouraged to work independently without solely relying on their teachers. According to interviewees A and C, the process of developing autonomy is related to the teacher's style of teaching. They acknowledged that while students can never achieve 100% autonomy, they always require the teacher as a facilitator or guide to provide direction. All of the interviewees agreed that providing detailed knowledge is crucial while also leaving room for students to complete tasks independently. Interviewee B argued that to develop independence in learners, teachers must refrain from dominating the learning process and allow students to engage themselves. This emphasizes the importance of the facilitator teaching style, as opposed to the traditional view where the teacher is seen as the primary source of knowledge. The interviewed teachers agreed that giving students tasks and activities is an effective method to evaluate their understanding and level, which ultimately fosters their autonomy.

Half of the teachers stated that they do not actively solicit their students' feedback on the lessons or methods of instruction. However, they do prioritize ensuring that their courses are delivered in a clear, intelligible, and simple manner using a range of teaching strategies. The other half of educators, on the other hand, argue for including student viewpoints as key stakeholders and active participants in the teaching-learning process. Teachers can obtain a better understanding of their students' learning requirements and alter their teaching methods by soliciting their comments and ideas. The teaching process becomes more collaborative, responsive, and successful as a result.

In regards to giving feedback to students, the interviewees expressed varied opinions depending on specific circumstances. A common viewpoint among the majority was that the behavior of the students could guide the establishment of classroom rules to maintain control, with criticism being necessary for improving learning outcomes. However, Interviewee D preferred to provide positive feedback, as she recognized that negative feedback could have detrimental effects on students, leading to demotivation or dislike for the teacher. While acknowledging the importance of addressing negative points or mistakes, she emphasized the need to maintain a structured classroom environment.

The belief in the significance of being a role model in teaching is shared among all the participants in the study. According to Interviewees A and D, it is crucial for educators to exhibit positive behaviors, given that students tend to imitate the behaviors and gestures of those around them. This encompasses being on time, taking care of personal belongings and school property, using polite language, and even simple actions such as properly buttoning up a uniform collar. Interviewee A explained: "I told my students not to button up their uniform collars the moment they see me not doing mine".



The majority of interviewees agreed that effective teaching is the result of multiple factors. The primary factor identified was differentiating instruction, followed by teaching experience, the breadth of knowledge of the teacher, and the level and attentiveness of the students being taught. Interviewee C emphasized the importance of students' comprehension and engagement in the learning process, stating that an ineffective teaching approach involves delivering information without any corresponding acquisition, understanding, or reaction from the students or even participation. Interviewee D noted how important it is to utilize a range of teaching styles to ensure the engagement and understanding of the students.

According to the interviewees, their previous learning experiences have influenced their teaching styles. However, they have undergone a transformation from being mere learners to evaluators. Over time, they have recognized the importance of observing and highlighting aspects such as students' facial expressions, mentalities, and behaviors. They have learned from the mistakes made by their previous teachers who, although excellent, were authoritative in their approach. The interviewees were particularly influenced by teachers who acted as facilitators rather than strict authority figures.

The teaching styles of the EFL teachers interviewed, namely A, B, and C, are flexible and adaptable. Rather than relying on a single approach, they use a variety of teaching methods and make every effort to adjust their methods to suit the particular circumstances, including the students' needs, the learning environment, and data from the middle school. According to interviewee B, most teachers in the middle school emphasize creating an environment where students are encouraged to be active participants in the learning process. Interviewee C highlighted the importance of ensuring that students are actively engaged by using a question-answer process to confirm understanding and by incorporating physical movement to capture their attention. Interviewee D stated that she prefers a facilitator style,

which involves simplifying complex concepts to make them accessible to students. Interviewee D expressed, "(...) I like simplifying things; the simplest is the best; this is my model." All interviewees agreed that visual aids are useful tools for teaching.

#### ***2.2.2.2. EFL Teachers' Awareness about their Learners' Learning Styles***

In terms of EFL teachers' awareness of their students' learning styles, Interviewee D stated that any teacher could easily determine this through simple strategies such as questioning to differentiate between attentive listeners and those who are not. Interviewee C, on the other hand, claimed that identifying students' learning styles is not immediately apparent but rather requires spending time with them. While acknowledging that teachers cannot cater to every learning style, they can expand their knowledge of different types of learners to better support their education. Interviewees A and B admitted to not having extensive knowledge about their students' learning styles. Instead, they prefer to deliver lectures according to their own teaching styles, noticing that some students are more engaged with visual aids. Interviewee B added that she makes an effort to use different teaching strategies every time in an attempt to meet as many learning styles as possible in case her knowledge about her students' learning styles is limited or insufficient.

When it comes to lesson preparation, Interviewee B aims to accommodate the varying abilities of their students by selecting materials that are inclusive and satisfy everyone. Interviewee C emphasized the importance of repeating strategies that have worked in the past. Interviewee A, on the other hand, relies on her prior experience to plan her lessons. Interestingly, Interviewee D claimed that she strives to develop lesson plans that incorporate a range of teaching techniques and learning activities, such as visual aids, inviting students to the board, discussions, and individual work, to ensure that all students can engage with the material in a way that works best for them. Therefore, in practice, all learning styles are considered in the classroom.

The interviews with experienced teachers provided valuable advice for novice instructors. Firstly, expanding knowledge is essential to meet the demands of learners, and using various teaching styles can accommodate different learning styles. Secondly, observing experienced teachers in action can be beneficial for new instructors to compare theory with practice. Thirdly, novice teachers should keep in mind that they are teaching a diverse group of students with varying learning styles, including auditory, kinesthetic, and visual learners, etc. Understanding students' learning styles and needs is crucial for effective teaching. Fourthly, it takes time and effort to develop effective teaching styles that cater to students' requirements. Finally, controlling the classroom, understanding the students' level, and adopting an engaging teaching style are crucial for students to enjoy and learn effectively.

The semi-structured interview consisting of 14 questions provided sufficient evidence that third-year EFL teachers at Bachir Ibrahim Mila Middle School have multiple teaching styles, with the facilitator teaching style being the most preferred one. Several indicators given by the interviewees showed these results. Committing to guiding students, which, as they stated, is a fundamental and essential responsibility of their role in the classroom, encouraging students to work independently and develop their autonomy, while also providing guidance and direction when necessary, in addition to adapting different teaching styles to suit students' needs and circumstances, and providing regular feedback. All of these are signs and characteristics of the facilitator teaching style. Interviewee D explicitly declared that she is a facilitator teacher; she said, "(...) I like simplifying things; the simplest is the best; this is my model."

From the responses provided by the interviewees, we can infer that besides the facilitator style, the other teaching style mentioned is the delegator teaching style. The delegator teacher is characterized by delegating responsibility to students, acting as a facilitator or guide, providing guidance when necessary, but allowing students to take control

of their learning process to enhance their autonomy. The delegator teacher trusts the students to take ownership of their learning, in addition to providing a supportive environment that encourages creativity and independence.

The official curriculum for middle school in Algeria does not specifically encourage a certain teaching style. However, the curriculum stresses the incorporation of engaging and interactive teaching techniques that involve learners in the learning process. It also encourages instructors to employ a variety of teaching strategies that accommodate their students' diverse learning styles. Teachers are expected to employ a learner-centered approach to teaching, focusing on facilitation rather than material delivery. In this way, the curriculum encourages instructors to use a facilitator teaching style, in which the teacher serves as a guide or facilitator rather than a typical authoritative figure. The facilitator style values cooperation, problem-solving, and active participation in the subject matter. Teachers are encouraged to establish a setting for learning that promotes interaction and empowers students to take charge of their education.

The curriculum's promotion of formative evaluation and feedback to track student development and modify instructional strategies as needed is also consistent with the delegator teaching style. In this style, teachers enable students to take ownership of their own learning and encourage them to work independently.

Overall, the Algerian educational system explains why the facilitator teaching style is preferred. It encourages instructors to employ a learner-centered approach to the learning process, emphasizing collaboration, engagement, and active participation. Although the curriculum does not explicitly promote a specific teaching style, the facilitator and delegator teaching styles align well with the curriculum's goals and objectives.

Brown (2003) declared that students' learning styles and achievement are normally improved when the learning and teaching styles match. Based on the responses of the interviewees, it appears that some teachers in middle school may be aware of their students' learning styles, while others may not have extensive knowledge about them. Yet, they make an effort to use different teaching strategies and methods to meet the needs of all their students, indicating that they recognize the importance of catering to different learning styles.

### **2.2.3. Data Analysis and Interpretation of the Classroom Observation Checklist**

Five classroom observation sessions were carried out with two different teachers and two different classes that had previously filled out the questionnaire. These observations were conducted as part of the practical portion of this research. These sessions included a range of lessons that allowed for the observation of various teaching and learning styles. The goal of this observation was to gain insight into both students' and teachers' learning and teaching styles in order to explore whether both styles match or not. A checklist was used to guide the classroom observation procedure. Tables detailing the percentage of each classroom observation checklist used for each session in this study are displayed in Appendix E. The table below shows the final percentage and a detailed analysis of the observations.

#### **2.2.3.1. Section One: Learning Styles**

**Table 22**

*Descriptive Statistics of the Checklist Learning Styles Section*

<b>Statement</b>	<b>Percentage</b>
Students tend to look at the board, take detailed notes, and react positively to visual stimuli such as pictures.	100%
Students prefer to listen to teacher's explanation, verbal instruction, discussions, and lectures	100%
Students actively participating in tasks that require bodily engagement.	50%

Students engage in activities that involve handling and manipulating objects, such as experiments.	0%
Students engage in collaborative, group learning activities.	0%
Students engage in individual, self-directed learning activities.	25%

Table 22 presents the descriptive statistics obtained from the learning styles section of the observation checklist. These statistics provide insights into the preferred learning styles of the students observed in the classroom. According to the data, all students in the sample (100%) exhibited a visual learning preference, learning best by looking at the board and responding well to visual aids such as diagrams, pictures, and videos. Similarly, all students in the sample (100%) demonstrated a preference for auditory learning, indicating that they learn best through listening to lectures and verbal instructions. However, only 50% of the students exhibited a kinesthetic learning preference, actively engaging in tasks that require physical movement. Furthermore, a mere 25% of the sample showed an individual learning preference. Surprisingly, none of the observed students engaged in activities that involved tactile learning or collaborative group learning.

Statistics obtained from the learning styles section, which provides insights into the students' preferred learning styles in the current study observed in the classroom, indicate that all students in the sample (100%) tend to be auditory and visual learners, with kinesthetic learners following closely behind (60%). A comparison of the results from the learning styles section of the checklist and the questionnaire shows discrepancies in the preferred learning styles of students. While the checklist shows an equal preference for visual and auditory learning styles, with kinesthetic learning styles following closely behind, the questionnaire reveals that third-year middle school students have a preference for auditory learning styles, followed closely by kinesthetic learning styles, with visual learning styles being the third most preferred. Furthermore, according to the findings from the students questionnaire, the

preference for individual learning style was notably lower compared to other learning styles. This finding contrasts with the results obtained from the learning styles section of the checklist, where tactile and group learning styles were ranked as the least preferred options.

These discrepancies between the results of the learning styles section from the checklist and the questionnaire suggest that the classroom environment and teaching methods may be influencing students' learning styles. Specifically, if the teacher primarily uses visual and auditory teaching methods, students may adapt to these methods to succeed in the class. This can be attributed to the fact that students have developed multiple learning styles over time, which enables them to learn using different modes depending on the nature of the teaching methods, materials, or tasks. In other words, students can adapt to any teaching style the instructor is using to deliver the lesson. For instance, learners may utilize a visual learning style when the lesson is explained through visual aids such as pictures, but they may also use kinesthetic or auditory learning styles when participating in an activity that requires movement or listening to the lecture. This adaptability indicates that students are multi-modal learners who can use various learning modes, making it easier for them to succeed regardless of the teaching style used.

Moreover, the differences between the results of the students questionnaire and the learning styles section of the checklist showed a noticeable contrast in how the individual learning style is ranked. The questionnaire suggested that students are less inclined towards the individual learning style, but the checklist does not support this finding. One possible reason for this difference could be the specific teaching methods used by the teacher during the observed sessions. If the teacher prioritized instructional methods that were compatible with the individual learning style, considering their alignment with the content being taught, the encouragement of student self-reliance, and the assessment of comprehension, this

emphasis could contribute to the observed lower ranking of tactile and group learning styles when compared.

### 2.2.3.2. Section Two: Teaching Styles

**Table 23**

*Descriptive Statistics of the Checklist Teaching Styles Section*

<b>Statement</b>	<b>Percentage</b>
The teacher is the primary source of information and concerned with knowledge transmission.	30%
The teacher establish clear rules and expectations for behavior and maintain a sense of control and authority in the classroom.	30%
The teacher' behavior and attitudes serve as an example for students to follow.	40%
The teacher helps students to discover and construct their own knowledge through guiding them by asking questions, exploring options, suggesting alternatives and providing encouragement and support.	100%
The teacher delegate tasks and responsibilities to students to work independently, and encourage them to take on leadership roles.	80%

Table 23 displays descriptive data from the checklist in the Teaching Styles section, which provides insights into the preferred teaching styles of the observed teachers in the current study. The highest percentage score (100%) was obtained by the Facilitator teaching style, where the teacher guides students to discover and construct their own knowledge. The second highest percentage score (80%) was for the Delegator teaching style, where the teacher assigns tasks and responsibilities to students to work independently. The Personal Model teaching style, where the teacher's behavior and attitudes serve as an example for students to follow, was the third most used teaching style (40%). The observed teachers also used the Expert teaching style (30%), where the teacher is the primary source of information, and the Formal Authority teaching style (30%), which focuses on setting clear rules and expectations for behavior and maintaining control and authority in the classroom.



According to the data gathered from the teaching styles section, which provides information on the preferred and observed teaching styles in the classroom, the statistics reveal that teachers have a diverse range of teaching styles at their disposal, with the facilitator teaching style being the most favored. These findings are consistent with the teachers' interview and indicate that the teachers at the middle school level are adaptable to meet the needs of different learners and various learning situations. For example, teachers may use a more facilitative approach for teaching complex topics, but a more directive approach when teaching basic skills. Ultimately, having the ability to use multiple teaching styles is a valuable skill for teachers, as it enables them to engage and support diverse learners in the classroom.

#### **2.2.4. Discussion of the Main Findings**

An examination of the data pertaining to learning style preferences among third-year learners from the students' questionnaire at Bachir Ibrahim Mila Middle School indicated that the auditory learning style is the most favored. Additionally, kinesthetic and visual learning styles were identified as major preferences, while group and tactile learning styles were deemed moderate, and individual learning styles were the least preferred. The questionnaire responses revealed that although the auditory style was the strongest preference, significant inclinations were also observed towards the kinesthetic style and the visual style, demonstrating that third-year learners are multi-modal learners. In terms of gender differences in learning style preferences, the data indicate that gender does not play a substantial role in

determining middle school pupils' preferred learning styles. Similarly, the findings show that there are no significant differences in students' preferences for learning modes based on age.

After discussing the findings from the students questionnaire, it appears that the results are consistent with the research conducted by Kim, H., & Yoon, H. (2021) with middle school students in Korea. The results showed that the students had multiple learning styles, with auditory being a major preference (Kim, H., & Yoon, H., 2021). Moreover, the findings of Reid (1987) questionnaire, which indicated that individual learning styles were significantly less preferred than other learning styles, were also similar to our findings. In other words, the previous study and the current study rated individual learning styles as the least favorable. This could be attributed to the nature of language acquisition, where learning a language typically involves interacting with others, making individual learning more challenging. Additionally, learning a language involves not only acquiring knowledge but also developing language skills like listening, speaking, and writing, which can be developed more effectively through communication with others in a collaborative environment.

On the other hand, a study conducted by Vukić (2018) found that the visual learning style is highly preferred among the participants. This difference can be attributed to the variation in age between the participants in the current study and those in Vukić's (2018) study. Specifically, the current study involves third-year middle school students, whereas Vukić (2018) focused on primary school students. According to Piaget's Cognitive Development Theory, primary school students typically fall within the concrete operational stage of cognitive development. The visual learning style holds particular effectiveness for students of this age group due to its provision of concrete and tangible representations of abstract concepts. This characteristic renders visual learning more accessible and comprehensible for primary school students. Visual aids play a vital role in bridging the gap between abstract ideas and the child's concrete thinking abilities during this developmental

stage. Visuals serve as symbolic representations of concepts, allowing primary school students to establish associations between visual cues and abstract ideas. This connection between visual representations and concepts contributes to improved memory retrieval and recall. Furthermore, the utilization of visual materials, such as colorful illustrations or multimedia presentations, has proven to captivate and engage primary school students, fostering their curiosity and motivation to learn. The interactive nature of visual learning materials further facilitates active participation and exploration during the learning process.

In relation to the gender and age factors, the results of this study indicated that there was no difference between participant students in learning style preferences by gender and age. The findings of this study are similar to the research conducted by Kim, T.Y., & Kim, M. (2018) and Reid (1987), both of whom did not show a statistically significant difference in learning style preference among students based on gender and age, respectively.

Concerning the most preferred teaching style of third-year ESL teachers at Bachir Ibrahim, Mila Middle School, the semi-structured interview has produced satisfactory evidence indicating that the instructors demonstrate multiple teaching styles, with a stronger preference towards the facilitator teaching style. Based on research conducted by Ruslin & Zalizan (2010), the findings align more closely with the results of the study. The research revealed that the teachers utilized a variety of teaching styles, with the facilitator style being one of the dominant preferences among teachers. Furthermore, Grasha (1996) found that most teachers exhibited a combination of teaching styles rather than relying on a single style, and suggested that the facilitator teaching style is commonly used by teachers.

On the other hand, a study conducted by Beddiar (2021) revealed that the most prevalent teaching style is the expert teaching style. This finding can be attributed to the sample of teachers the researcher examined, who were university professors, in contrast to our

research which focused on middle school teachers. Expert teaching styles are frequently observed in university settings for several reasons. Firstly, at the university level, students are expected to possess a certain level of prior knowledge and proficiency in their chosen field of study. Consequently, instructors often adopt an expert teaching style to cater to the advanced needs of students who seek specialized knowledge and a comprehensive understanding. Secondly, university courses often cover complex subject matter that demands a high level of expertise for effective teaching and explanation. Professors in these settings are typically experts in their respective fields, possessing advanced degrees and extensive experience. Their expert knowledge and deep understanding of the subject matter enable them to deliver lectures, facilitate discussions, and provide guidance that surpasses basic concepts, satisfying the intellectual curiosity of university students.

Moreover, the university environment fosters critical thinking, research, and independent learning. Expert teaching styles align with these goals by encouraging students to engage in higher-order thinking, challenging them to analyze, evaluate, and synthesize information. Professors who employ an expert teaching style frequently offer students opportunities to explore complex problems, participate in research projects, and delve into advanced topics, thereby fostering deeper comprehension and intellectual growth.

In this study, a classroom observation checklist was utilized as an additional tool, providing significant data indicating that third-year EFL learners at Bachir Ibrahim, Mila Middle School demonstrate various internalized learning styles. This implies that learners are multi-modal and possess diverse learning preferences, allowing them to adapt to various instructional methods, materials, and tasks without encountering significant obstacles. Similarly, the findings of this study suggest that third-year EFL teachers possess a diverse range of teaching styles, with the facilitator teaching style being the most preferred. These

results suggest that middle school teachers are capable of adjusting their instructional techniques to cater to the needs of different learners and learning contexts.

Upon analyzing the data gathered through students questionnaire, teachers interviews, and classroom observations, inconsistencies arose between the learning styles section of the observation checklist and the student questionnaire. Although the checklist indicated that visual and auditory learning styles were equally preferred, with kinesthetic styles following closely behind, the questionnaire suggested that third-year middle school students favored auditory styles, followed by kinesthetic, and then visual as the third most preferred learning style. These disparities imply that the classroom environment and teaching methods may be influencing students' learning styles. Specifically, if the teacher predominantly employs visual and auditory teaching methods, students may adapt to these methods and excel in class, thanks to the development of multiple learning styles among students. In the same vein, the disparity observed in the ranking of the individual learning style between the questionnaire and the checklist can be attributed to the teacher's utilization of instructional approaches that were aligned with the individual learning styles, potentially due to their congruence with the subject matter, promotion of student autonomy, and evaluation of their comprehension.

Consequently, students do not face difficulties in any teaching approach or technique employed by the teacher, as they are multi-modal learners capable of utilizing various learning modes depending on the teaching methods, materials, or tasks. Conversely, the data obtained from the teaching styles section of the checklist supports the findings from the teacher interviews, indicating that third-year middle school teachers possess diverse teaching styles, with a preference for the facilitator style.

When students' learning styles match the instructor's teaching styles, both parties benefit from the interaction. According to Felder and Henriques (1995), aligning teaching styles with learning styles can significantly improve academic accomplishment and student attitudes, particularly in foreign language education. Therefore, in the current study, it is important to examine where and how this match occurs.

The first place of the match between students' learning styles and instructors' teaching styles occurs in the manner in which most teachers instruct their students. During the interviews, several teachers indicated their preference for learner-centered instruction. This approach places the emphasis on the learners, as opposed to the more traditional teacher-centered methodologies that focus primarily on the instructor. By placing the learner at the center of the learning process, this model empowers students to actively participate in their learning. Facilitator teachers strive to create an interactive and collaborative learning environment that encourages students to take an active role in the learning process. Rather than just presenting information, facilitator teachers foster discussion, inquiry, and critical thinking. They function as guides or mentors, as opposed to mere lecturers. This type of teaching acknowledges that every student has unique informational requirements and capabilities and endeavors to personalize the learning experience to cater to each student's individual needs. As such, this style of teaching is well-suited to auditory learners, as it provides them with opportunities to express their ideas and thoughts verbally, which can enhance their comprehension and retention of the subject matter. Moreover, the facilitator teaching style is also an appropriate match for kinesthetic and visual learners, as well as other styles of learning, as it takes into account the diversity of learning styles in the classroom and tailors its methods to accommodate them when designing lesson plans and materials.

Regarding the investigation into the learning style preferences of the 3rd year students, it was revealed that the majority of the students seem to be inclined towards the

auditory learning style, followed closely by the kinesthetic style of learning. This finding is consistent with the facilitator teaching method, which takes into account the diverse learning styles in the classroom and tailors its methods to accommodate them when designing lesson plans and materials. In other words, the teachers in the current study do pay attention to auditory and kinesthetic learners, and they encourage active involvement in the learning process. The student-centered method is effective for both auditory and kinesthetic learners. Considering that the student population in this study consists of multi-modal learners and the teachers are multi-modal as well, it can be concluded that there is a potential for achieving an optimal match between teaching and learning styles.

This modern form of teaching can meet the individual needs of learners through extensive planning and task-specific classroom management. Student-centered classrooms place students at the center of classroom organization and take into account their learning needs, strategies, and styles. In student-centered classrooms, students can be observed working individually, in pairs, or in small groups on distinct tasks and projects. When teaching styles match students' learning styles, no problems occur, resulting in inclusive learning.

Another place where the match occurs is within the students themselves. The students are multi-modal learners who are able to adapt their learning styles to their teachers' teaching styles. In other words, students are able to understand the lessons and succeed in the classroom regardless of the style of teaching the teacher uses.

To sum up, the match between learning and teaching styles in the study at hand occurs in part because the teachers have multiple teaching styles, with the facilitator style being the most preferred. Additionally, the students are able to adapt to any teaching style due

to the range of different learning styles they possess, with the auditory style being the most favored. This balance puts a sizable fraction of the student population at an advantage.

According to the results of the study, the first research question sought to determine the most preferred learning styles of third-year middle school students and was answered, revealing that students are multi-modal learners, with auditory being the most preferred learning style among students in this category. Kinesthetic and visual learning styles followed closely in preference. Additionally, the second research question aimed to identify the most preferred teaching styles of third-year middle school teachers was also addressed, indicating that the most preferred teaching style was facilitator and that a range of teaching styles was demonstrated by the teachers. Finally, the third research question sought to determine whether a match or mismatch existed between teachers' preferred teaching styles and learners' preferred learning styles, and the results indicated that a match was found between the two.

Significantly, the hypothesis of this study, "There would be a mismatch between the teacher's teaching style preferences and the learners' learning style preferences," is not supported by the findings. Most teachers do not downplay their learners' learning style preferences and take them into consideration. They behave as facilitators, creating an interactive and collaborative learning environment where students take an active role in the learning process, and base their teaching exclusively on personalized learning. Therefore, when teachers align their style of teaching with their learners' preferred styles of learning, their learners will keep pace with what occurs in the classroom, become more motivated to learn the English language, and their achievements will undoubtedly improve.



## **Conclusion**

This chapter is dedicated to the practical aspect of the current study, which examines the preferences of third-year middle school students and teachers regarding learning and teaching styles, and the degree of compatibility between them. The chapter is divided into two sections. The first section is concerned with the methodology and research design. It outlines the general research design, objectives of the study, the specific circumstances and participants involved, and the procedures for data collection and analysis.

The second section of the chapter focuses on data analysis and interpretation. It provides a detailed analysis and interpretation of the data collected through the research instruments, namely the students questionnaire, teachers interviews, and classroom observation checklist. The findings revealed that third-year students exhibit various learning styles, with the auditory style being the most popular. In response, teachers mostly use the facilitator teaching style along with other styles that match well with the students' learning preferences. Moreover, the study found no significant differences between males and females among 13-, 14-, and 15-year-old students in terms of gender or age.

## **General Conclusion**

Upon closer examination of various learners, it is evident that individuals do not learn in the same way, and learning styles are not fixed characteristics that one will always display. Learners can adopt several styles in different situations, depending on their comfort level. Although most individuals prefer one or two styles over others, it is necessary to utilize different styles to satisfactorily complete any given learning task. Therefore, learners should be aware of their specific learning preferences and apply a style that best suits the specific learning being conducted. For teachers, it is crucial to raise awareness that everyone is likely

to learn differently, and different learning styles have specific requirements that must be fulfilled for effective teaching and learning to occur.

The purpose of this research is to explore the preferences of third-year middle school teachers and students in terms of teaching and learning styles. The study aims to determine whether there is compatibility or inconsistency between the preferences of teachers and students. The research questions guiding this study are as follows: What are the most preferred learning styles among third-year middle school students? What are the most preferred teaching styles among third-year middle school teachers? Is there a match or mismatch between the preferred teaching styles of teachers and the preferred learning styles of students?

This investigation utilized a mixed-methods approach comprising both quantitative and qualitative research methods. The data collection instruments consisted of an adopted version of Reid's perceptual learning styles questionnaire administered to 52 third-year middle school students at Bachir Ibrahim Middle School located in Mila. Additionally, interviews were conducted with four teachers who taught third-year middle school students. Furthermore, five classroom observation sessions were carried out with two distinct student groups that had responded to the questionnaire and two teachers.

The first chapter of the dissertation provides a comprehensive overview of the theoretical underpinnings of learning and teaching styles. This chapter comprises two sections, with the first section delving into learning styles and strategies, and the second section discussing teaching styles and strategies. The second chapter of the dissertation focuses on the fieldwork of the study, with an emphasis on the detailed description, analysis, interpretation, and discussion of the collected data.

The study's findings revealed that the majority of third-year students at Bachir Ibrahim Middle School in Mila are multi-modal learners who prefer the auditory learning style as their primary preference, indicating a preference for listening to lectures, group discussions, and other activities that involve verbal communication. Moreover, the most commonly used teaching style in this case is the facilitator style of teaching, which is suitable for most learners. Therefore, teachers and students are capable of adopting different styles in different contexts. Furthermore, the results indicated no significant variations regarding gender or age among students aged 13, 14, or 15 years.

The effectiveness of the teaching-learning process can be enhanced by the awareness, sensitivity, and adaptability of teachers and learners towards one another. The findings suggest that the teachers in the study effectively adapted their teaching styles to match the learning preferences of their students. This highlights the importance of teachers being aware of the different learning styles of their students and adapting their teaching styles accordingly. Such efforts can lead to improved student engagement and better learning outcomes. From the approach of "one size does not fit all" to the emphasis on "personalized" and "student-centered" learning. It is essential to recognize the diversity of learning styles and accommodate them to enhance the effectiveness of the teaching-learning process.

### **Limitations of the Study**

All research studies have inherent limitations that are associated with the circumstances and conditions under which they are conducted, as well as the participants involved. In the case of the present study, it was carried out in a single middle school, and the number of teachers interviewed was limited. Conducting interviews with a greater number of teachers would have generated a broader range of perspectives and data. Moreover, the study

did not employ the questionnaire with the teachers, as it is typically intended for use with a larger population, and instead, opted to conduct interviews.

Furthermore, it is crucial to acknowledge another potential limitation of this study, which pertains to the restricted number of classroom observation sessions. The observation sessions were limited to a mere five, primarily due to time constraints. Additionally, the findings of this study are context-dependent and are shaped by the sociocultural environment in which the teachers and students are located. Therefore, the study's findings cannot be generalized to other contexts. Nevertheless, despite these limitations, the study can serve as a preliminary framework for further research on teachers' instructional practices, the effectiveness of their teaching style, and students' preferred learning styles.

### **Implications of the Study**

Considering the major findings elicited from the students questionnaire, the teachers interview, and the classroom observation, the current research is said to have significant implications for practice.

**The importance of auditory learning:** Given that students in this study predominantly preferred the auditory learning style, teachers should prioritize auditory instruction in their teaching methods. This can be achieved through techniques such as lecture-style teaching, audio recordings, podcasts, and other forms of auditory instruction. Additionally, it emphasizes the need to encourage students to participate in group discussions and activities.

**Facilitation as a teaching style:** The finding that instructors facilitate learning suggests that teachers should prioritize this approach over merely transmitting knowledge. Active learning methods, such as group work, discussions, and problem-solving exercises, can

help achieve this goal. Teachers should aim to create a supportive learning environment that encourages students to take an active role in their own learning

**Differentiation in Teaching:** The discovery that both students and teachers have diverse learning and teaching styles highlights the importance of differentiation in teaching. It is essential for teachers to offer a range of teaching techniques and educational materials that cater to different learning styles. This can be achieved by incorporating visual aids, hands-on activities, and other forms of instruction that appeal to various learning styles.

**The Importance of Teacher Training:** The discovery that teachers are facilitators with diverse teaching styles highlights the need for adequate teacher training. Teachers should be equipped with skills to facilitate learning, recognize and cater to different learning styles, and create a supportive learning environment. Professional development programs should emphasize the importance of understanding auditory learning and how to cater to it.

**The significance of student engagement:** The finding that pupils are auditory learners with diverse learning styles emphasizes the importance of student participation in the learning process. Teachers are required to establish an engaging and welcoming atmosphere in which students can actively participate in their own learning. This can be achieved by using active learning strategies, discussions, and group work.

### **Recommendation for Further Research**

The current study offers several recommendations for future research:

Firstly, utilizing both questionnaires and interviews with a larger and more diverse sample size at various educational levels is highly recommended to enhance the generalizability of the findings. This could provide a more comprehensive understanding of

teachers' teaching styles and learners' learning style preferences, leading to more generalizable findings.

Secondly, it is highly recommended to conduct a greater number of classroom observations in future research endeavors. The present study was limited to only five observation sessions, highlighting the need for an increase in the number of observations. Expanding the scope of classroom observations would enable researchers to gather a more comprehensive and diverse dataset, capturing a wider range of instructional practices, teaching styles, and styles of learning. This expanded perspective will provide a more nuanced understanding of the complex dynamics involved in teaching and learning processes, facilitating deeper analysis and interpretation of the collected data. Moreover, increasing the number of observations can enhance the generalizability of the research findings. By observing a larger sample of classrooms and teachers, the study's results can be more confidently applied to a broader context and population, increasing the external validity of the research outcomes.

finally, despite the study's findings not revealing any statistically significant differences among students' learning style preferences based on age and gender, further research on age and gender variables may still be necessary to yield valuable insights for the ESL learning and teaching process. Several studies, including Zimmerman (2007) and Dam (1997), argue that the age factor has a substantial effect on learners' learning style preferences. Therefore, future research should consider investigating the effects of age and gender on learning style preferences among EFL students to provide a more nuanced understanding of the factors that influence their learning styles.

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## **Appendices**

### **Appendix A**

## The Students Questionnaire

Dear students,

This questionnaire has been designed to identify the ways you learn best and the ways you prefer to learn. Please respond to the statements as they apply to your study of English in the classroom by putting a tick (✓) in the box corresponding to your answer.

### Part One: personal information

#### 1. Gender

Male

Female

#### 2. Age:

.....

### Part Two: What learning styles do students prefer when learning English?

	Statement	Yes	No
<b>Section A</b>	I learn best by reading what the teacher writes on the board and/or PowerPoint presentations.		
	When I read instructions, I learn them better.		
	I understand language better with written notes than oral explanation		
	I learn more by reading textbooks than by listening to lectures.		
	I remember things I have heard in class better than things I have read		
	I learn better in class with oral instructions.		

Section B	I learn better in class when listening to a lecture (instead of reading a book).		
	I like teachers spending most of the time on explanation when presenting the lesson.		
	I like to be involved physically in the classroom experiences. (E.g., project presentation with pictures).		
Section C	I prefer to learn by doing practical work in class, instead of reading handouts given by the teacher.		
	When I do things in class, I learn better. (E.g., Giving directions using a map).		
	I understand things better in class when I participate in activities (E.g., playing the role of a tourist).		
	I prefer to solve problems by myself first.		
	I learn best by working individually.		
Section D	When something is difficult in the lesson, I try to understand it by myself first.		
	I learn more when I can make something by myself. (E.g., Giving a poster presentation).		
	I enjoy working on an assignment with two or three classmates.		
	I learn more when I discuss with other students.		
Section E	I feel motivated when I work with other students.		
	I learn more when I make something for a group project.		
	I learn best when I can physically manipulate objects or materials.		
	I enjoy hands-on activities and experiments in class		
Section F	I like taking notes and drawing diagrams during lectures or discussions to help me remember information		
	I learn best when I can use my hands to create something (e.g., building a house)		

**Thank you so much for your collaboration!**

الملحق ب

استبيان التلاميذ



أعزائي التلاميذ،

تم تصميم هذا الاستبيان لتحديد أفضل الطرق التي تتعلم بها والطرق التي تفضلها للتعلم. يرجى

الاجابة على العبارات بوضع علامة (√) في المربع المقابل لإجابتك لأنها تنطبق على دراستك للغة الإنجليزية في القسم

الجزء الأول: معلومات شخصية

1-ما هو جنسك

ذكر

أنثى

2-العمر

.....

الجزء الثاني: ما هي أساليب التعلم التي يفضلها الطلاب عند تعلم اللغة الإنجليزية؟

	جملة	نعم	لا
القسم أ	أتعلم بشكل أفضل من خلال قراءة ما يكتبه المعلم على السبورة أو PowerPoint		
	عندما أقرأ التعليمات أتعلمها بشكل أفضل		
	أنا أفهم اللغة الانجليزية بشكل أفضل مع الشرح المكتوب أكثر من الشرح الشفهي		
	أتعلم من خلال قراءة الكتب المدرسية أكثر من الاستماع إلى شرح الدرس		
	أتذكر الأشياء التي سمعتها في القسم أفضل من الأشياء التي قرأتها		
	أتعلم بشكل أفضل في القسم مع التعليمات الشفهية		
	أتعلم بشكل أفضل في القسم عند الاستماع إلى شرح الدرس (بدلاً من قراءة الكتاب المدرسي)		

القسم ب	أحب أن يقضي المعلمون معظم الوقت في الشرح عند تقديم الدرس		
	أحب أن أشارك جسدياً في تجارب القسم (على سبيل المثال، عرض مشروع باستعمال الصور		
	أحب التعلم من خلال القيام بعمل تطبيقي في القسم، بدلاً من قراءة الدرس الذي يقدمه الأستاذ		
	عندما أفعل أشياء في القسم أتعلم بشكل أفضل. (على سبيل المثال، إعطاء الاتجاهات باستخدام الخريطة)		
القسم ج	أفهم الأمور بشكل أفضل في القسم عندما أشارك في الأنشطة (على سبيل المثال، تمثيل لعب دور السائح)		
	أفضل حل التمارين بنفسني		
	أنا أتعلم بشكل أفضل من خلال العمل بمفردي		
	عندما يكون هناك شيء صعب في الدرس أحاول أن أفهمه بنفسني أولاً		
	أتعلم أكثر عندما (على سبيل المثال، تقديم بحث باستعمال الصور) أستطيع أن أصنع شيئاً بنفسني		
القسم هـ	أنا أستمتع بالعمل على واجب مع اثنين أو ثلاثة من زملائي في القسم		
	أتعلم أكثر عندما أتناقش مع تلاميذ آخرين		
	أشعر بالحماس عندما أعمل مع تلاميذ آخرين		
	أتعلم أكثر عندما أصنع شيئاً في مشروع جماعي		
القسم و	أتعلم بشكل أفضل عندما أستطيع لمس الأشياء أو الأدوات بشكل مباشر		
	أستمتع بالأنشطة العملية والتجارب في القسم		
	أحب أن أدون الملاحظات وأرسم الرسوم التوضيحية خلال الدرس أو المناقشات لمساعدتي في تذكر المعلومات		
	أتعلم بشكل أفضل عندما يكون بإمكانني استخدام يدي لإنشاء شيء ما (مثل بناء منزل)		

شكراً جزيلاً على تعاونك!

## Appendix C

### The Teachers Semi-Structured Interview

Teaching methods that emphasize the understanding of students' learning needs, individual differences, suitable teaching techniques, learners' preferences, and the required teaching materials to meet students' requirements in the field of education have consistently been of interest in English as a foreign Language (EFL) classrooms. In recent times, there has been a growing focus on teaching and learning styles. However, our interview will specifically address the preferred teaching styles utilized by teachers at Mila, Bachir Ibrahim Middle School. Consequently, the following are the interview questions:

1. How many years have you been teaching English language?
2. What is your academic qualifications?
3. How do you provide guidance to your students? How?
4. Do you foster the development of independent functioning skills in your learners?  
How?
5. Do you possess an in-depth knowledge that supports students' enhancement of competence within your classroom? Could you elaborate more?
6. Do you seek your students' advice or opinion about how and what to teach them?  
How?
7. Are you concerned with providing positive, negative feedback, and setting rules of conduct for students? Can you provide further explanation?
8. Do you believe in teaching by being a prototype or a personal example to be followed and imitated by your students? Can you give more details?
9. How you deliver your lessons?

10. From your perspective, what factors influence your teaching style (e.g., class size, subject matter, student level, time constraints, etc.)?
11. How does your previous experience as a student, specifically your learning style, influence your current teaching style as an educator?
12. Are you aware of your students' learning styles? How do you know/identify them?
13. Do you consider the diverse learning styles of your students when designing your lessons and assignments?
14. What recommendations or guidance would you offer to novice teachers who are faced with managing a range of learning styles within their classroom?

**Thank you so much for your collaboration!**

## Appendix D

### The Checklist

#### Section One: Learning Styles

Statement	Often	Sometimes	Never
Students tend to look at the board, take detailed notes, and react positively to visual stimuli such as pictures.			
Students prefer to listen to teacher's explanation, verbal instruction, discussions, and lectures.			
Students actively participating in tasks that require bodily engagement.			
Students engage in activities that involve handling and manipulating objects, such as experiments.			
Students engage in collaborative, group learning activities.			
Students engage in individual, self-directed learning activities.			

## Section Two: Teaching Styles

Statement	Often	Sometimes	never
The teacher is the primary source of information and concerned with knowledge transmission.			
The teacher establish clear rules and expectations for behavior and maintain a sense of control and authority in the classroom.			
The teacher' behavior and attitudes serve as an example for students to follow.			
The teacher helps students to discover and construct their own knowledge through guiding them by asking questions, exploring options, suggesting alternatives and providing encouragement and support.			
The teacher delegate tasks and responsibilities to students to work independently, and encourage them to take on leadership roles			

## Observation Results

### Section One: Learning Styles

Statement	Session 1	Session 2	Session 3	Session 4	Session 5	Final percentage
Students tend to look at the board, take detailed notes, and react positively to visual stimuli such as pictures.	100%	100%	100%	100%	100%	100%
Students prefer to listen to teacher's explanation, verbal instruction, discussions, and lectures	100%	100%	100%	100%	100%	100%
Students actively participating in tasks that require bodily engagement.	100%	50%	50%	100%	0%	50%
Students engage in activities that involve handling and manipulating objects, such as experiments.	0%	0%	0%	0%	0%	0%
Students engage in collaborative, group learning activities.	0%	0%	0%	0%	0%	0%
Students engage in individual, self-directed learning activities.	50%	50%	0%	50%	0%	25%

### Section Two: Teaching styles

<b>Statement</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Final Percentage</b>
The teacher is the primary source of information and concerned with knowledge transmission.	50%	50%	0%	50%	0%	30%
The teacher establish clear rules and expectations for behavior and maintain a sense of control and authority in the classroom.	0%	0%	50%	50%	50%	30%
The teacher' behavior and attitudes serve as an example for students to follow.	0%	50%	0%	50%	100	40%
The teacher helps students to discover and construct their own knowledge through guiding them by asking questions, exploring options, suggesting alternatives and providing encouragement and support.	100%	100%	100%	100%	100%	100%
The teacher delegate tasks and responsibilities to students to work independently, and encourage them to take on leadership roles	100%	100%	100%	100%	0%	80%



تمت الدراسة الوصفية الحالية لتحديد أنماط التعلم وأساليب التدريس المفضلة لدى تلاميذ السنة الثالثة متوسط والأساتذة. وبالإضافة إلى ذلك، هدف البحث إلى التحقق من وجود تطابق أو عدم تطابق بين تفضيلات أساليب التعلم لدى التلاميذ وتفضيلات أساليب التدريس لدى الأساتذة في فصول اللغة الأجنبية. ولتحقيق هذا الهدف، تم استخدام منهج مختلط يجمع بين الأساليب الكمية والنوعية للبحث. وشمل ذلك توزيع نسخة معدلة من استبيان أنماط التعلم الحسية لريد (1987) على 52 تلميذا من تلاميذ السنة الثالثة متوسط بمتوسطة البشير الإبراهيمي في ميلة. كما تم أيضا إجراء مقابلات شبه هيكلية استنادًا إلى أساليب التدريس لجراشا (1994) مع أربعة أساتذة من المتوسطة لتحديد أساليب التدريس المفضلة لديهم. وتم أيضًا إجراء ملاحظات في الأقسام الدراسية خلال خمس جلسات مع قسمين وأستاذين. أظهرت النتائج أن تلاميذ السنة الثالثة متوسط هم متعدّدو الأوضاع في التعلم، حيث يفضلون أساليب التعلم السمعية. فيما يخص الأساتذة، كان الأساتذة يميلون إلى اعتماد أسلوب التدريس الوسيط، من خلال دمج مجموعة من النهج التعليمية لاستيعاب التنوع في أساليب التعلم لدى الطلاب. وقد أسفر ذلك عن وجود تطابق بين أساليب التدريس لدى المعلمين وأساليب التعلم لدى الطلاب. وشددت الدراسة على أهمية تخصيص التعليم ليتناسب مع أنماط التعلم المتعددة للطلاب وتعزيز فعالية عملية التدريس والتعلم.

**الكلمات المفتاحية:** تلاميذ السنة الثالثة متوسط ، أساليب التعلم، أساليب التدريس، تطابق، عدم تطابق.

La présente étude descriptive a été menée afin d'identifier les styles d'apprentissage et d'enseignement préférés parmi les élèves de troisième année du collège et les enseignants. De plus, l'objectif de la recherche était d'examiner la correspondance potentielle ou l'inadéquation entre les préférences des élèves en termes de style d'apprentissage et celles des enseignants en termes de style d'enseignement dans les classes de langue étrangère (LE). Pour ce faire, une approche mixte a été utilisée, intégrant à la fois des méthodes de recherche quantitatives et qualitatives. Cela impliquait l'administration d'une version adaptée du questionnaire sur les styles d'apprentissage perceptuels de Ried (1987) à 52 élèves de troisième année du collège de l'école intermédiaire Bachir Ibrahim, située à Mila. De plus, des entretiens semi-structurés basés sur les styles d'enseignement de Grasha (1994) ont été menés auprès de quatre enseignants du collège afin de déterminer leurs styles d'enseignement préférés. En outre, des observations en classe ont été réalisées lors de cinq séances impliquant deux groupes et deux enseignants. Les résultats ont révélé que les élèves de troisième année du collège sont des apprenants multimodaux, affichant une préférence pour les styles d'apprentissage auditifs. En revanche, les enseignants avaient tendance à adopter le style d'enseignement de facilitateurs, en intégrant une gamme d'approches pédagogiques pour s'adapter aux différents styles d'apprentissage de leurs élèves. Cela a abouti à une correspondance entre les styles d'enseignement des enseignants et les styles d'apprentissage des élèves. L'étude a souligné l'importance de personnaliser l'enseignement pour correspondre aux différents styles d'apprentissage des élèves et améliorer l'efficacité du processus d'enseignement-apprentissage.

**Mots-clés :** Les élèves de troisième année du collège, styles d'apprentissage, styles d'enseignement, correspondance, inadéquation.