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Perceptual Learning Styles Preferences of EFL Students

أنماط التعلم المفضلة لدى متعلمي اللغة الانجليزية كلغة أجنبية

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ملخص البحث:

هدفت الدراسة إلى تحديد أساليب التعلم المفضلة لعدد 105 طالبًا للغة الإنجليزية كلغة أجنبية وتحديد أثر الجنس (ذكور / إناث) على هذا التفضيل. تم استخدام استبيان تفضيلات نمط التعلم الإدراكي (PLSPQ) الذي أعدته Reid (1985) كأداة رئيسية لجمع البيانات و تم استخدام الإحصاء الوصفي واختبار T-test المستقل في تحليل هذه البيانات. أظهرت النتائج أن الأسلوب اللمسي والأسلوب السمعي والأسلوب الحركي هي أساليب التعلم الرئيسية المفضلة للمشاركين في الدراسة. في حين أن الأسلوب المرئي والأسلوب المجموعة والأسلوب الفردي هي أساليب تعلم ثانوية. أظهرت النتائج أيضًا عدم وجود فروق ذات دلالة إحصائية بين تفضيلات الطلاب تعزي لعامل الجنس (ذكر | انثى).

Abstract:

The present study aimed to identify the perceptual learning styles preferences of a total of 105 students of English as a foreign language. It also aimed to examine the differences in learning styles preferences among the students according to their gender (male/female). The Perceptual Learning Style Preferences Questionnaire (PLSPQ) created by Reid (1985) was used as a main instrument for collecting the data required. For analysing the data collected, the descriptive statistics and the independent-sample T-test have been used. The results showed that tactile style, auditory style and kinaesthetic style are major learning styles for the participants. While visual style, group style and individual style are minor learning styles. The results also showed that there are no significant differences among the students in all learning styles preferences attribute to their gender.

Keywords: Learning styles, Tactile, Auditory, Visual, Kinesthetic, Group, Individual.

1. Introduction

Learning style is a specific way of learning favored by a learner. Generally, learning styles are divided into six types: visual, auditory, tactile, kinesthetic, group learning and individual learning style. In the fact that, not all learners use the same way(s) of learning, but each one has his/her own favored learning style(s). Some learners prefer to learn *through seeing*; others prefer to learn *through listening*; still some others prefer to learn *through moving, doing and*

touching; whereas some prefer to learn alone some others like to learn in-group. Therefore, the process of identifying which learning style the learner prefers during learning is very important for both the learner and the teacher. To be precise, when the learner identifies his/her own learning style obviously, s/he will incorporate it in the process of learning and thus s/he will learn everything simply, easily, quickly, effectively and successfully. Further, identifying the style helps the learner to solve any probable problem. Supports him/her to determine his/her personal strengths and weaknesses and learn from them. For the teacher, identifying the learning style leads him/her to match his/her teaching styles with his/her students learning styles. Aids him/her to choose and organize the suitable teaching materials. Assists the teacher to be flexible and meet each learner's needs. In addition, identifying the students learning styles help to find the best ways for both students to learn successfully and teachers to teach effectively. In view of that, this study will investigate the learning styles used by basic education stage students in learning English as a foreign language.

1.1. Aims of the Study

This study aims to give a general background about definition of learning style, the different types of **perceptual** learning styles and the general fundamentals of learning styles. It also aims to provide EFL teachers and students with a clear picture about the importance of identifying the students' learning styles preferences in improving teaching and learning processes.

1.2. Questions of the Study

The study seeks to answer the following questions:

1. What are the major, minor, and negligible perceptual learning style preferences of EFL students in Gharyan ?
2. Are there any significant differences at ($\alpha = 0.05$) in the perceptual learning styles preferences among EFL students in Gharyan city based on their gender?

1.3. Limitations of the Study

This study is limited to EFL students at the basic education stage in Gharyan city during the academic year 2016/17. It is also limited to identify the learning styles preferences of the participants as categorized by Reid (1995) into: visual, auditory, tactile, **kinesthetic**, group learning and individual learning.

2. Review of Literature

This section provides a detailed discussion about learning styles with a review of some studies conducted about this topic.

2.1. Definition of learning style

The term 'learning style' can be defined in several ways, depending upon one's viewpoint. For example, Pashler et al (2008: 105) point out that "the term 'learning styles' refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them". For Brown (2007:119) "Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles characterize a general or more dominant pattern in your thinking or feeling. So styles vary across individuals". Richards and Schmidt (2010:331) define learning style as "a particular way of learning preferred by a learner". According to Keefe (1987 as cited in Zainol Abidin et al. 2011: 144) learning styles are "cognitive, affective, and psychological traits that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment". On the other hand, Dunn and Dunn (1979 as cited in Reid 1987: 89) define learning styles as "a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience". Fleming (2001 as cited in Kara 2009: 78) defines learning style as "an individual's characteristics and preferred ways of gathering, organizing, and thinking about information. VARK is in the category of instructional preference because it deals with perceptual modes." VARK stands for Visual (V), Aural (A), Read/ Write (R) and Kinesthetic (K). In the words of Celcia-Murcia (2001: 359) learning styles are "the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject". According to Pritchard (2009: 41) learning style is defined variously as:

- a particular way in which an individual learns;
- a mode of learning –an individual's preferred or best manner(s) in which to think, process information and demonstrate learning;
- an individual's preferred means of acquiring knowledge and skills;
- habits, strategies, or regular mental behaviours concerning learning, particularly deliberate educational learning, that an individual displays.

2.2. Types of Perceptual learning Styles

For several decades ago, researchers conducted many studies in order to identify types of learning styles. For example, Gregorc (1979 as cited in Kara, 2009: 78); Fleming (2001 as cited

in Kara, 2009: 78); Dörnyei (2005:140); Pritchard (2009: 44); Reid (1987: pp. 96-97) identify **perceptual** learning styles as follows:

1. Visual learners

These learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of pictures, word pictures, diagrams, graphs, maps, charts, posters, highlighters, different colors, and displays such as short films and videos,

2. Auditory learners

Learners of this type prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes.

3. Kinesthetic learners

These learners prefer to learn by body movement. They enjoy physical activity, field trips, and first-hand experience. Kinesthetic learners like trial and error, doing things to understand them, laboratories, and active participation such as drama and role-play.

4. Tactile learners

Tactile learners prefer to learn through manipulation of objects. They like touching learning approach and hands-on work, i.e. they enjoy making posters, collages, building models.

5. Group learners

These learners prefer studying with others or in groups.

6. Individual learners

This type of learners prefer to study alone.

2.3. Fundamentals of Learning Styles

Reid (1995 as cited in Tabanlıoğlu, 2003:10) states that learning styles have some fundamental characteristics, on which they are based. These are:

- every person, student and teacher alike, has a learning style and learning strengths and weaknesses;
- learning styles exist on wide continuums; although they are described as opposites;
- learning styles are value-neutral; that is, no one style is better than others (although clearly some students with some learning styles function better in a US school system that values some learning styles over others);
- students must be encouraged to stretch their learning styles so that they will be more empowered in a variety of learning situations;
- often, students' strategies are linked to their learning styles;

- teachers should allow their students to become aware of their learning strengths and weaknesses.

2.4. Importance of Learning Styles

As the learning style is a favored way of learning, it has an important position in the lives of the individuals. Gilakjani (2012); Coffield et al. (2004) and Fidan (1986 as cited in Gilakjani, 2012) summarize the importance of learning styles as follows:

1. They offer the opportunity to teach by using a wide range of methods in an effective way.
2. They support to regulate lessons suitably and according to the conditions.
3. They aid to discover the individual differences among learners.
4. They assist to learn anything easily, quickly, effectively and successfully.
5. They help the learner to solve any likely problem.
6. They provide information to the learner as to why s/he learns in a different way from others.
7. They aid to control the process of learning.
8. They assist the learner to be independent, that is, to take responsibility for his/her own learning.
9. They support the individual to obtain knowledge without the others' help.
10. They help teachers to be flexible and meet each learner's needs
11. They assist to identify the ways in which the learner can adapt the learning process.
12. They aid to find the best ways for both students to learn effectively and teachers to teach efficiently.
13. They support students to determine their own personal strengths and weaknesses and learn from them.

2.5. Related Studies

Due to the importance and the role of identifying the learning style preferences in learning process, several studies have shed the light on investigating this area. In what follows some of those related studies.

Ramezani et al. (2015) carried out a study to explore the learning style preferences of 40 Iranian students at high school in of them 20 are females and 20 are males. The study used structured interview to collect the data from the students. The results showed that learning style preferences of the participants were different according to their gender. Female students preferred auditory learning as their major learning style, while male students preferred kinesthetic more. Moreover, the findings revealed that Kinesthetic learning was the least preferred learning style of

the most female students, whereas the least preferred learning style of male students was tactile learning.

Palabıyık (2014) carried out a study to examine the perceptual learning style preferences of Turkish high school students. The study aimed to investigate whether the students' perceptual learning style preferences vary in terms of gender and proficiency level. The Perceptual Learning Style Preferences Questionnaire was used to collect data and semi-structured interviews were conducted. The population of the study includes high school EFL students and the sample consists of 100 ninth grade high school students. The findings indicated that kinesthetic style is the most preferred followed by auditory and visual styles whereas group learning style is the least. Further, pre-intermediate level female students prefer visual style more than the elementary level females.

Vaseghi et al. (2013) investigated the learning style preferences of 75 Iranian students at Marefat high school in Kuala Lumpur of which, 41 are females and 34 are males. In order to identify the students' preferred learning styles (Visual, Auditory, Kinesthetic, Tactile, Group, and Individual) Reid's Perceptual Learning Style Preferences Questionnaire was used. The results showed that the six learning style preferences considered in the questionnaire were positively preferred. Overall, kinesthetic and tactile learning were major learning styles. Auditory, group, visual, and individual were minor.

Ahmad (2011) examined the learning style preferences of 252 students at a local tertiary institution. He also examined the role of gender in determining the preferred learning styles of the participants. Reid's (1987) Perceptual Learning Style Preferences Questionnaires (PLSPQ), was used in this study to identify the students' preferred learning styles (Visual, Auditory, Kinaesthetic, Tactile, Group and/or Individual). Descriptive statistics and an independent t-test were used to analyse the data. The results indicated that all six styles were negative learning styles and that gender did not seem to influence students' learning style preferences.

Alsafi (2010) investigated the perceptual learning style preferences of 90 Saudi students studying at King Abdul-Aziz University. Among of the participants, 45 are male and 45 are female. The study examined the differences between the perceptual learning style preferences of the participants using the Perceptual Learning Style Preferences Questionnaire (PLSPQ) by Reid (1987). The results show that the participants favour Kinesthetic, auditory, and tactile learning styles as their major preferences; while they favour visual, group, and individual learning style as their minor preferences. Descriptive statistics indicate a gender difference between the perceptual learning

style preferences, with male students preferring Kinesthetic and auditory learning styles while female students preferring all learning style types as their major preferences with the exception of individual learning style, classified as a minor preference.

3. Methodology of the Study

This section explains the approach of investigation adopted for conducting this study.

3.1. Participants

The participants of this study consisted of a total of 105 basic education stage students studying English as a foreign language. They are distributed on four public schools in Gharyan city (Abo-Zayan Area). All the participants enrolled in the ninth class during the academic year 2016-17. Among these students are 49 male and 56 female students. Table 1 bellow presents distribution of the participants according to the schools they belong to and according to their gender.

Table 1. Distribution of the participants

No	School Name	Students		Total
		male	female	
1	Al_Horrya School	11	9	20
2	Ebrahim A-Taher School	16	9	25
3	Shohada Abo-Zayan School	—	17	17
7	Al-Smood school	22	21	43
Total		49	56	105

Due to the importance of the size of the study sample in collecting the required data, the researcher targeted all the ninth class students at the four basic schools stage, in Abo-Zayan area, included in the study. For getting the schools administrations acceptance on carrying out the practical side of the study, the idea and the aims of the study have been explained and discussed clearly with the school administrations. All welcomed the idea and gave the permission to carry out the study at their schools with the cooperation of the class teachers.

3.2. Instrument of the Study

As this study is concerned with identifying the learning styles preferences of EFL students, it has adopted the Perceptual Learning Style Preferences Questionnaire (PLSPQ) created by Reid (1985). The PLSPQ was designed to identify the learning styles of EFL/ESL students. It identifies the students' preferences in six perceptual learning styles (visual, tactile, auditory, group learning, kinesthetic and individual learning). It consists of 30 statements divided into six groups to measure the six learning style preferences, i.e., five statements for each style. Statements number

6, 10, 12, 24, 29 measure the visual style. Statements number 11, 14, 16, 22, 25 measure the tactile style. Statements number 1, 7, 9, 17, 20 measure the auditory style. Statements number 3, 4, 5, 21, 23 measure the group style. Statements number 2, 8, 15, 19, 26 measure the kinesthetic style. Statements number 13, 18, 27, 28, 30 measure the individual style. The PLSPQ uses 5-point Likert scale items: strongly agree (SA), agree (A), unsure (U), disagree (D), strongly disagree (SD). Where each response has given a specific mark as following: (Strongly agree 5 marks, Agree 4 marks, Unsure 3 marks, Disagree 2 marks, and Strongly disagree 1 mark). See appendix A. The questionnaire has been translated to Arabic language in order to avoid any ambiguity or misunderstanding the participants may encounter in the English version, and to facilitate answering all the items accurately and quickly. See appendix B.

3.3. Data Collection and Analysis

The required data for this study were collected by using the Perceptual Learning Style Preference Questionnaire (PLSPQ). The questionnaire was distributed by hand and the participants were asked to complete it during a regular lesson time under the supervision of the class teacher. The total number of the participants was (105) students. The returned questionnaires were examined carefully and none of them was discarded as invalid. Accordingly, all the questionnaires were involved in the data analysis process.

For analyzing the collected data, The Statistical Package for Social Science (SPSS) was used. A descriptive statistics including the means and standard deviations of the participants' responses on the instrument of the study were applied. The means of the participants' responses will be added to obtain the total score of each learning style. Then, the total score is used to group the learning styles into three categories: negligible, minor and major. That is, the scores from (0 to less than 12) for the negligible learning style category, the scores from (12 to less than 18.5) for the minor learning style category, and the scores from (18.5 to 25) for the major learning style category. Whereas, negligible means the learning style, which rarely used, minor means the style which usually used but it is not the best style, and major means the best favored leaning style in the learning process. In addition, the independent-sample t-test was used to identify whether there is a significant difference at ($\alpha = 0.05$) in the learning style preferences between males and females students.

3.4. Results and Discussion

This section details results of the study according to the order of the study questions followed by a discussion.

Q.1. *What are the major, minor, and negligible perceptual learning styles preferences of EFL students in Gharyan city?*

To answer this question, the total of the mean scores for each learning style, which extend between (0 to 25), was used as a scale to judge if the learning style is major (18.5 – 25), minor (12 – less than 18.5), or negligible (0 – less than 12), for the participates. Figure (1) presents the results of learning styles preferences.

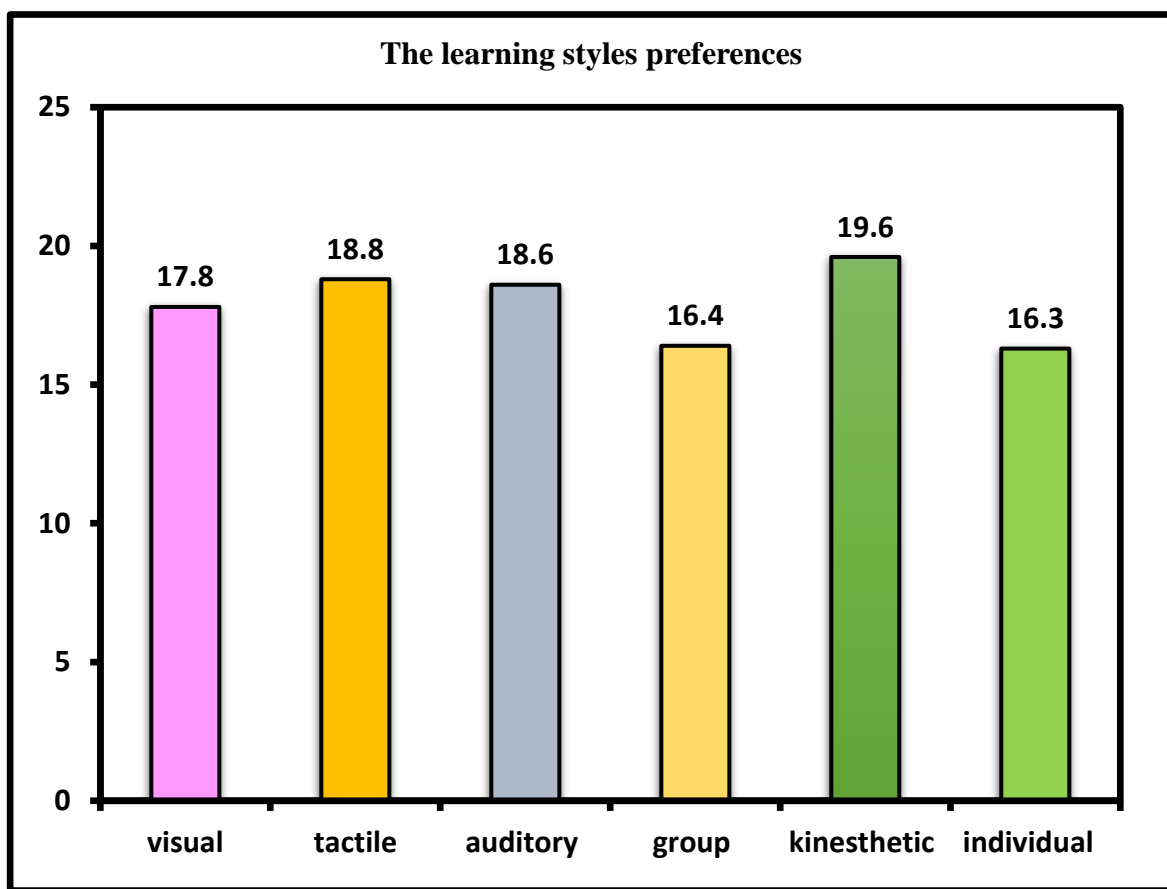


Figure 1

Findings in figure (1) indicate that the total mean scores of the learning styles preferences range between (16.3 to 19.6), which are distributed between only two preferences: major (18.5 – 25) and minor (12 – less than 18.5). Surprisingly, none of the suggested learning styles is negligible for the participants, that is, all the suggested learning styles are preferred either major or minor for them. With more accurate, the figure shows that visual learning style (M=17.8), group style

(M=16.4) and individual style (M=16.3) are minor styles. Whereas, tactile style (M=18.8), auditory style (M=18.6) and kinesthetic style are major learning styles for the participants. These results completely agree with the results of Vaseghi et al. in which the findings showed that the six learning style preferences were positively preferred. However, they completely disagree with the results of Ahmad's study which indicated that all the six styles were negative learning styles.

With more details, these results indicate that visual style, group style and individual learning styles are minor favored styles for the participants during learning; however, they are the styles in which they can function well. These results come to an agreement with the findings of Alsafi's study, which showed that visual, group, and individual learning style are minor preferences. The results of Vaseghi et al. study, which revealed that the group, visual, and individual are minor styles. The results of Palabiyık's study which indicated that group learning is the least learning style.

Whereas, tactile style, auditory style and kinesthetic style are the major preferred learning styles for the participants during learning. These findings agree with the results of Alsafi's study, which revealed that the participants favour Kinesthetic, auditory, and tactile learning styles as their major preferences. The results of Vaseghi et al. study, which presented that kinesthetic and tactile learning are major learning styles. Palabiyık's study findings which indicated that kinesthetic style is the most preferred followed by auditory styles.

This comparison between the results of the present study and the ones of some other studies carried out in different places explores that students, wherever they are, may agree in preferring some of learning styles and disagree in preferring the others. This means that the agreement (similarity) and disagreement (difference) in preferring all the suggested learning styles by students go back to some reasons such as the teachers and the teaching methods they use, the teaching materials and facilities available during teaching and learning process, the teaching environment, the curricula used in schools, the individual differences and the nature of the students themselves.

With respect to the participants' preferences (major, minor, negligible) of each learning style individually, the following figures present the results followed by discussion.

1. Visual learning Style Preferences

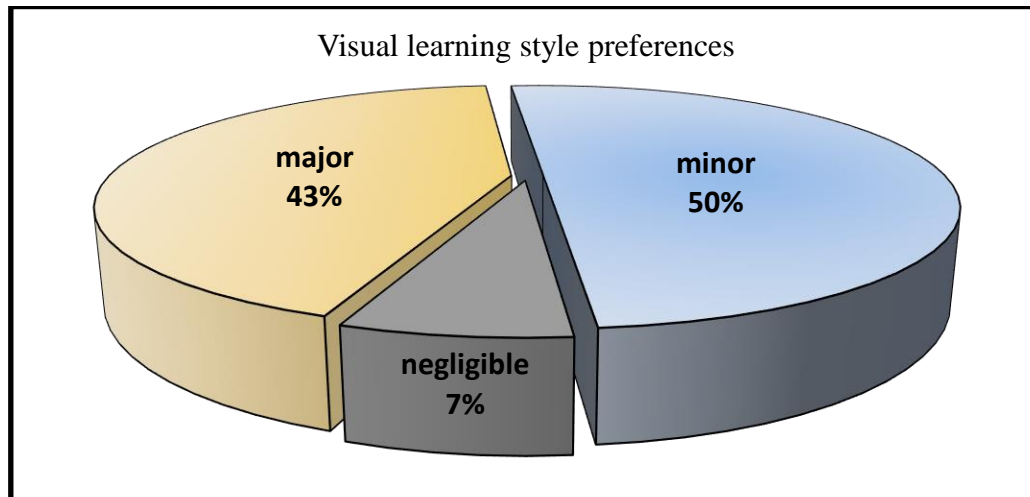


Figure 2

Figure 2 shows that the visual learning style is a minor learning style for 50%, a major style for 43% and a negligible for 7% of the participants. These findings reveal that the visual learning style is not the most favored style for half of the participants, but the one in which they can still function well. That is, they may learn the needed information through reading some related written materials **or watching some visual displays**. However, more than one third of the participants consider this style the most preferred one for learning. This means that, they understand, remember and absorb information through reading or **watching visual materials**. In addition, they do not need much oral explanation. While, visual style is negligible one for few number of the participants as it makes learning process more difficult for them.

2. Tactile Learning Style Preferences

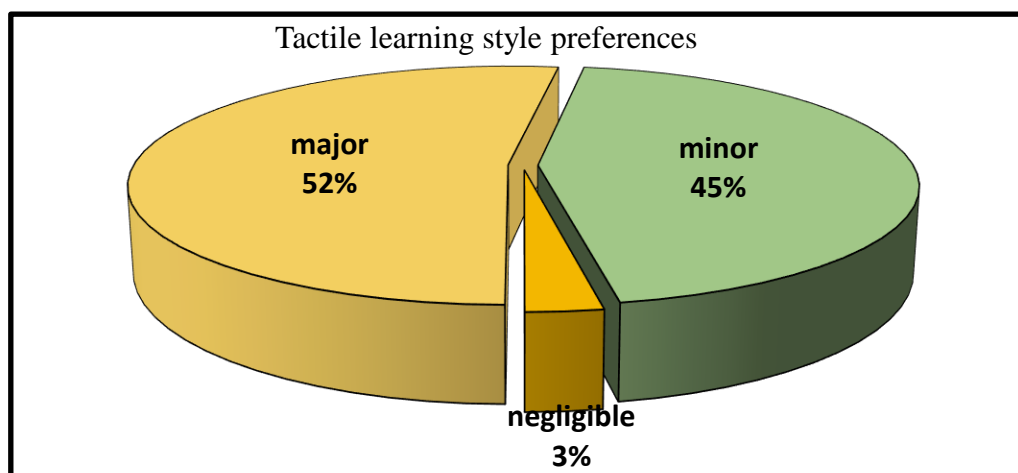


Figure 3

Figure 3 shows, that the tactile learning style is a major learning style for 52%, a minor style for 45% and a negligible style for 3% of the participants. These findings expose that the tactile learning style is the most preferred style for more than half of the participants. That is, they learn better when they have the opportunity to do 'hands-on' experiences with materials such as working on experiments in a laboratory, handling and building models. However, more than one third of the participants prefer this style as a minor one during learning. That is, it is not a dependable style for them, but it can be used in some learning situation. While part of the participants see that tactile style is a negligible one and rarely used during the learning process. That is, they have difficulty in learning through, moving.

3. Auditory learning style preferences

Figure 4 shows, that the auditory learning style is a major learning style for 51%, a minor style for 45% and a negligible style for 4% of the participants. These findings indicate that the auditory learning style is the most favored style for more than half of the participants.

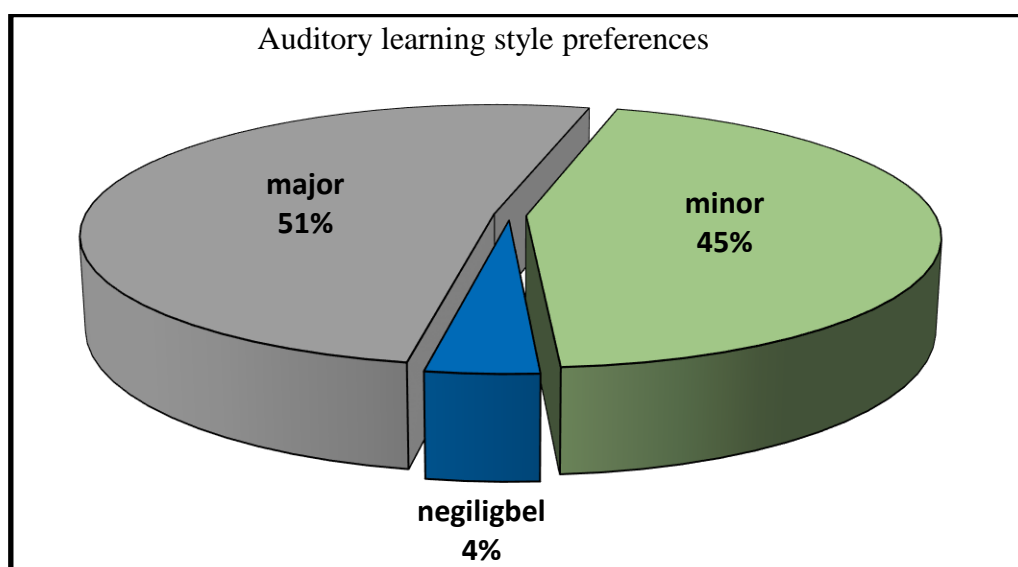


Figure 4

This means that, they learn and perform very well through hearing words spoken, oral explanations, conversing and making discussions with others. On the other hand, less than half of the participants consider this style a minor one. That is, they can still work well with this learning style. For example, they learn through listening when they face learning situations require that activity. Whereas, a small percentage of the participants do not like to learn through listening to others or to any recorded materials. Namely, they have difficulty when learning through listening.

4. Group learning style preferences

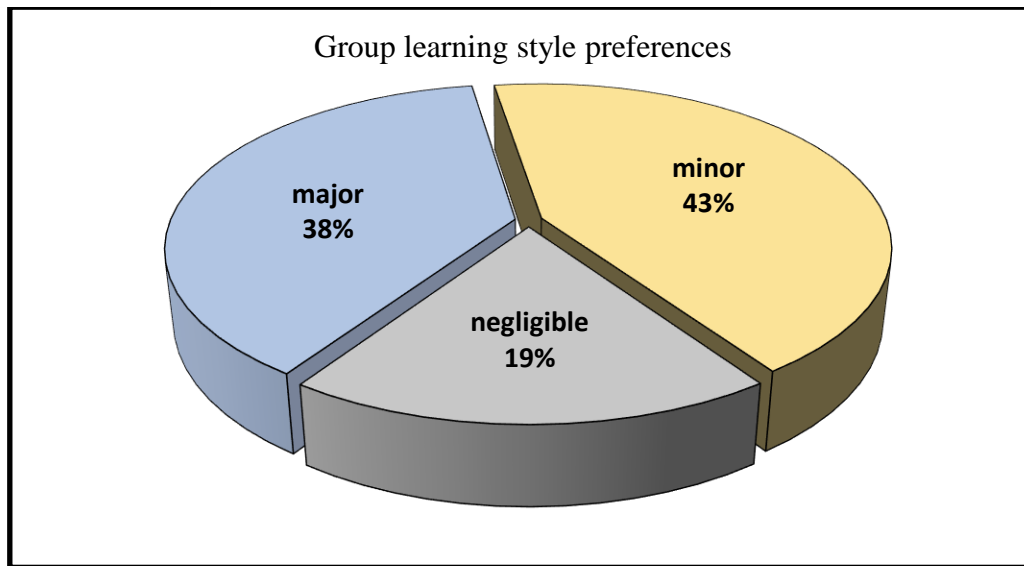


Figure 5

Figure 5 illustrates that the group learning style is a minor learning style for 43% of the participants. That is to say, they can still work well within groups, but they may prefer using the individual style instead. However, a major learning style for 38% of the participants. Namely, they learn successfully when working with others. Where interacting with and working in group helps to learn, remember and understand information easily. The rest of the participants (19%) consider this style as negligible one. That is, they disfavor learning in-group.

5. Kinesthetic learning style preferences

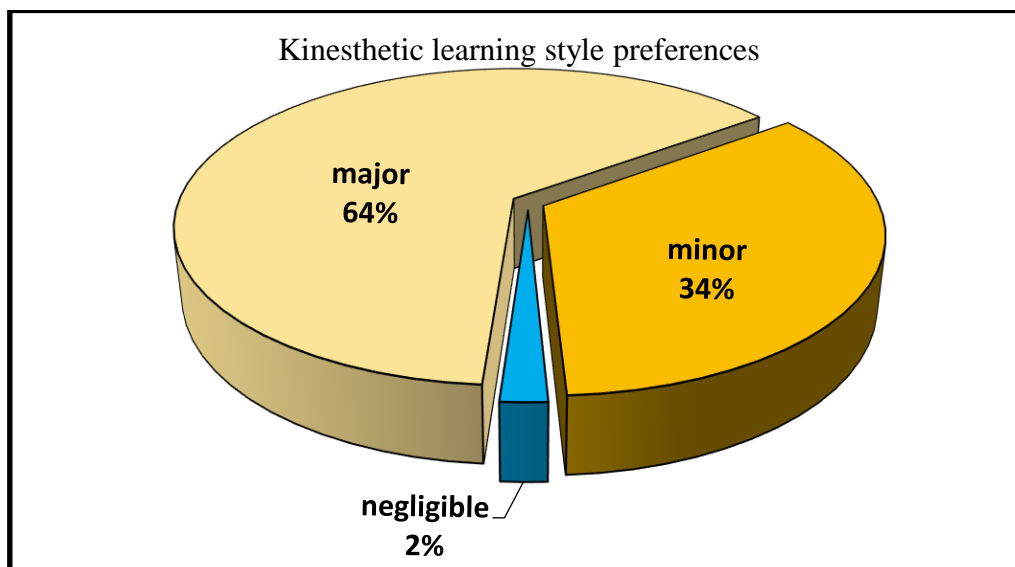


Figure 6

Figure 6 presents that the kinesthetic learning style is a major learning style for 64%, a minor style for 34% and a negligible for 2% of the participants. These results indicate that most of the participants enjoy learning by contribution such as: contributing in activities and role-playing in the class. On the other hand, part of the participants considers this style less important one, but can be used in different learning situations when there is a chance for using it. Although most of the participants enjoy learning with this style, there is very small percentage of the participants does not prefer to learn through it.

6. Individual learning style preferences

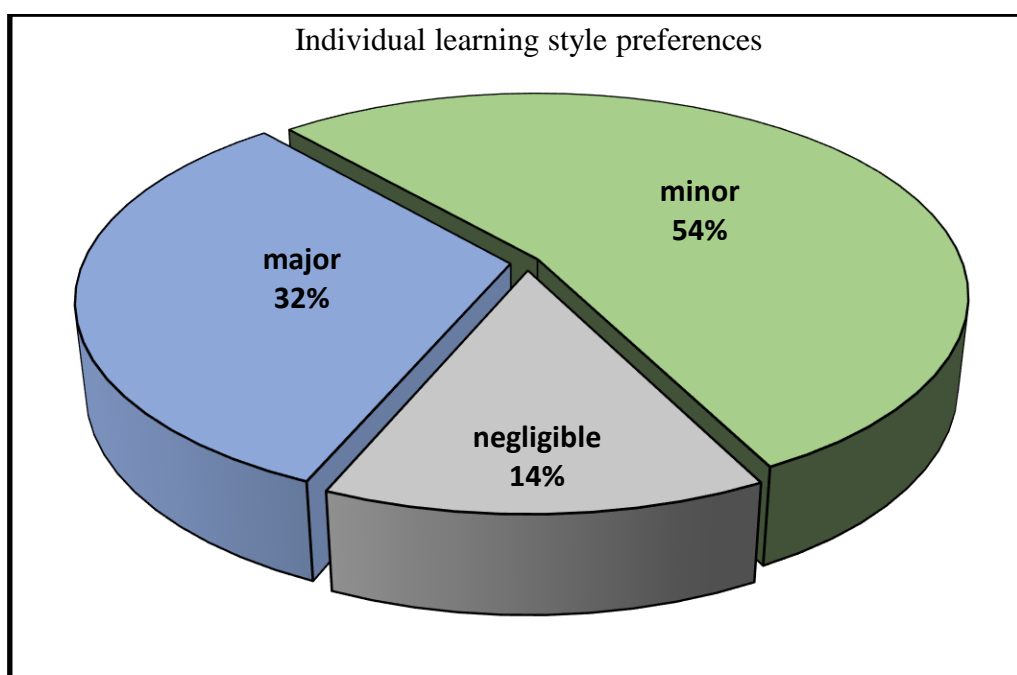


Figure 7

Figure 7 shows, that the individual learning style is a minor learning style for 54%, a major for 32% and a negligible for 14% of the participants. These findings reveal that the individual learning style is not the most important one for more than half of the participants. Namely, they do not always prefer to learn alone, but they prefer learning in group. Though, more than one third of the participants ratify that this style is the best one for learning. That is, when they study alone they learn better. They understand new material best when they work alone. They can remember information when they learn them alone. They make better progress in learning when they work by themselves. Whereas, few of the participants think that this learning style is not

suitable and undependable in most of the learning situations, therefore, they do not prefer to use it repeatedly.

Q.2. *Are there any significant differences at ($\alpha = 0.05$) in the perceptual learning styles preference among EFL students based on their gender?*

To answer this question, the collected data were analyzed by using the independent-samples t-test. The results related to the differences in learning styles preference are presented in table (2) below.

Table 2. Result of T-test of learning styles preference according to gender

L. Style	Gender	N	M	SD	t-value	df	P-value
Visual	Male	49	17.47	4.179	-.782	87.067	.436*
	Female	56	18.04	3.069			
Tactile	Male	49	18.24	3.199	-1.589	101.217	.115*
	Female	56	19.39	4.190			
Auditory	Male	49	19.37	8.007	1.144	64.985	.257*
	Female	56	17.95	3.630			
Group	Male	49	16.27	4.377	-.258	102.980	.797*
	Female	56	16.50	4.940			
Kinesthetic	Male	49	19.73	3.081	.282	102.998	.779*
	Female	56	19.55	3.511			
Individual	Male	49	16.61	4.256	.745	102.690	.458*
	Female	56	15.93	5.148			

* = more than (0.05)

Where: N = sample size (number of subjects). M = mean of the students' marks. SD = Standard Deviation. df = degree of freedom. P-value = level of probability.

The results show that in visual learning style, t-value = -782 and P-value = .436, which is more than ($\alpha = .05$). This means that, there is no difference in preferring visual style between male and female students. This leads to say that, both (male/female) students learn from seeing words in written forms.

In tactile learning style, the t-value = -1.589 and P-value = .115, which is more than ($\alpha = .05$). As a result, there is no difference in favoring tactile style between male and female students. This result reveals that, both (male/female) students can learn similarly when they have the opportunity to do 'hands-on' experiences with materials.

In auditory learning style, the t-value = 1.144 and P-value .257, which is more than ($\alpha = .05$). Therefore, there is no difference in preferring auditory style between male and female students. This means that, no impact for the gender (male/female) in learning equally from hearing words spoken and from oral explanations.

In-group learning style, the t-value = -.258 and P-value = .797, which is more than ($\alpha = .05$). Thus, there is no difference in preferring group style between male and female students. That is to say, both students (male/female) can learn through this style equally.

In kinesthetic learning style, t-value = .282 and P-value = .779, which is more than ($\alpha = .05$). Therefore, there is no difference in favoring kinesthetic style between male and female students. This finding indicates that, neither male students nor female ones prefer this style more than the other, that is, both prefer to use it equally.

Finally, in individual learning style, the t-value = .745 and P-value .458, which is more than ($\alpha = .05$). Accordingly, there is no difference in preferring individual style between male and female students. This means that, no (male/ female) student is deferent from the other in learning alone.

3.5. Educational Implications

Learning styles play an important role in making learning and teaching process more successful and more satisfactory. Therefore, syllabus designers and course developers should take this issue into consideration to meet all the students' preferences as much as possible. Whereas for teachers the matter is more important, more effective and more sensitive, so they should:

- be aware of all types of learning styles.
- understand and explore each student's learning style.
- adjust their teaching styles to match the students' learning styles.
- incorporate students' learning styles into their teaching and their curriculum activities in classroom.
- recognize that learning styles influence the students' academic achievement.
- recognize that students will enjoy the class experience and environment when they can use their preferred learning styles.
- make available multiple learning opportunities and learning style shift inside the class.
- take into account the different gender when teaching a foreign language.
- vary in using teaching aids and instruments to adequate the students' preferred learning styles.
- help their students to understand all the perceptual learning style preferences.

- use multi-style technique as much as possible during teaching to meet the favored students' styles.

3.6. Recommendations for further studies

Based on the study results, the researcher suggests making further studies in the area of learning styles such as:

- a. The learning styles preferences at different educational levels in Libya.
- b. The relationship between EFL teachers' teaching styles and students' learning styles preferences.
- c. The impact of learning styles on the students' overall academic achievement.

3.7 Conclusion

This study designed to identify the learning styles preferences of EFL students in Gharyancity, Libya. In addition, to examine the differences in learning styles preferences among the EFL students according to their gender (male/ female). The results exposed that tactile style, auditory style and kinaesthetic style are major learning styles of the participants. While visual style, group style and individual learning styles are minor styles. In the light of these findings, it can be concluded that students learn in many different ways, that is, each student has his/her own favoured learning styles. In addition, a student may prefer only one learning style or more than one, that is, depending on the learning situation.

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Appendix A Learning Styles Preferences Questionnaire

Circle the number corresponding with how much you agree with each item
strongly agree = 5 agree = 4 neutral/unsure = 3 disagree = 2 strongly disagree = 1

No	Items	SA	A	U	D	SD
1	When the teacher tells me the instructions I understand better.	5	4	3	2	1
2	I prefer to learn by doing something in class.	5	4	3	2	1
3	I get more work done when I work with others.	5	4	3	2	1
4	I learn more when I study with a group.	5	4	3	2	1
5	In class, I learn best when I work with others.	5	4	3	2	1
6	I learn better by reading what the teacher writes on the chalkboard.	5	4	3	2	1
7	When someone tells me how to do something in class, I learn it better.	5	4	3	2	1
8	When I do things in class, I learn better.	5	4	3	2	1
9	I remember things I have heard in class better than things I have read.	5	4	3	2	1
10	When I read instructions, I remember them better.	5	4	3	2	1
11	I learn more when I can make a model of something.	5	4	3	2	1
12	I understand better when I read instructions.	5	4	3	2	1
13	When I study alone, I remember things better.	5	4	3	2	1
14	I learn more when I make something for a class project.	5	4	3	2	1
15	I enjoy learning in class by doing experiments.	5	4	3	2	1
16	I learn better when I make drawings as I study.	5	4	3	2	1
17	I learn better in class when the teacher gives a lecture.	5	4	3	2	1
18	When I work alone, I learn better.	5	4	3	2	1
19	I understand things better in class when I participate in role-playing.	5	4	3	2	1
20	I learn better in class when I listen to someone.	5	4	3	2	1
21	I enjoy working on an assignment with two or three classmates	5	4	3	2	1
22	When I build something, I remember what I have learned better.	5	4	3	2	1
23	I prefer to study with others.	5	4	3	2	1
24	I learn better by reading than by listening to someone.	5	4	3	2	1
25	I enjoy making something for a class project.	5	4	3	2	1
26	I learn best in class when I can participate in related activities.	5	4	3	2	1
27	In class, I work better when I work alone.	5	4	3	2	1
28	I prefer working on projects by myself.	5	4	3	2	1
29	I learn more by reading textbooks than by listening to lectures.	5	4	3	2	1
30	I prefer to work by myself.	5	4	3	2	1

Appendix B

استمارة جمع بيانات عن الأساليب المفضلة لتعلم اللغة الانجليزية

المدرسة / ذكر أنثى

ضع دائرة حول الرقم المقابل لمدى موافقتك على كل فقرة

موافق بقوة = 5 موافق = 4 غير متأكد = 3 غير موافق = 2 غير موافق بقوة = 1

ر م	الفقرة	موافق بقوة	موافق	غير متأكد	غير موافق	غير موافق بقوة
1	عندما يقول لي المعلم التعليمات أفهم على نحو أفضل	5	4	3	2	1
2	أفضل أن اتعلم عن طريق القيام بشيء داخل الفصل	5	4	3	2	1
3	انجز الكثير من العمل عندما أعمل مع الآخرين	5	4	3	2	1
4	أتعلم أكثر عندما أدرس مع مجموعة	5	4	3	2	1
5	في الفصل ، أتعلم أفضل عندما أعمل مع الآخرين	5	4	3	2	1
6	أتعلم أفضل من خلال قراءة ما يكتبه المعلم على السبورة	5	4	3	2	1
7	عندما يقول لي شخص ما كيف افعل شيئاً ما في الفصل ، أتعلمه بطريقة أفضل	5	4	3	2	1
8	عندما أفعل أشياء في الفصل ، أتعلم أفضل	5	4	3	2	1
9	أتذكر الأشياء التي سمعتها في الفصل أفضل من الأشياء التي قرأتها	5	4	3	2	1
10	عندما أقرأ التعليمات أتذكرهم جيداً	5	4	3	2	1
11	أتعلم أكثر عندما اعمل نموذج لشيء ما بنفسي	5	4	3	2	1
12	أفهم على نحو أفضل عندما أقرأ التعليمات	5	4	3	2	1
13	عندما أدرس لوحدي ، أتذكر أشياء بشكل أفضل	5	4	3	2	1
14	أتعلم أكثر عندما أعمل شيئاً ما للفصل	5	4	3	2	1
15	أستمتع بالتعلم في الفصل عن طريق اجاء التجارب	5	4	3	2	1
16	أتعلم أفضل عندما اعمل الرسومات وأنا أدرس	5	4	3	2	1
17	أتعلم أفضل في الفصل عندما يعطي المعلم الحصة	5	4	3	2	1
18	عندما أعمل لوحدي اتعلم أفضل	5	4	3	2	1
19	أنا أستوعب أفضل داخل الفصل عندما أشارك في ادوار اللعب	5	4	3	2	1
20	أتعلم أفضل في الفصل عندما أستمع لشخص ما	5	4	3	2	1
21	أنا أستمتع بعمل الواجبات مع اثنين أو ثلاثة زملاء الدراسة	5	4	3	2	1
22	عندما أقوم ببناء شيء ما ، أتذكر ما تعلمته بشكل أفضل	5	4	3	2	1
23	أفضل الدراسة مع الآخرين	5	4	3	2	1
24	أتعلم بالقراءة افضل من الاستماع إلى شخص ما	5	4	3	2	1
25	أستمتع بصنع شيء ما للفصل الدراسي	5	4	3	2	1
26	أتعلم أفضل في الفصل عندما اشارك في الأنشطة ذات العلاقة	5	4	3	2	1
27	في الفصل ، أعمل بشكل أفضل عندما أعمل لوحدي	5	4	3	2	1
28	أفضل العمل في مشاريع بنفسي	5	4	3	2	1
29	اتعلم عن طريق قراءة الكتب أكثر من الاستماع إلى الحصص	5	4	3	2	1
30	أفضل العمل بنفسي	5	4	3	2	1