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THE EFFECTS OF LEARNING STYLES ON STUDENTS' PERFORMANCES: IBN KHALDOUN UNIVERSITY
CASE STUDY: THIRD YEAR LMD STUDENTS

A Dissertation Submitted to the Department of Foreign Languages in Partial   Fulfilment of the Requirements for the Master's Degree in Didactics

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I

Dedication

First and foremost I dedicate this dissertation to my wonderful family. Particularly to

The dearests persons in the world to my mother and father , Mom, dad, you have given me so much, thanks for your faith in me, and for teaching me that I should never surrender.

I would like to thank my beloved brothers and sister for their support and help.

* I would like to dedicate this humble work to my dear friends who have taught me so much and to my dear mokh*

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OUMELKHEIR TOUATI

Dedication

In the name of God, Most Gracious, Most Merciful All the pray is due to God alone, the Sustainer Of all the worlds.

I dedicate this work to my precious treasure in the life my dearest parents who suffered to raised me up and who always are by my side in the hardest moments encouraging and supporting me and who have made me the person I am now. Thanks for everything have done for me.

I gladly dedicate this work to:

To my teachers

To my dear brothers Achraf and Oussama

To my lovely Sister Chaima To my relatives and all my friends without exception

Benhouara Rania

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ABSTRACT

A learning style can best be explained as the most unique way in which a student prefers to learn new concepts. Students learn quicker and more effectively when teaching style is matched to their individual preferred styles. , this paper explains about existing learning styles and also suggests few teaching methodologies that are to be adopted for different learning styles, which creates interest in students that leads to outstanding performance in classes. We used two research instruments, questionnaire for the students and interview for the teacher's .The first instrument composed of eighteen questions distributed to fifty English Foreign Language learners from IBN KHALDOUN UNIVERSITY in the willaya of Tiaret. The interview consists of ten questions administrated to ten English Foreign Language teachers from the same institution, during the academic year 2019/2020. The results obtain from the questionnaire revealed that learners have positive attitude towards learning style and teachers take into consideration their learning preferences. The findings of the interview have showed that teachers are aware of the importance and effectiveness of learning style on students' performance; Teachers can incorporate these learning styles in their curriculum activities so that students are able to succeed in their classes.

Key words: learning style, performance, teaching methodologies, preferences.

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General Introduction

1- Introduction:

Teachers are good at providing excellent opportunities to advance the learning process for students. Sometimes, without thoroughly knowing why, teachers promote effective learning and become a successful method at a given time for a specific student or group of students. For a better awareness of what is learned regarding learning mechanisms and individual learning preferences, Teachers can provide even better learning circumstances which lead to more successful learning. Learning is a continuous process for two individual classes (for both teacher and student). Every single day, we all learn something new, it is acquiring knowledge through studying, being educated & experiencing, while teaching is described as a more systematic approach to providing lessons with the end result being learning. A learning style can best be explained as the most unique way in which students prefer to learn new concepts. Students learn faster and more efficiently when teaching style is adapted to their individual favorable style.

2- Statement of the Problem:

Learning achievement by a teacher is one of the most factors which indicate the success of the learning environment in order to ensure the effectiveness of the teaching atmosphere it is important to take into consideration characteristics, abilities and style of learners, in another word one of the most crucial issues in learning is the learners taking responsibility of his/her own learning and they should figure out what their own learning styles are and what characteristics this style has and they should thereby cope write this style

The fact that every student have their own unique learning style should be understood and addressed by all instructors, this study investigate the effect of learning styles on students' performance

3-Research Questions

This research aims to answer the questions below:

1-what is the effect of learning styles on student performance?

2-Is the variation of the use of learning styles obligatory for both teachers and student?

3-Does effective learning styles relate to learners confidence and performance?

4-Hypotheses:

As an attempt to answer the research questions, the following hypotheses are put forward:

 1-It has positive and negative outcomes

2- The variation of using learning styles among student could explain many differences in students acquisition of knowledge

3-Effective learning styles can be relate to learners confidence and performance

5-The aim of the study

The present study mainly aims at: first, to determine whether the teacher take into consideration all student preferences. Second, to investigate the learner's attitudes towards learning styles. Third, to check teacher's awareness and attitudes towards using learning styles in their classes. Finally, to explore the main challenges and obstacles faced by EFL teachers.

6-Research Methodology & Design

6-1The choice of the method

 The research methodology of this study is descriptive in order to describe the subject and obtain a lot of information on the subject.

6-2 **Population and Study Sample**

The target population with whom our study is carried out consisted of (50) learners and (1) teacher selected from Ibn Khaldoun university

The participants of the questionnaire are from third year L M D, as well as the respondent of the interview IS mainly EFL teacher with different teaching experiences.

This population was selected for two reasons. The first reason is that university students have advanced level in English, which may help them to provide us with

valid answers, besides they have already studied English for more than six year therefore; they would have experienced working by their different learning preferences at least once, even in other modules. Thus, they would have an opinion and an attitude toward it.

The second reason is that we have selected the EFL university teachers as a part of our population because the questionnaire participants are university learners which can help us conducting the study.

6-3Research Tools

Two investigation tools were used in this study. A questionnaire was designed for learners and interview was conducted with teachers. These research tools are chosen to give us the ability to reach a large number of people and allow respondents to provide us with a large amount of responses. And help us to obtain additional information

7-Delimitation of the Study

The corona virus pandemic and lack of time prevented us to conduct another research tool such as classroom observation. Moreover, the study was conducted with only university participants, which limited us to obtain a large amount of data, therefore the results of the study, cannot be generalized.

8-Relevance of the Study

This study is important in several aspects as follows:

The research will shed the light and prove the effectiveness and importance of using learning styles in EFL classes.

The study will reveal the learners and teachers attitude towards learning styles , which can be beneficial to have a clear understanding on the reason behind its implementation.

The findings of the study can be beneficial for English teachers to enrich their knowledge of learning style tacking into account the suggestions and recommendations provided in the study.

9-Structure of the Study

This study is divided into two chapters. The first chapter is divided into two parts presents the literature, which includes: the history of learning styles, definitions of learning, models of learning, definitions of styles, student learning needs, learning styles definitions, types of learning styles,. Part two includes: learning styles strategies, the relationships between learning styles and teaching styles, the benefits of understanding and identifying learning styles, the role of learning styles, challenges of learning styles, and the importance of learning style. The last chapter, provide a complete analysis of the questionnaire as well as the interview, followed by a discussion of the results so as to compare the results to the study hypotheses. Finally, after analyzing and interpreting data some recommendations have been suggested and the research is closed by a general conclusion

Chapter One

An overview of learning styles

And their value

Introduction

Learning styles have been considered as the most significant variables that can control how people learn, describe, recognize, and recognise learning styles in several ways. These are general patterns which provide guidance for learning and teaching. Learning styles can also be defined as a collection of factors, behaviors and attitudes which encourage individual's to learn in a given situation, This chapter is divided into two parts, the first part includes: the history of learning styles, definitions of learning, modeles of learning, definitions of style, student's learning needs, definition of learning styles and types of learning styles. The second part involves: learning styles strategies, relationships between learning styles and teaching styles, benefits of understanding and identifying learning styles, role of learning of styles, the challenges of learning styles and the importance of learning styles.

Ι PART ONE: literature review

Ι - **The History of Learning Style :**

Since the 1930s, the word 'learning style' has been commonly used in psychology and pedagogy. Different scholars have focused extensively on various facets of learning styles, and this has also contributed to an vast variety of learning style theories. The essentials of learning styles became known in 1892 research and were more likely to be used first by Thelen . The impression of learning styles was initially based on the theories of David Kolb (Fatt, 2000). Fatt (2000) says that:

 "Kolb saw learning as a circular process where learning is viewed as a series of experiences with cognitive additions: concrete experience, reflection and observation, abstract concepts and generalizations, and active experimentation" (p. 32).

 Students who adjust their learning style to the challenges posed shall be deemed to have a versatile learning style (Fatt, 2000).There are many learning styles and learning style models in literature. Differences in concepts and models result from the assumption that learning is done in various ways and that researchers identify learning types by concentrating on specific aspects. Shuell (1986) explains that:

 "different ways used by individuals to process and organize information or to respond to environmental stimuli refer to their learning styles"

Jensen (1998) defines learning style as a kind of way of thinking, interpreting and information processing. For Kolb (1984), learning style is a system of personal choice for recognizing and processing information. In this way, learning style is, on the one side, sensory and, on the other, menta.

David Kolb 's ideas have been included in Honey and Mumford's development of the psyvhological framework of four common learning styles: activist, reflector, theorist, and pragmatist (Fatt, 2000). An activist is a creative learner; a reflector is an innovative learner; a theorist is an empirical learner; and a pragmatist is a common-sense learner (Fatt, 2000). According to Fatt (2000):

"a person need not have predominetely a preferred learning style but can also function with other learning styles at different times in different situations" (p. 32).

An alternative tool for evaluating student personality styles involves the usage of the Kolb Personality Style Inventory (LSI) (Manochehri & Young, 2006). Kolb's learning styles are classified into four levels: Diverger, Assimilator, Accomodator, and Converger (Manochehri & Young , 2006) The Kolb Learning Style Inventory is used to *"measure the degree to which individuals display the learning styles derived from experiental learning theory"* (Manochehri & Young, 2006, p. 314).

Silver, Strong, and Perini (1997) stated that Carl Jung's learning-style theory started in 1927. Jung noticed major variations in how people perceived, how people made choices, and how active or reflective they were when communicating with others (Silver et al., 1997). Theorists of learning styles *"believe that learning is the result of a personal, individualized act of thought and feeling"* (Silver et al., 1997, p. 22) Most learning-method researchers believe in four types of learning: the mastery method learner, the understanding type learner, the self-expressive style learner, and the interpersonal type learner (Silver et al., 1997).

According to Fatt (2000):
"People use their five senses to gather information and then channel it through three separate routes, called representational systems, to make sense of it" (p. 34).
Such represenational systems include the visual , auditory and kinesthetic types of learners . Every person has a preference for one of these systems, and personal contact habituated to the learning style will improve communication with others (Fatt, 2000).

Learning style according to Allport; It is known as the understanding, thought, recalling, or problem-solving of an person in the way it is used to. (Allport, 1961: 11).It is believed that such meanings require cognitive processes and that the person chooses the thinking method that they are used to (шimşek, 2004: 97). Allport, who researched learning patterns, used the idea of style in 1930 and later, in 1961, also focused on the variations between students (Peavler, 2007: 4).

Learning style according to Kefe; Advanced cognitive mechanisms Keefehas clarified the long-lasting perceptual, emotional and physiological features of the student's understanding of the world and how he communicated with the learning environment. He also stated that individuals with these described style characteristics are subject to the influence of genetic code, self growth and good adaptation to the environment. For him, learning types include perceptual, emotional and environmental dimensions

(Açıkgöz, 1996).

II- Definitions of Learning:

Learning is something that happens quite naturally and in many instances goes by quite unnoticed. They can focus on how a child may achieve things they have not been able to do before, and we may be surprised by how a small child learned in only a brief amount of time. It is unplanned learning, While parents may invest time helping children build such abilities and comprehension, it is recognised as separate from the expected learning in the more formal setting of our education system– playgroups, kindergartens and colleges.

Learning was operationally characterized as behavioral changes resulting from experience, or experimentally as changes in the organism resulting from experience. Both meanings are problematic. Researchers describe learning as ontogenetic adaptation, that is, differences in an organism 's actions arising from regularities within the organism 's environment.

Hohenstein and king(2011) define learning as *"a relatively permanent change in thought or in behavior that results from experience"(p.176)*. however,this suggests that learning a foreign language can be hard in the context that learners must undergo a series of miscellaneous tasks and activities that would ultimately result in a definitely different background and characteristics for the person concerned.

Pritchard stated that Learning is something that we all have an awareness about and have always been participating with, Such participation has occurred in a broad variety of contexts, both formal and informal, ranging from the relative confines of a school classroom to the countryside's large open spaces or a peaceful corner where a random discussion has contributed to a greater comprehension of these or other subjects, Learning is not limited to the school sector environment.learning starts a very long time before school; lasts after school for much longer; and occurs rapidly and in tandem with school, in several various forms and conditions. Learning

continues in numerous forms, and has been described and explained over the years by several different active scholars and opinion-makers.

"The term learning covers every modification in behavior to meet environmental requirements". (Gardner Murphy ,1968,p.205).

"Learning is the acquisition of new behavior or the strengthening or weakening of old behavior as the result of experience". (Henry P. Smith ,1962,p.260).

"Learning is a process of creating knowledge through the grasping and transformation of experience" .(Kolb, 1984).

According to Robinson &Horrocks(1967)

"Learning is an episode in which a motivated individual attempts to adapt his behavior so as to succeed in a situation which he perceives as requiring action to attain a goal". (p.232).

Crow &Crow (1973)stated that:

"Learning is the acquisition of habits, knowledge and attitudes. It involves dew ways of doing things and it operates on an individual's attempts to overcome obstacles or to adjust to new situation. It represents progressive changes in behavior. It enables him to satisfy interests to attain a goal".(p.225).

Ⅲ-**Models of Learning:**

At the end of the 19th century, the scientific study of the learning method begins by Ivan Pavlov, Russian, and Edward Thorndike, USA. At present, three theories are commonly used to describe changes in acquired behaviour; two emphasize the development of relations between stimuli and responses, while the third stresses the creation of cognitive systems. Albert Bandura (1977) established that learning takes place by monitoring of others, or models; it was proposed that this form of learning happens when children are subject to media violence.

Ⅲ- 1 Classical Conditioning

Pavlov initially described the first pattern, classical conditioning, of dogs' salivation reflex. Salivation is inborn reaction, or unconditional answer, to food presentation, an unconditional stimulus. Pavlov proved that dogs may be trained simply at salivate to the sound of a buzzer (a programmed stimulus) after having heard many times in tandem with food delivery. Learning is believed to arise when salivation was influenced by a new stimulation that initially did not evoke it. The combination of food with buzzer serves as the influential stimulus to activate the buzzer.

Ⅲ - 2 Operant Conditioning

A second method of learning, named operant conditioning, was developed by Thorndike around the same time as Pavlov 's principle, and later extended by B. F. Skinner Learning takes place here when the individual acts on the environment.While classical conditioning includes native reflexes, voluntary action includes operant conditioning. Thorndike found that an occasional incentive is necessary to improve performance, while discontinuing the usage of rewards appears to remove the acquired behaviour. The popular Skinner box demonstrated operant conditioning by putting a rat in a box in which food is created by pressing a small button. Skinner shows that in the end the rat learns to click the bar repeatedly to get food. In comparison to motivation, discipline leads in avoidance behavior, which appears to impair learning but does not inhibit it. Stimulus generalization occurs in both types of conditioning; i.e., the conditioned response may be elicited through stimuli similar to the original conditioned stimulus but not used in the original training. Generalization of stimulus has enormous practical significance as it enables the application of learned behaviors across different contexts. Modification of behavior is a form of therapy which results from these learning stimulus / response models. It functions under the premise that it can still be unlearned if actions can be taught.

Ⅲ -3 Cognitive Learning :

A final approach is known as cognitive learning. Wolfgang Köhler has demonstrated that a lengthy trial-and - error method may be supplemented by a rapid intuition that grasps a problem's interrelationships. This method called intuition is more about piecing a puzzle together than responding to a stimulus. Edward Tolman (1930) discovered that the design of a maze was mastered by unrewarded rats, although this was not apparent until they were eventually compensated with food. Tolman called this latent learning, and it was suggested that the rats developed cognitive maps of the labyrinth that they could apply immediately upon offering a reward.

IV - **Definitions of Style :**

Crystal & Davy(1969) described that :

"Style may refer to some or all of the language habits of one personas when we talk of Shakespeare's style (or styles)... or when we discuss the question of disputed authorship... More often, it refers in thisway to a selection of language habits, the occasional linguistic idiosyncrasies which characterize an individual's uniqueness".

"...style may refer to some or all of the language habits shared by a group of people at one time, or over a period of time, as when we talk about the style of Augustan poets, the style Old English 'heroic' poetry, the style in which civil service forms are written, or styles of public-speaking". (pp.9-10)

Style in literature is the literary aspect that defines the manner in which the author uses words,word collection, sentence form, figurative expression and sentence arrangement. all function together to create tone, pictures, and sense in the text. Style describes the author's way of describing events, objects and thoughts. One easy way to grasp literary style is to talk of the trends of design. Clothing may be formal and dressy, relaxed and comfortable, preppy, athletic, and so on. Literary style is like the clothing put on by a book.The material below is, by comparison, like the body of the human, and the basic terms, systems, and configurations used are like the clothing. Much as we can dress one human in various ways, so we can fashion one message in different literary styles.

Thomas s.kane cited Style as a set of linguistic features separating one piece of writing from another, or one type of writing from another. Therefore, Style involves the writer's way of thinking about his topic and his distinctive manner of expressing it to a specific reader and purpose. However, Style derives from linguistic choices that efficiently convey the unique thought and feeling of the writer.

Linguists see style as language variety, as preference of alternative expressions, as departure from linguistic standards, and as special use of vocabulary, style as grammar, as a voice and style as form and meaning. Below is some of the definition of style that takes into account these language concerns and is called a linguistic or linguistically oriented definition of style.

IV - 1 **Style as Variation:**

Lyons (1970)definition of Stylistics regarded style as variation in the use of language. According to Hockett (1958) :

"two utterances in the same language which convey approximately the same information, but which are different in their linguistic structure, can be said to differ in style".(p.556)

IV - 2 **Style as Choice:**

(Enkvist, 1964,p12) defines style *"as the choice between alternative expression".* Brooks and Warren are of the view that the term style is usually used with reference to the poet's manner of choosing, ordering and arranging his words. According to Traugott & Pratt (1980) : "style refers to patterned choice, whether at the phonological, lexical, syntactic, or pragmatic level".(p409)

IV -3 **Style as Deviation:**

Bloch (1953) defines style as:

"the message carried by the frequency distribution and transitional probabilities of [a discourse's] linguistic features, especially as they differ from those of the same features in the language as a whole" (p.42) .

however, style is characterized as the deviation from norms for the contexts in which it encodes such deviations being in the statistical characteristics of those structural characteristics for which there is some degree of option in its language.

IV -4 **Style as Special Usage:**

Wellander (1948) holds the view that *"style, in the linguistic sense, usually signifies every special usage clearly contrasted against the general"* (p.18). although Hough (1969) view that Language is the dress of expression, and style is the special cut and fit of the dress.

IV -5 **Style as Grammar:**

Grammar and style occupy most of the same area, albeit use varying terminologies In the linguistic context, grammar is a technical language which helps to understand how sentences and passages work and how they make sense.in the opening to her 1971 book Grammar as Style,Virginia Tufte states that *:"grammar and style can be thought of in some way as a single subject".* While there are various interpretations of grammar, Tufte

generally describes them as syntax, or word arrangement, where the more obvious rhetorical effects are described as style.

Style as grammar, or grammar as style, fuels claims by Joseph Williams, Martha Kolln, and Laura Michicche, both of whom use terms from linguistics to teach style awareness as fundamental principles. In particular, the term "rhetorical grammar," meaning instruction in the rhetorical effects of grammar, is used by Kolln and Michicche to help students realize the many choices they have When sentence level knowledge is structured. A rhetorical view of grammar and style is nicely summed up by Mikkel Bakhtin 's argument, in "The Issue of Speech Genres," that the very selection of a specific grammatical type by the speaker is a stylistic act. Style is in several respects the practice of choosing between grammatical alternatives.

Ⅳ -6 **Style as Voice :**

In a 2007 College English essay entitled "Voice in Writing Again: Accepting Contraries," Peter Elbow discusses speech and its relationship to form. A longtime champion of speech in student literature, Elbow defines the term as "*language as sounded, heard, and existing in time*"(p.175) . Voice applies to some feature of writing or speech that provides a feeling of distinction or individuality, a presence or a way to label the usage of language by anyone other than others. Students should learn to write with a sense of voice because, *as* Elbow argues, *"Readers usually experience 'audible' voiced writing as clearer than writing they don't hear"* (p.177), In addition, letting students combine scholarly writing with their own personalities, the way they communicate in their everyday discussions, can help to make learning less daunting.

Traditionally Style is a structured subset of classical rhetoric with a language of its own, Nowadays, style scholars in our field often draw additional words from grammar and linguistics. This vast collection of words will render style seem to be complicated and overwhelming to college students. The loose voice language becomes more fluid, stressing the interaction between readers and writers, and not the isolated text.As such, it can encourage students to reflect more deeply on their writing's social and emotional impact, and resist giving them a set of ready-made labels. As Elbow acknowledges:

"Many of the textual features that people describe in terms of voice can also be described as matters of style. And there's a huge and sophisticated scholarly literature about style in writing. But the voice metaphor often works better for students and others who are not sophisticated about language"(p.177)

IV -7 Style as Form and Meaning:

Many writing teachers see style as a way to modify the appearance of a concept but not the concept itself. They could see the style better suited to academic writing as simple and clear. Stylisticians prefer to claim the opposite: that these variations shift meaning often dramatically, often slightly and that learning about these variations lets authors mold their thoughts. Matthew Clark advises us in a Matter of Style to reject the notion that meaning actually exists, before language, and that the role of language is merely to reflect the pre-existing meaning, Clark insists that *"expression often helps to form meaning, and . . . the possibilities of expression influence the possibilities of meaning"*(p.45)

V -Students' Learning Needs :

Each student has specific learning needs, Learning needs is anything that may be established to develop or strengthen current abilities or experience through a learning path. It is essential to recognize learning needs in order to enhance learning. When students consider their learning needs and find appropriate content that fits their interests, their learning will increase.

The following three factors must be taken into account to satisfy the learning needs of the students (Tomlinson, 2009):

V -1 Readiness : That refers to the knowledge and skill level of the students.

V- 2 Interest: It applies to subjects that the students would like to search or motivate

V-3 Learning profile: It includes learning style, culture, sex, preference for intelligence and the atmosphere.

VI_ Need for Learning Styles :

In 1983 Gardner introduced the Principle of Multiple Intelligence. This was commonly utilized in community-based schooling, teaching, and preparation. Gardner defined eight different kinds of intelligence which represent different ways of

communicating, namely musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily , interpersonal , intrapersonal and naturalistic

According to Gardner each individual has a unique combination, or profile.(1983) While this theory implies multiple forms of intelligence, Gardner implies that each person has a particular intelligence structure , i.e., none of us are the same. This is affected by human attributes, such as prior knowledge, level of schooling, personal experience, level of health, enthusiasm, trust in assignments, aptitude and manner of learning (Sadler-Smith, 1996; Howles, 2006) Such discrepancies affect learning behaviors and outcomes. One of the most significant factors affecting the learning outcomes is learning style (Felder, 1995).

Learning Style is essential to a process of learning. It can help the students improve their learning skills. For instance, if students recognize and comprehend their preferred style, they could select Reading Materials that fit their learning style which will help them better understand the topic. This could develop their learning abilities. Learning Style represents several inter-related elements, namely modalities, instructional preferences, and learning strategies. The use of these elements in learning can be influenced by the type of learning task and the environment (Peterson, 2009). Therefore, Learning Style is defined as the preference (or predisposition) of an individual to perceive and process information in a particular way, or combination of ways (Zapalska & Brozik, 2006)

VII- **Learning Style:**

VII **-1 Definition:**

 It is very important to describe what the style is, which is the most essential concept in learning style, before starting with learning styles, models. What *does style mean?. Style is a term used in such areas as mode , art , activities, media and so on. Within this concept the most important elements are the priorities of the person. If we look at this idea in the domain of education we find that each student has its own learning style. Such variations influence the encouragement of the respondent, his position towards the lesson and, ultimately, his study effectiveness.* The sexuality of the pupil, his intellect and personal attributes impinge on his style of learning (Erden & Altun, 2006,p.20) Since his individualistic traits and interests are linked to learning

style. Learning styles are the preferences of the students on how they view the nature how they interreact with it, how they respond, and how they encounter learning in this context (Simşek, 2007). When the learning patterns of the students are known, it is possible to figure out both the sort of educational atmosphere they require and how they can learn in class and beyond the classroom (Özbek, 2007p. 40). When it is done like that, that's because lessons are learned according to the learning styles of the students their interests and results towards learning have improved. It is relevant here is that learning styles are not good or bad than each other. If a teacher holds this trait in mind , he can make advantage of this difference (Simşek, 2007). There have been some studies carried out for the last 60 years with this reason (Peker & Aydın, 2003,p.170) these studies are :

Claxton &Ralston(1978) *"Learnins style is a continious and constant style that shows how a student reacts to the stimulus and how he uses these stimuluses in learning process"*

Keefe (1979) *"Learning styles are cognitive, affective and psychological characteristics that learners used as constant determinants to some extent in their perception style,interaction style and reaction style".*

Patureau(1990) *"We can define an individual's learning style as a style taken as a model from his cognitive style and unique way and his experieces in learning-teaching situation."*

Dunn &Dunn(1993) *"Learning style is a way of haviing knowledge and processing knowledge starting with the learners' intensifying on a new and difficult information".*

Reinert(1976) *"The learning style of an individual is the style he aims at learning actively that is, the style he is programmed to have a new information, to understand, to hold it in order to use later."*

Kolb (1984) *"Learning styles are measured by a self-announced scale called as LSI and generalized differences in learning tendencies that based on the degree of the four kinds of learning process according to each other."*

Experts defined learning patterns in various ways, and they evaluated their tests in different directions. learning styles have different definitions and classifications For instance, the learning styles of Gregoric consist of four dimensions that include concrete consecutive,abstract consecutive, concrete-random and abstract-random, In the learning styles of Kolb, there are also four styles. These are: accommodator,diverger,converger and assimilator. In the learning styles of Felder ve Soloman four different learning styles exist and these are the active-reflective scale,

the sensing /intuitive scale,the visual/verbal scale and the sequential /global Scale. Vester mentioned three learning styles in his book called 'Think-Learn-Forget' which was published in 1975. According to Vester, there are auditive, visual and haptic learning styles (Beck, 2005). The McVay Lych Learning Styles Invantory consists of three dimensions called visual, auditory and kinesthetic.

David Kolb defines 'Learning Style' as:

"a result of hereditary equipment, past experience, and the demands of the present environment combining to produce individual orientations that give differential emphasis to the four basic learning modes postulated in experiential learning theory" (Kolb, 1984).

(Bennet 1979, p. 262) has defined learning styles as:

 "A constant pattern of behaviour and performance by which an individual approaches educational experience. It is the composite of characteristics of cognitive, affective and physiological behaviours that serve as relatively stable indicators of how a learner perceives, interacts with and responds to learning environment. It is formed in the deep structure of neural organization and personality which moulds and is moulded by human development and the cultural experience of home, school and society."

VIII- **Types of Learning Styles :**

Everyones styles of learning have more influence than you can realize, The way you learn is guide by your preferred styles. Often, they change the way you view things internally, the way you remember information and also the phrases you use. We all experience the world in unique ways, and that comes with variations in the way we learn best. Knowing the variations between these types of learning styles will have a significant effect on how teachers treat their pupils, set up group projects, and organize around the individual learning. By knowing the difference in learning styles, teachers may end up with a handful of students lagging behind their peers-partially because their particular learning style has not been enabled. A good instructor is the one who not only disseminates information and promotes learning but also recognizes students ' learning patterns and contributes toward each of them.

Effective teaching requires flexibility , creativity and responsibility to provide an environment that meets the individual needs of the learner.one of the difficulties that teacher confront is how to match the teaching strategies with the learning styles of the students in order to enhance their academic performance. The style of a student is

determined by a range of factors, including past learning experiences and community culture. Few people only have one style to which they are accustomed.Looking at a student class, most of them have one common dominant style. This is what defines our communication styles that can show us how best we can teach or learn things. When we teach a group of learners who have different learning styles, it is very important for us to engage them in all the various strategies. Students listen to those who create attention, inspire , reward their performance, and motivate them to develop. In order to do this, it is necessary to adopt different types of teaching aid.

Howard gardener highlighted 7 types of learning styles: visual ,auditory,verbal,kinesthetic,logial ,social,solitary.however, we produced seven different explanations of the seven styles, each using techniques that learners of that style should supposedly find the most useful, and how teachers can practically apply this information in their classrooms.

VIII -1 **Visual:** :

 Fatt (2000) says that people with a visual learning preference *"see the world by constructing or remembering mental images" (p. 35)* Fatt (2000) claims that visual learners like better reading , analyze and view data and visual aids. Visual students would rather learn by watching movies, film strips, pictures, and graphs which help integrate the subject (Fatt, 2000). When having a exam, if the study contained visual representations a visual learner would perform well on the examination (Fatt, 2000). Students who prefer a visual learning style and are instructed with visual aids will perform better if appropriate materials are provided (Cegielski et al. , n.d.).

visual learners are called also spatial learners. They understand and remember the things by sight They can imagine what they are learning in the brain and form a picture. They 're explicit that they sometimes shut their eyes to imagine or recall something. They can quickly get confused by noises. They 're drawn to colour and language spoken (like tales) that's abundant with fantasy. They write keywords ,thoughts , directions and draw images to illustrate new ideas .

Visual learners tend to learn by viewing. They have strong visual memory and enjoy visual information, such as diagrams, graphs , charts, posters and displays. They also use hand gestures while explaining or remembering things or objects, and prefer to

look upward while reflecting or remembering details. They remember better while seeing images, graphs, flow charts, time lines, maps, videos, displays. They swap the terms with pictures and colours.

Visual learners prefer to think in pictures As lectures in the University style appear to ignore visual elements, visual learners out there that have trouble keeping centered over a long lecture. Something to try when taking notes in class is developing a system of symbols to replace the written word. For illustration, using the standard symbol instead of typing out "female" each time in your notes. Or just put a smiley face instead of writing that the findings of a specific study were good

Teaching strategies dor visual learners may involve presentations, photographs, or graphs (Coker, 1996)... Some key words that can be used to get a visual learner to pay attention are: see, look, imagine, observe, search, and perceive
When teaching visual learners, the whiteboard is the right choice; teachers should create opportunities to draw images and diagrams on the board, or ask students to scribble examples based on the subject they are learning. Teachers catering to visual learners can do handouts on a daily basis and use presentations. It might often take some time for visual learners to interpret information, since they consider the visual signals before it. So be sure to allow students some space and time to work on the details , Other tricks to try for visual learners include rearranging your page spatially— rather than writing horizontally across a page, Write in a manner that is more reflective of the relationship being described— for starters, type the terms out in a circular fashion because the relationship you discuss is most accurately defined by this. Coloring your notes can also be useful to create more visual stimulation.

Ⅷ -2 Auditory:

 Persons with an auditory learning preference prefer sound and make better decisions on what they have heard or read. Fatt (2000) says that auditory learners would prefer lectures, seminars, discussions, and tapes. By letting auditory learners to listen to tape recordings of material, they are more likely to ask questions about what they have learned and may not have understood. When taking a test, an auditory learner would do their best by being given an oral examination A particular interest to faculty is auditory learners who learn best by listening. According to Davis & Franklin (2004)

the auditory dimension is not like the social dimension at all. The auditory dimension is considered to be exclusive; *"learners have high, neutral, or low aptitudes for auditory environments"* (Davis & Franklin, 2004, p. 54). Some key words to use with auditory leaners include rhythm, hear, detect, tempo, and flow. According to Coker (1996), *"The learner may also want to visually compare his or her technique to a model demonstrating the desired movement"* (p. 67).

Auditory learners learn by listening, understanding and remembering things they've heard. They sometimes read out loud because they have to hear it or speak it in order to know it. They have strong auditory memory and benefit from, for example, conversation, lectures, interviews, hearing stories and audio tapes. They like sequence, repetition and summary and prefer to turn their head and use steady eye movements while remembering memories.

Auditory learners learn best by hearing information; if they read it, they may have trouble understanding a text, but if they listen to it, they can obtain more information. This is why their listening comprehension test results are typically higher than those seen on reading comprehension tests. Auditory learners are very sensitive to the speech quality, tone and timbre of the voice, intonation, etc. They are often garrulous, they like to speak aloud; they usually enjoy music, and they recall lyrics of songs and conversations.

Auditory learners prefer to understand more when a sound enhances the subject matter. Such students will rather listen to a lecture than read written notes, and also use their own voices to develop new thoughts and theory . These are the students who like to read to themselves loudly, they 're not afraid to speak up in class and they're great to describe things verbally. They may also be slower in reading, and may repeat what a teacher is telling them. As such, attending lectures , seminars, and group meetings are really important for these learners (it's also vital for the rest of us to be a read / write learner is no reason to skip lectures!).Because these students can find it challenging to stay silent for lengthy periods of time, teachers may include auditory learners in the lesson by encouraging them to explain new concepts to you. Ask questions and have them respond, evoke community conversations so that the auditory and verbal processors can better take in the knowledge they are presented with and comprehend it. Watching videos and using music or audiotapes are also useful ways of getting involved with auditory learners.

Using the appropriate materials with auditory learners on mathematics can develop their understanding of the topic being taught. According to Hardy (2010), Auditory students can clearly hear the answer ringing out at them in particular instances, such as the factorization of 3pqr + 15pq. By using key words such as state, substitute, and solve in mathematics, teachers can maximize the retaining of information with students

Often, involving audible learners in community conversations about course themes and subjects and forming a weekly study group to get together regularly just to speak about the stuff being addressed in lectures may be very beneficial. These students leave loads of extra room on their page while taking notes in lectures and then refer to those notes when they have had the chance to explore the topic in more depth in addition to their new knowledge.

Ⅷ -3 Verbal(linguistic):

The verbal style includes both the written and spoken word. They consider it convenient to communicate themselves, both verbally and in writing. They love to read and write. They tend to capitalize on the sense or sound of phrases, such as tongue twisters, rhymes, limericks and the like. They know the definition of many words, and they constantly seek to discover the meaning of new terms. They use these terms, as well as the expressions they've only picked up while talking to others. According to the theory of VARK Modalities established by Fleming and Mills in 1992, reading / writing learners tend to learn by written phrases. Although there is some similarity in visual learning, these forms of learners are attracted to language by writing, reading posts on the Internet, writing in diaries, looking for terms in the dictionary, and browsing the Internet for just about anything. They also think loudly, using terms creatively, including reading, playing word games, and making poems or stories.

Gardner states *"the linguistic intelligence is activated when individuals encounter the sounds of a language or when they wish to communicate something verbally to another person" (1993)*.However, this learning style doesn't correlate exclusively with the spoken word. For example, deaf people could demonstrate linguistic intelligence through the use of signs.

Individuals with verbal-linguistic learning styles communicate better by utilizing oral or written content. Instead of complex conceptual descriptions they choose methods based on language meaning. Math issues with words are more important to verbal-linguistic learners than to solve equations;They usually enjoy written projects, speech and drama classes, debate, language classes, and journalism.

Verbal-linguistic learners can have a harder time with hand-eye coordination or visual-spatial activities. It may also be challenging for them to understand the visual display of information. For instance, it might be more challenging of verbal-linguistic learners to read a graphic, view a graph, or comprehend a "mind map."

It is definitely the best learning style to match with teachers , as much of the school program offers a number of resources for writing essays, conducting academic study, and reading books. Teachers should provide a lot of room for these students to learn material in the written word and give them the opportunity to get their ideas down on paper as well. Often, verbal-linguistic learners are competitive in tests that rely on the ability to respond to spoken or written orders quickly and correctly.This makes it possible for these pupils to take structured examinations, Intelligence exams, and quizzes.

Ⅷ -4 Kinesthetic:

 Individuals with a propensity for kinesthetic learning interact with the world via emotions or sensations (Fatt 2000). Students called kinesthetic learners tend to know by performing (Fatt, 2000). Kinesthetic learners *"prefer a trial and error method of learning" (Fatt, 2000, p. 36).* Preferably this sort of learner does not learn by definitions, multimedia displays and conversations (Fatt, 2000). A kinesthetic learner would rather be learning with hands-on experience which helps them create and develop what they have learned .

kinaesthetic learners are also called as "Tactile learners" It involves both information perception and information processing. Kinaesthetic learners like to learn by contact, gesture, imitation, and other physical movements. They can recall through writing or physically handling the details, they are excellent at recalling events and associating emotions or physical interactions with memory. They love physical exercise, field trips, object manipulation and other realistic, first-hand experience. They also find it

challenging to remain silent and require daily breaks in classroom activities, they usually don't like read instructions. they want to be stuck in the thick of things by playing out incidents or by using their hands to explore and treat objects.

Kinaesthetic Learners learn through doing. It is probably the most difficult learning type for university students, because there are not so enough opportunities for hands-on instruction in lectures. For this purpose, the labs and tutorials are becoming ever more important for these learners.

The Physical learner will learn better if it requires physical movement. Teachers should concentrate on the feeling anticipated in each case. Additionally, the physical element as realia will be included as frequently as possible. Actions such as reading and writing are often perceived to be physical tasks. On top of this, the instructor should integrate role-playing to match the desires of the kinetic learner.

By offering a task-oriented question, a kinesthetic learner would have higher performance (Fatt, 2000). A person with a kinesthetic preference of learning has *"the ability to use the body to build rapport, to console, to persuade, and to support others"* (Silver et al., 1997).

The easiest approach for instructors to help these students learn is to keep them moving. Teachers will advise students to take part in a certain scenario from a historical lesson they give. In addition, these students can be supported by integrating movement into lessons: speeding to help memorize, playing games that include walking across the classroom or making students write on the whiteboard as part of an experiment. If these students can physically grasp what they are learning, complex thoughts and hard topics would be simpler to comprehend.

Ⅷ -5 Logical (mathematical) Learners :

As the name implies, mathematical learners work best by using numbers, structures and reasoning, which is why they are also referred to as logical learners. According to Mantle(2001) These students make the best engineers and work by the categorization and analysis of abstract patterns or relations.Gardner mentions the connection between mathematical and musical learners, as both are attracted to structured structures that can also be seen in music (1993).

Such students are excellent at math, so they love reasoning problems and puzzles. They want to try out problems and come up with unexpected ideas developing logical-mathematical intelligence, Logical, or mathematical learners use logic and structures in order to learn effectively.

People with logical-mathematical learning styles use rationale and sequential structures to process information. Their abilities are in math , logic, finding trends, and problem-solving. They want to deal with statistics, to use reasonable ways to address queries, to define and categorize, They are comfortable working with the abstract. They love school practices such as math, computer science , electronics, drawing, architecture, chemistry, and other "severe sciences." Systematic-mathematical learners favor systematic learning and sometimes perform well in formal, coordinated settings. They have strong mental insight, memory, and problem-solving abilities.

People with logical-mathematical learning styles perform better when instructors instruct them through visual tools , devices, analytical and scientific programs, and hands-on projects. They choose organized, goal-oriented exercises focused on math logic and reasoning rather than less organized, creative tasks with incorrect learning goals. Logical-mathematical learners may consider a statistical research more attractive than an review of literature or a journal. They may also enjoy creating graphics, charts, timelines and categorizing collections.

Ⅷ -6 Social (Interpersonal) Learners:

Interpersonal learners work best in groups and social elements help improve their concentration. Debates, group study and interactions are the best methods according to professor . Interestingly, while they work best in groups, they also have the most empathy when it comes to others.

"Interpersonal intelligence builds on a core capacity to notice distinctions among others – in particular, contrasts in their moods, temperaments, motivations and intentions" (Gardner, 1993). These students are sensitive to other people 's needs and moods, they excell in group activity and dispute resolution among classmates.In order to improve interpersonal skill, they use cooperative learning, and even use class meetings as a platform to overcome social problems. They want to communicate with each other as they solve problems. They need to talk in order to be productive. Usually, they like to study in

schools or classes, although they want to spend a lot of one-on-one time with a teacher or professor. They improve their learning by turning their attention away from others and listening to how they react. They like to communicate on conflicts, suggestions and challenges as a community. They really enjoy working with a "click" or synergistic community of people. They prefer to stay around after class and talk to others. Instead than doing their own thing, they choose social activities. They usually like games that involve other people, such as card games and board games. The same refers to organized sports such as soccer or football, basketball , cricket, tennis, baseball and hockey.

teachers should introduce them to some of the techniques from the book. It may be easier for you to try some of the Memletic Techniques in a social setting, and work with the feedback from others Better results if taught through group activities, seminars, dialogues. Role-playing is a technique that works well with others, whether its one on one or with a group of people. For example, the aerodrome area is a role-play in aviation training. Get people move around in 'circuits' making the correct radio calls, with everybody managing the tower. Another form may be role-playing with one person as the tutor and the other as the pupil

Ⅷ -7 Solitary(**Intrapersonal**):

Intrapersonal learners are also known as solitary learners. Like interpersonal learners, they perform well while they learn on their own. They are considered to be involved in philosophy, psychology and theology because of their experience in self-reflection.

"They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions"(Lane, 2008).

Understandably, these are the most independent learners from all other styles. Recommended learning approaches for intra-personal learners involve holding a journal and taking a strong interest in the topics being researched. These students are self-motivated and reflective. They sit and listen, instead of adding to the dialogue. We like to work on their own, to have a private moment to formulate fresh thoughts, and daydream sometimes, They typically require space and time away from the hustle and bustle of the school environment so that they can explore things in their own way developing intrapersonal knowledge.

These learners tend to shy away from others, They are in tune with their inner feelings; they have wisdom, insight and inspiration, as well as good desire, loyalty and thoughts. They may be guided through independent study and introspection. Tools include books, artistic content, articles, time and privacy. In all the learners they are the most independent. They spend time examining themselves, and also dwell on previous incidents and how they handled them. They take time to think about their own successes or challenges, and to assess them.they like to spend time alone. they may have a personal hobby.They like to fly or relax in rural areas or cities, away from people, like they know themselves and think differently, know their minds. They may have attended seminars on self-development, read books about self-help or used other approaches to gain a better knowledge of themselves. They like to focus on issues by receding to a comfortable place and through thinking on possible solutions .they may sometimes spend too much time trying to solve a problem that they could more easily solve by talking to someone, they like to make plans and set goals.They know their way of life and of jobs. they prefer to work for themselves, or have thought a lot about it.a lot of room and quiet are the secret to progress for the solitary-intrapersonal learners. Such students prefer to function alone and focus better while they are in a comfortable, calm environment. Nonetheless, it is necessary to check in periodically with these learners, because they may find it challenging to ask for support. If you think your student is suffering, contact them politely and see if they need some assistance with it. Connect learning objectives for your subject with their personal preferences and values.This will motivate your student and increase their confidence. Giving these learners their space is crucial, so you can establish their confidence. Building this trust is important and allows your student to express any issues or struggles they may be having.

II **Part Two: the value of learning styles**

I- **Learning Style Strategies:**

Learning strategies are the acts and operations used by students to improve the process of information gathering and storage. Students need to familiarize themselves with various approaches to learn more effectively. Mortimore (2003) suggests that learning style are perceived more in terms of learning strategies and are considered less stable. This means that different styles rely on learner learning strategies, and each learner has learning style strategies.

First, visual learners usually gests or facial expressions from the lecturer. You would be able to recall ideas better if you can connect them with a particular movement of the professor's look, so if you are in a large lecture hall, step to the front Nice to see the speaker, take comprehensive notes to recall key information and use notebooks from the organization to create memorized vocabulary flashcards and concepts using highlighters, write sentences and phrases that summarize important knowledge from your textbook. Furthermore,

Second, auditory approaches are: they also attend lectures, workshops and discussions.they takes positions that allow them to hear correctly in classrooms, whenever practicable, do oral reports or send in tap. and they always create holes in their notes to recall later and fill in, and mention, rephraseand summarize key information and ideas Going beyond the text, which means giving students the ability to listen to audiobooks or even record their own stories and listen to them. A advantage of audiobooks is that they cover a wide range of subjects, from fairy tales

to science. They can also be used to improve whole community lessons and offer struggling readers a new way to practice their developing skills by reading along.

Third, kinesthetic learning techniques, they keep fouled during school hours and set in front of the room, they integrate technology as much as possible, rewrite content of your reading in your own words, Function with quiet music in the background, take frequent short breaks, close your eyes and trace words and sentences with your finger, play games, jigsaw puzzles, play roles, presentations or knowledge demos, read notes while walking

Fourth, verbal learners use strategies such as rewriting notes after class, forming short digrams information, write the sentences out loud. Make sure to speak out loud with all of the relevant details, making up songs to go along with subjects. The better the crazier, Say words in syllables, Make up and repeat rhymes to recall details, dates, names, etc. Create a study group to support verbal learners, using mnemonics and ties to words.

Fivth, mathematical learners build games that integrate practical math and other concepts, Set up a subject for discussion around your studies. Keep a tension ball in your hand and grip it or bounce it when learning. Trace terms with your finger when you are reading them. When reading your papers, graduating or walking around, read them out loud, they use scientific methods Deal for differing styles of learning. Seek working with people who have different learning styles when building a team. A range of skills will complement each other, leading to better strategic thought, innovative approaches and stronger professional relationships, greate a list of the key points as you read.

Hold this list in numbered, sequential order and continue to add to it as you progress through your analysis. Read through the list once more each time you add a section, create a diagram that flows through your learning process step by step, Instead of learning through repetition, try to grasp the quality of your learning. That will help you digest the knowledge more effectively. Challenging them to figure out things for themselves, Using visual tools, computers, and hands-on projects, students with a logical-mathematical learning style learn best, for students struggling to compose, have them create their own outline. This will allow them to sort out the smaller

information into concepts for the big picture. Ensure broad papers are broken down into smaller sections that are easy for students to break down

Sixth, social learners stretgies, Get a whiteboard or mirror with a white marker on the board. Teach a lesson to someone you know about what you're doing, or to an empty room, Read your documents aloud for review, If your house is a willing reader, you can read them, and even get them to read back to you aloud bits , Seek to include other classmates as much as possible and where necessary in your learning process, Realize that not only does this benefit you, but they too, Studying in a group will help you get a better understanding of issues than maybe you could, A classmate could phrase better than the teacher did, The energy and transparency which can be given by the community can be a real plus, Recognize, however, that groups may often be diverted from the task at hand by only one or two individuals in the community, Sometimes groups will waste quite a bit of time with "socializing" that is not related to learning, When you are researching with a community, prepare to take regular breaks to allow for casual and off-the-topic conversations, and get back to work as soon as possible.

Finally, intreapersonal stretgies are : the online platform allows individual learners to work independently without consulting an instructor or teacher, Students in any subject can access more than one grade level, so they can pass on whenever they feel ready, Using books, blogs , videos and other tools which you can easily use for independent study, Decision Time Giving options to students is as much a basic concept of effective teaching as it is a particular method for intrapersonal teaching, To the above group belong students who learn through intrapersonal learning style. So they will ensure that they are given individual tasks

Such techniques improve the productivity of student success learning styles and the student's overall effort to process knowledge.

Ⅱ -The Relationships between Learning Style and Teaching Style :

It is commonly agreed that knowing the learning style and desires of students will help both students and teachers. When students study in different ways, it seems difficult to adjust the preferred style of each pupil in the classroom. Instead, teachers

may change their instructional style in order to be more compatible with the learning style of their students.

There is no question that learners and instructors are exceptional in many respects, Understanding students ' thinking patterns can be really useful for both instructors and learners alike. The participation of learners in an inclusive learning cycle includes the recognition and comprehension of learning styles for learners and teaching styles for teachers. They may be either paired or misaligned It is important to research the relationship between them. A variety of experiments have been done on match and mismatch between learning styles and teaching styles e.g. Naimie et al 2010; Massa and Mayer 2006; Tuan 2011. Both of them point to combining the two as having a beneficial effect on student success and suggest the reverse of mismatch. Nevertheless, mismatches can often be useful particularly for low-level students Peacock 2001.

This is believed that learners can perform more if their preferred patterns fit the structure of their teaching. For instance, a visual learner can learn better when he / she is faced with information visually. This theory is alluded to as the "learning hypothesis" or, in its most recent form, the "meshing" or "matching hypothesis" Pasher et al, 2009:108. Conversely, the mismatch can have adverse impacts on the learners.

"*Some students prefer to learn by themselves in their own time, in familiar surroundings rather than in groups. Students tend to perceive information differently, such as by viewing and listening, reflective and acting, to reasoning logically and intuitively and also scrutinizing and visualising*" (Felder & Henriques, 1995,p.1)

This has clearly demonstrated that all students have characteristics of various dimensions and can switch from one extreme to the other depending on the subject, its meaning and the particular job criteria of the students (Wong, 2004, p. 9). Students' learning styles affect their ability to absorb knowledge and adapt to the personality environment (Azlinda, 2006, p. 1). Students can help prepare and handle their language learning practices if they can determine their favorite learning modes. This

can *"assist the students to enhance and take advantage of their natural skills and inclinations. As students' motivation will be sustained and they can progress well in the language learning process"* (Azlinda, 2006, p. 1).

"What is more, when learning styles of the students in one class and teaching styles of the teachers are mismatched, with hostile potential effects, the students may be bored and become distracted in class, perform badly in tests, get disheartened about the course, the curriculum and themselves, and in many cases the students tend to change to another program or drop out from school" Felder & Spurlin, (2005, p. 109).

As a result , the study gave careful attention to exploring learning patterns of the students. according to Nunan (1991), one of the characteristics of good language learners is to be able to reflect on and communicate the processes of their own learning, as learning a language is among the most challenging life long pursuits to undertake (Almasa, Parilah & Fauziah, 2005, p.9).

Teachers should also not neglect the significance of using the correct teaching method to fit student learning styles, since teaching and learning styles play a vital role in the growth and performance.

In addition, many teachers do not appear to recognize student learning styles, and teachers are unable to determine student learning styles because they do not have a sufficient inventory of learning styles (Almasa, Parilah & Fauziah, 2005, p. 12). It has been observed (Almasa et al., 2005) that the personality patterns of students have been neglected by teachers and deemed a minor component of the learning cycle. therefore ,teachers may mistake the lack of focus or hyperactivity of students in the classroom as a negative disposition of students, which may be attributable to a lack of careful consideration of their chosen learning styles. As a consequence, educators ought to evaluate the preferred style of students in order to fit multiple learners (Almasa et al., 2005).

as well , instructors do not instruct in the traditional models chosen by students; rather, they instruct in either their own individual styles or teaching styles. The study showed that the gradient of inconsistency between teaching and learning styles would significantly affect student attitudes and enthusiasm towards the subject matter (Almasa, Parilah & Fauziah, 2009, p. 102). We proposed that if the learning styles of students may not fit the teaching styles of instructors, students may get frustrated or pay less attention to classes or lectures, resulting in low grades and disinterest in the learning method.

However, the argument opposes Felder and Brent's (2005) idea, in which they find out that it is unnecessary for teachers to necessarily take into consideration all student preferences. Instead, teachers should encourage students to learn using strategies that are not in their interests, and that are more workable out of their comfort zone or strategies (Rosniah, 2004). Messick (as stated in Reid, 1998) pointed out that students obtain more educational experiences when they are expected to adapt to different teaching techniques and styles, as students should adapt to the teaching and not have the teaching adapted to the student.

III- **the Benefit of Understanding an Identifying Learning Style:**

Understanding and recognizing the use of different learning styles, such as visual, auditory, kinesthetic, logical, social and solitary learning styles help teachers and learners in their teaching and learning processes is very important.

Once students understand their own learning style, they will be able to incorporate it into their learning process. As a consequence, the process of learning would be simpler, quicker, and more efficient. Is that it allows them to solve issues more efficiently. The more successful learners deal with their issues, the more their own lives can be managed (Biggs, 2001).

 Comprehending the learning style also helps learners learn how to learn. Thus, learners become more autonomous and accountable for learning their own way. Subsequently, the confidence of the learners will increase and teachers will lower their power over the learners at this level, learners become the center of the learning process and monitor their learning while teachers serve as facilitators (Gilakjani and Ahmadi, 2011). Furthermore, (Ldpride, n.d) indicates three benefits of defining learning styles: academic, family, and professional benefits.

Advantages include improving cognitive abilities for students, gaining power over all educational levels, figuring out how to study in an ideal way. And achieve good grades on tests and exams, monitor classroom weaknesses, reduce disappointment and stress levels, and expand the current learning strategy repertoire.

Personal benefits include self-esteem and sel-fconfidance among students, learning how best to maximize the brain of learners, learning about strong and weak points of research, and learning how to improve the natural talents and competencies of students. Professional virtues include becoming knowledgeable about technical issues, gaining an edge over the competition, becoming successful in team management, creating sales kills for graduates, and improving learning power.

Another benefit of understanding learning styles is that it helps teachers to design lesson plans that match the style of their student sit is important for students to identify and understand their learning style. When students recognize their own learning style, they will be able to incorporate it into their learning process. Another advantage of learner' style recognition is that it assists them in solving problems more effectively. The more successful learners cope with their problems, the more they manage their own lives (Biggs, 2001). Furthermore, understanding the personality style also allows learners to learn. Thus, learners become more autonomous and accountable for learning their own way.

Consequently, the trust of the learners will increase and the control of the teachers over the learners will diminish. At this stage, learners become the center of the process of learning and monitor their learning while Professors act as facilitators (Gilakjani & Ahmadi, 2011). Another advantage of learning styles would be that it enables teachers to develop lesson plans that suit their learners' styles

To conclude, it would be beneficial for both teachers and learners to consider the various learning styles and how to incorporate them in the learning and teaching process that it assists them in solving problems more effectively.

IV-**The Role of Learning Styles:**

Learning styles refer to the student's preferred way of absorbing information gathering, knowing, and maintaining. These styles have been shown to play a significant role in the learning process. according to Sarasin,"teaching cannot be successful without knowledge of learning style and a commitment to matching them with teaching style and strategies "This means that the method of teaching cannot be successful without understanding the role of learning styles and commitment to matching style and techniques also plays a vital role in developing the high-order

thinking skills of students fostered by the visual learning approach and plays a leading role in the classroom at all levels for a variety of reasons, learning styles affect student performance in the classroom and give the learner the role of knowledge seekers.

V -the Challenges of Learning Styles:

Eachone has its own learning style which affects how they learn. There are also challenges to these styles. Generally speaking, learning disabilities that can have an effect on listening, speaking, reading, math and social skills and more specifically:

V -1 Visual Learner:

 They find difficulties in hearing lectures, missing words, writing complications, and context understanding challenges .Furthermore, they always try to see what happens to everybody else, and also they learn better when the assignment is shown or explained, rather than orally given. Finally, they're having trouble following lectures and External noise or background music impairs their ability to hold focus, as many have difficulty filtering out sounds.

V -2Auditory Learners:

They find it difficult to read quickly, easily understand digrams, maintain long periods of time, expose written learning only, and reliably prduce descriptive writing, High auditory learners are naturally difficult to explain in a classroom, this can be a great challenge with a mix of learners, also It can be difficult to confuse "audience listeners" while listening intently. For example, some auditory learners have trouble listening and making notes at the same time, or listening and referring to a image at the same time. Background noise may foster "auditory listener" focus, or break focus.

V -3 Kinesthetics Learners:

Kinesthetic learner Face challenges because they may not be able to sit still for long periods and have trouble in writing and orthography.Furthermore, since tactile learners learn better through movement, they can get bored faster when listening to a

class lecture than other students. They can also find it hard to focus on lengthy lectures, write detailed essays, or read for extended periods

V-4 Verbal-Linguistic Learners:

Verbal Learners can experience more difficult time with hand-eye coordination or visual spatial tasks. Often, they can find it difficult to perceive information visually. For example, reading a chart, interpreting a graph or following a "mind map" may be more difficult for verbal-linguistic learners.

V -5 Logic Learners:

Those with a logical-mathematical style of learning often follow rules and procedures and may be less confident if they do not exist. When others do not obey logical sequences, rules, or procedures, they cannot be tolerant. We may need to focus on seeing the big picture and learning about the processes, Render several errors at logical and strategic games, Make basic errors and getting issues with memory

VI-the Importance of Learning Style:

Learning styles is considered to be one of the most important factors influencing how people learn, some Learning by listening, some watching every step, others had to do it to understand it, some using their bodies, some using reasoning, some studying in groups and some working alone and using self-study. Such seven modes of Learning have many benefits, including:

VI -1 Visual Learning Styles:

Visual learning styles is one of the widely used methods for learners to learn information and concepts, first, it enables the student to discuss issues differently in a way they understand. Second, let you save details longer, help student to learn better. Third, it allows quicker and simplify contact and visual study drive motivation as Kishore (2003) said « visual aids stimulated thinking and organize » which meas that it motivate and coordinate thoughts.

Fourth, Serve learners' particular needs, which process knowledge mainly through visuals and improve learning for all students. Sixt, Help the students interact more with the materials .Seventh, Develop basic skills helping students to clearly see and conceptualize images. Eigth improves tactile hand-eye-mind connections which

enhance the ability to remember facts and retain learning. Ninth, propose fresh opportunities for certain learners with learning disabilities and challenge talented or twice exceptional students.Tenth, be an important part of best practice forms of communication for autism spectrum people.

Additionally, it can often effectively tackle higher-level mathematics before mastering simple facts.finally; Have strong visual memory over long periods

Ⅵ -2 Auditory Learning Style:

The key benefits of auditory learners are their early speech capacity and vocabulary a bilities , they are very talented as kostelnik, m, j, 2004, said
'auditory learners are good at telling stories, they solve problems by talking through th em.moreover, Auditory learners tend to retain knowledge more efficiently and allow multitasking, increase retention, And they are also good at remembering what information they learn through oral presentation, Alternatively, follow the oral instructions well. Another great benefit of auditory leaners is that those skilled in auditory learning appear to more efficiently retain information. Learners of visual and reading / writing can hear valuable details, but it can, as they claim, "go in one ear and out the other," without even knowing it. It is easier for auditory learners to stick to what they hear. This can also be very helpful if you're trying to learn when you're in the midst of other things, such as talking to several people at an case, listening to an audiobook in a car, or attempting to construct something in compliance with audience instructions.

Ⅵ -3 Kinesthetic Learning Style:

Kinesthetic learning is a common form of learning style with many advantages including greater exposure through hands-on learning; building social skills. It also increases energetics, strengthens and enhances muscle memory, promotes an exploratory spirit and wishes to try new stuff,

 It enables people to work together for their educational purposes, mobility and physical contact can help people remember knowledge better, Kinesthetic learning by trial-and - error testing strengthens analytical skills. Like auditory and visual learning methods that simply contain knowledge, kinesthetic methods of learning allow people

to find knowledge themselves and it is mostly self-paced, encouraging learners to explore new ideas and practice them for as long as they need to fully understand.

 It approach will promote individual development and confidence by allowing learners to equate their success over time rather than with anyone else's, and Strengthened working relationships, showing that Kinesthetic learning will also facilitate collaboration and inspire people to work together for their educational objectives. As people work together in activities such as group role-playing, their relationships and their trust grow in each other.

Ⅵ -4 Verbal Learning Style:

Verbal learning compasses both wirtten and spoken word, this style has many advantages, such as activating communication both in writing and verbally gaining new vocabulary from Reading, also increasing sel-fconfidance,
helping to remember quotes, poems, and rhymes and enhancing memorizing skills acc ording to felder and spurlin(2005) 'good memory can help students achieve high acde mic performance, aslo it increase writing capacities, Often able to tell stories wisely, to argue correctly, to analyze well, to interpret accurately, to report accurately and to perform various other tasks related to speaking and writing tasks, Verbal-linguistic includes supporting learners to enjoy meaningful contact through reading and writing, and communicating and listening.

 It encourages learners to see the language intent and enables them to take an interest in it. Writing and receiving real letters or e-mails from classmates or e-pals, like any group of communicative speaking events, is inspiring.

Ⅵ -5 Logical Learning Style:

Logical learning applies to continuity, learning how to use statistics and researching the relationship between cause and effect, reasoning is important for the students. Practicing these skills encourages and teaches their brains to function instinctively to make sense of the world around them and to prepare them for successful membership in societyeasily finding trends and associations between obvious meanings and less substance, logical learners work well alone with limits support from others and use natural organizational skills.

It is an important problem-solving ability that we want the students to build for real-life mathematical reasoning. Logical thought is best characterized as sequential in nature as Dr Karl Albrecht says that the basic of all logical thinking is sequential. Its skills offer students the ability to understand what they have read or learned, and also the ability to develop this understanding without gradual guidance.

Ⅵ -6 Social Learning Style (interpersonal):

Social learning style includes engaging in group learning processes and interacting with others, this style entails several benefits.

First, improving information.second, productivity gains and efficiencay.third, encouraging people to be better informed finally, bandura emphasized mutual determinism we are conditioned by our environment, but also by actions we want to follow, you can enjoy mentoring or advising others, your relationship management skill helps you grasp situations and take on a leadership role when necessary. You want to teach and to express your thoughts, you learn how to bounce your thoughts and ideas off other people and listen to how they react, Interpersonal skills are really necessary for learners to learn better, to express themselves to others, to grow their personality and also to improve academics. Students with strong interpersonal skills are known to have a positive career and personal life, too. Here we discuss what interpersonal skills are for students, and how they gain.

Ⅵ -7 Solitary learning styles (intrapersonal):

Solitary learning, also known as intrapersonal learning, is someone who wants to study alone, solitary learning can be helpful to students as they try to memorize and maintain information, they are highly motivated as they carry their own successes and goals to their heads. Engage in everyday self-esteem to develop behaviors – such as listing your accomplishments, constructive self-discussion, and so on, They are effective enough in helping others to understand themselves, and They can predict their own reactions and those of others, Making exposure to his or her inner life simple , and Promote autonomous learning and increase motivation. According to Goleman (1995), empowering yourself is one thing

VII- **Conclusion:**

 Assessing a learning style for an individual is vital to the process of teaching and learning, An effective match between the style of a student and the style of a teacher can lead to improved student attitudes and greater student achievement and   knowing how a student prefers to learn helps us design an effective teaching plan understanding different learning preferences helps us communicate better,   when providing directions to teaching a skill or relating knowledge or information, Learning styles are very relevant for both teachers and students since teaching and learning circumstances rely directly or indirectly by learning styles.

Chapter two

Fieldwork & Data Analysis

Introduction

This chapter is the practical part of the report, following a mixed method approach to analysis. Thus, data were collected both quantitatively using a questionnaire for students, and qualitatively via an interview with teachers. The chapter involves the study of results gathered from the questionnaire for both students and the interview for teachers. With regard to the questionnaire, the actual results are presented in the form of tables and graphs, including the percentages, accompanied by the results analysis and discussion. Also the survey of teachers involves an overview of the responses of the respondents and a discussion of their findings. The purpose of this chapter is to analyze, interpret and discuss the responses, views and perspectives of teachers and learners regarding their experiences in the use of learning styles and their impact on student performance

II.1 Students Questionnaire

The questionnaire for students is used to ensure that significant quantities of data are collected from the chosen

II .1.1Aim of the Questionnaire

The aim of the questionnaire is to gather data in 3rd year university classes concerning the attitudes of the learners towards learning styles. In addition, it aims at exploring their actual interactions with this learning / teaching technique and whether they benefit from

II.1.2 Administration of the Students' Questionnaire

Because of the difficulty of conducting research on the entire population under investigation, and because of the corona virus pandemic, we administered questionnaires online. As a sample of the study, eighteen (18) questionnaires were distributed to fifty (50) learners of third year from Iben Khaldoun university of Tiaret. The questions have been simple enough to help the students understand and to have suitable answers

II .1.3 Description of the Students' Questionnaire

The questionnaire consists of eighteen items, the questions are of various types, some are multiple-choice, others are dichotomous (yes / no questions).

The first question relates to their gender (Q1). The second question (Q2) learners were asked to select their preferable way of learning. The third question (Q3) participants were asked about their learning style strategy. In the fourth question (Q4) the learners were asked to determine whether it would be beneficial to identify and understand their learning style. The fifth question (Q5) investigates if teacher takes all student preferences into consideration. The sixth question (Q6) Seeks to analyze either learning style plays an important role in learning processes. The seventh question (Q7) aims to explore the chellanges that face the student in using learning styles

II.5 Analysis of the Questionnaire

Question-item 1: Gender

Option	Number of students	Percentage
Male	22	44,00%
Female	28	56,00%
Total	50	100,00%

Table 1: Respondents' distribution according to Gender
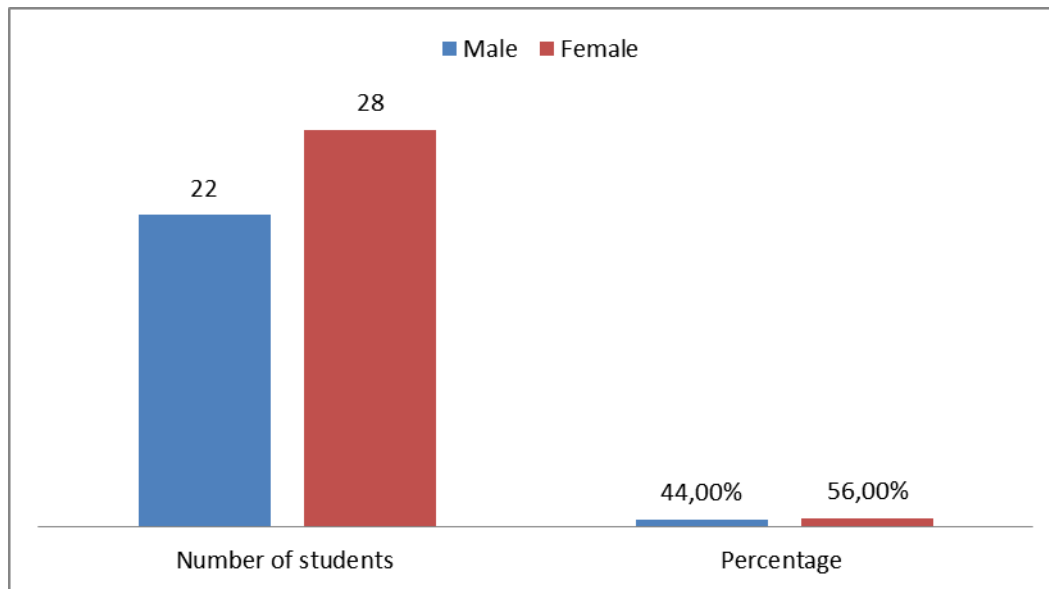
Figure 1: Respondents' distribution according to Gender

The figure indicates the majority of the population is female, representing *56%* (n=28), while the percentage of males is, while the percentage of males is 44*%* (n=22) this result will not affect the study, as we focus on the answers of the students to the questionnaire and not their gender study

Question-item 2: how do you like to learning?

Learning by listening	*10*	*20,00%*
Learning by writing and speaking	*10*	*20,00%*
Learning by contact	*2*	*4,00%*
Learning by using number	*3*	*6,00%*
Learning in groups	*9*	*18,00%*
Learning individually	*6*	*12,00%*
Total	*50*	*100,00%*

Table 2: Respondents' distribution according to their way in learning
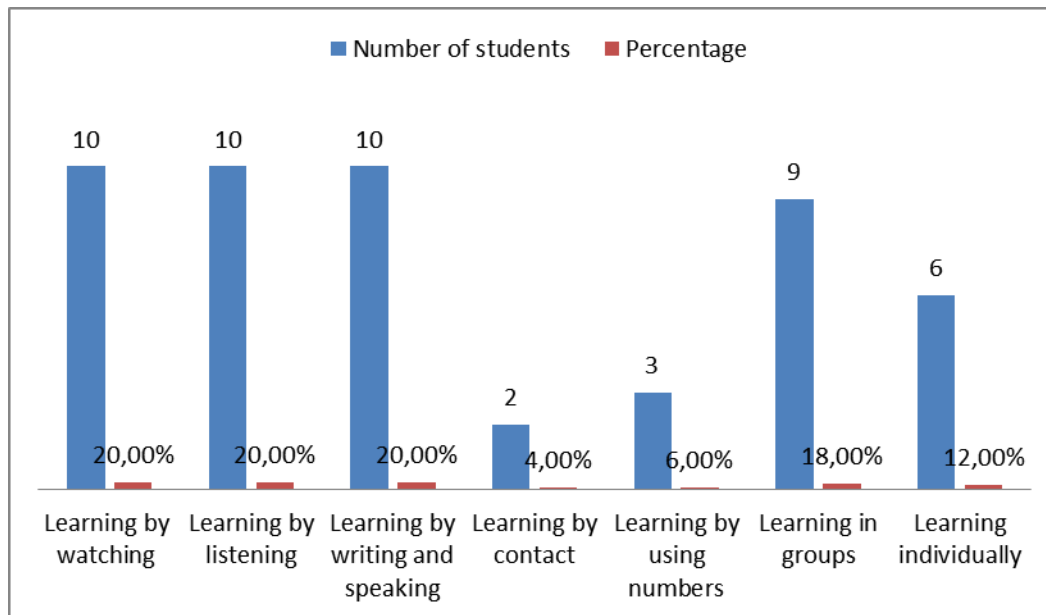
Figure 2: Respondents' distribution according to their way in learning

The above data, generated from question-item 2 attest that twenty percent (18% -n=9) of the participants use social learning style, whereas 20% (n=10) use visual learning style and 20% (n=10) use auditory learning style, while 20% (n=10) use Kinesthetic learning style, additionally 12 % (n=6) use solitary learning style, besides that 6% (n=3) use logic learning style and others 4% (n=2) use verbal learning style

 The examination of the above data shows that the visual, auditory, kinesthetic and social learning styles are the most dominant within the target population.

 Question-item 3: what is your strategy in learning?

Option	*Number of students*	*Percentage*
Taking notes	*16*	*32,00%*
Oral reports	*6*	*12,00%*
Closing your eyes and obey the terms	*4*	*8,00%*
Rewriting notes after classes	*10*	*20,00%*
Building games	*1*	*2,00%*
Learning in groups	*3*	*6,00%*
Working independately	*10*	*20,00%*
Total	*50*	*100,00%*

Table 3 : Respondents' distribution according to their strategy in learning
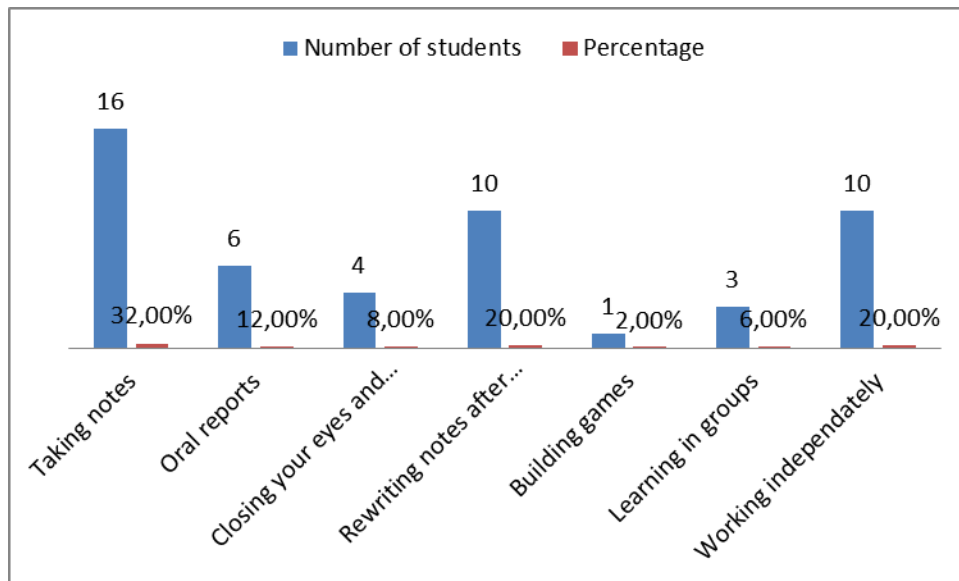
Figure 3: Respondents' distribution according to strategy in learning

The data gleaned from question-item 3, asked to gauge respondents as regards learning strategy, demonstrate that for 32% (n=16) of them prefer to work take notes while 20% (n=10) rewrite notes after class, Whereas 20% (n=10) like to working independently, moreover 12% (n=6) do oral reports, furthermore 8% (n=4) close their eyes and trace words with their finger, besides that 6% (n=3) prefer to work in group, Ultimately 2% (n=1) like to build games

It is known that the majority of students take notes during classes and work independently because it suits their learning and increase their performance, whereas some of them like to work in group use cooperative learning because it increase their motivation

Question-item 4: Identifying and understanding your learning style, is it beneficial?

Yes	48	*96,00%*
No	2	*4,00%*
Total	50	*100,00%*

Table 4: Respondents' identify and understand learning style
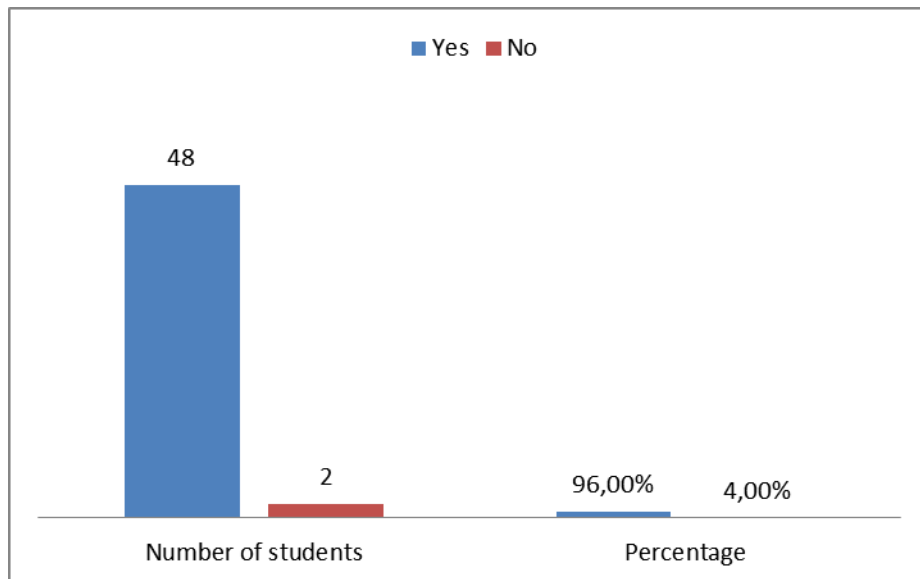
Figeur 4: Respondents' identify and understand learning style

The numerical data obtained from the respondents concerning the advantages of knowing their learning style and recognizing them demonstrate that forty-eight of them (96% n=48) acknowledge that it is beneficial, whereas the rest, i.e., 4% (n=2) attest that it is not beneficial for them

Question-item 5: Does your teacher take in consideration all student preferences?

Options	*Number of students*	*Percentage*
Yes	30	*60,00%*
No	20	*40,00%*
Total	50	*100,00%*

Table 5: Respondents' viewpoint of teacher's involvement
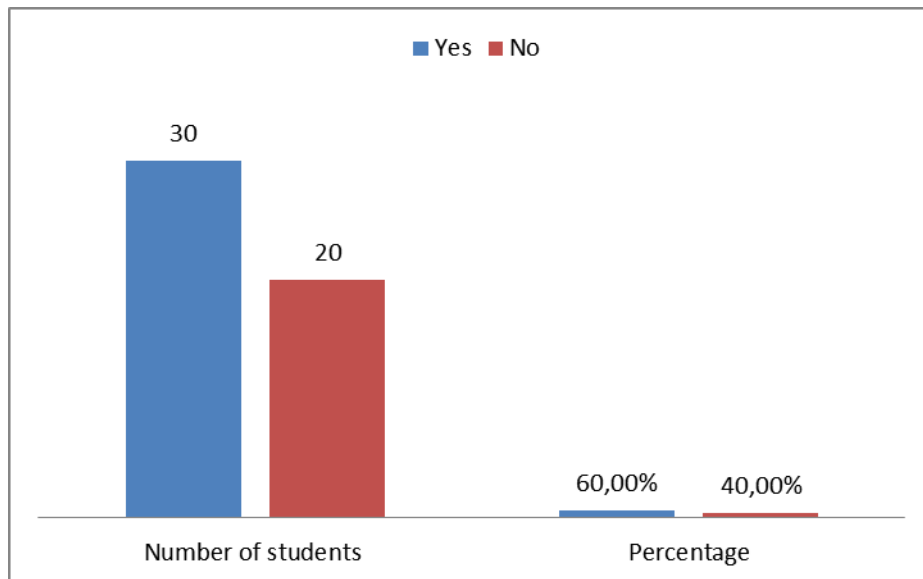
Figure 5: Respondents' viewpoint of teacher's involvement

The above data, generated from question-item 5 attest if teacher take in consideration all student preferences   the overwhelming majority of the respondents, i.e., 60% (n=30) declared that their teachers take in consideration their learning style . The rest of the surveyed learners, i.e., 40% (n=20) confess that teacher do not take their learning preferences in consideration

The perusal of the above data indicates that the teachers at university take in consideration learner's preferences, this help student in their learning and facilitate their comprehension of lessons

Question-item 6: does learning style play a significant role in learning process?

Options	Number of students	Percentage
Yes	46	92,00%
No	4	8,00%
Total	50	100,00%

Table 6: Respondents' distribution according to the role of learning style
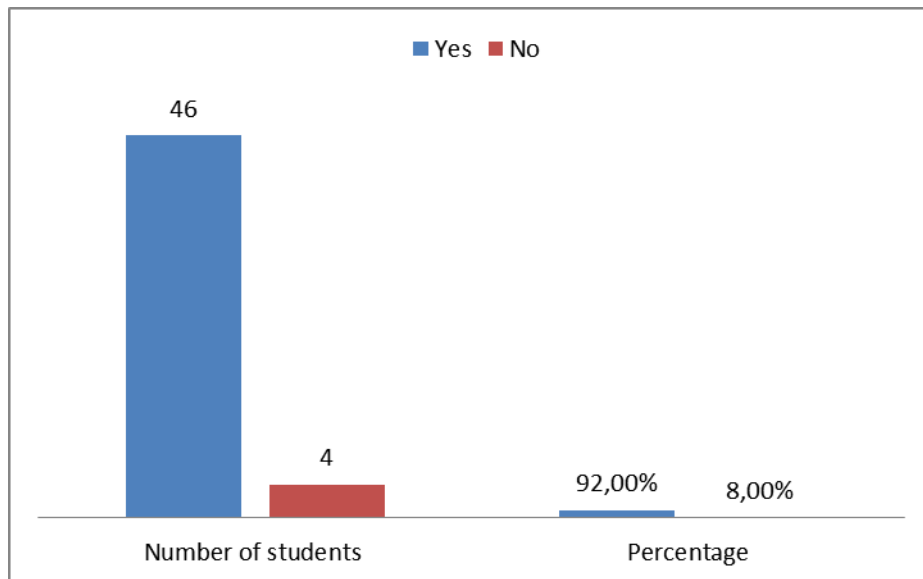
Figure 5: Respondents' distribution according to the role of learning style

The statistical data in figure 5 indicate that more than twenty, i.e., 92% (n=46) declared that learning styles play a significant role in the learning process and the rest, i.e. 8% (n=4) attest that learning style have no effect on the learning process and the student performance

It is crystal clear that the learning styles have a relevant role because the method of teaching cannot be successful without understanding learning style

Question-item 6: Please put a tick (✓) in the appropriate choice

Question-item 6.1: **Visual learning styles enables student to discuss issues differently in a way they understand**

options	strongly agree	agree	Neutral	disagree	strongly disagree	Total
number	19	9	7	9	6	50
percentage	38,00%	18,00%	14,00%	18,00%	12,00%	100,00%

Table 6: Respondents' viewpoints of visual learning style
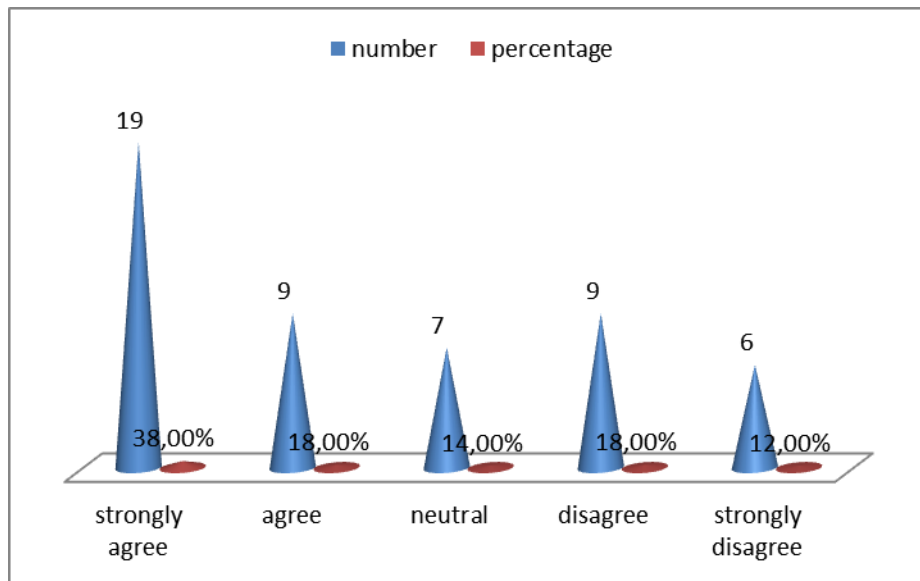
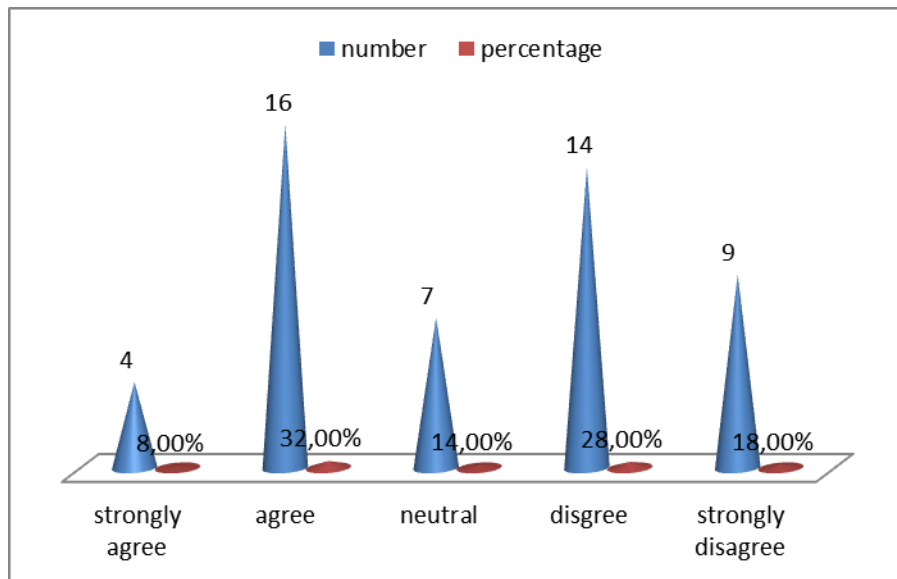**Figure 6: Respondents' viewpoints of visual learning style**

This figure shows that nine of the participants showed a strong agreement with the statement that is learning style enables student to discuss issues differently in a way they understand with a score of (38%), and (18%) agree with the statement, however (18%) disagreed that is learning style enables student to discuss issues differently in a way they understand, and (12%) have a strong disagreement with the sentence, and (14%) were neutral.

Question-item 6.2: The key benefits of auditory learners are

Their early speech capacity and vocabulary abilities

options	*strongly agree*	*agree*	*neutral*	*Disagree*	*strongly disagree*	*Total*
number	20	7	5	13	5	50
percentage	40,00%	14,00%	10,00%	26,00%	10,00%	100,00%

Table 7: Respondents' viewpoints of auditory learning style
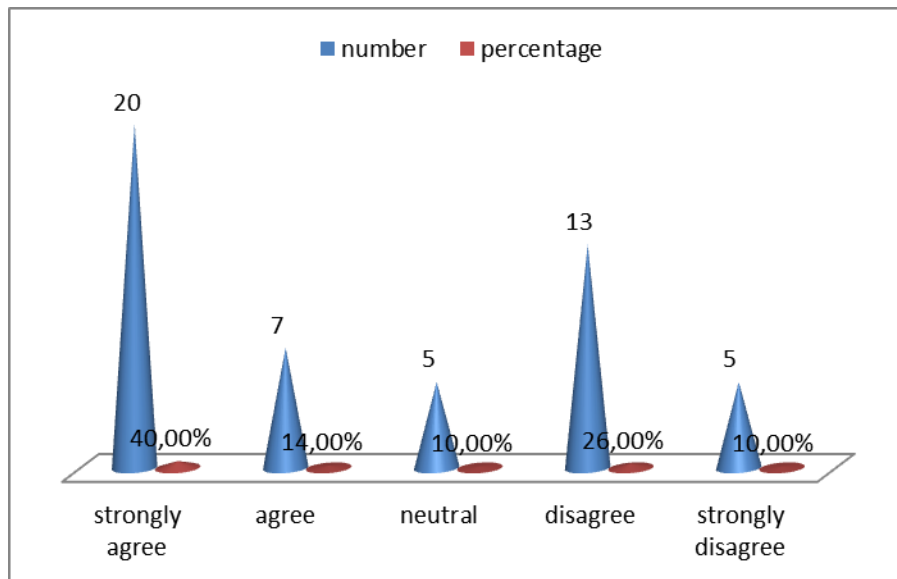
Figeur 7: Respondents' viewpoints of auditory learning style

This figure demonstrates whether the auditory learners benefit from their earily speech capcity and vocublary abilities or not. The majority of respondants, represenating 54%, either strongly agree (40%) or agree (14%) that the auditory learners gain from their earlier speaking skills and vocabulary knowledge The remaining ones do either disagree (26%), strongly disagree (10%) or keep neutral (10%).

auditory learners learn better by listening in the classroom and are able to obtain auditory messages from both teachers and peers.

Question-item 6.3: Kinesthetic learning physical contact can help people remember knowledge better

options	strongly agree	agree	neutral	Disgree	strongly disagree	Total
number	4	16	7	14	9	50
percentage	8,00%	32,00%	14,00%	28,00%	18,00%	100,00%

Table 8: Respondents'viewpoints of kinesthetic learning style

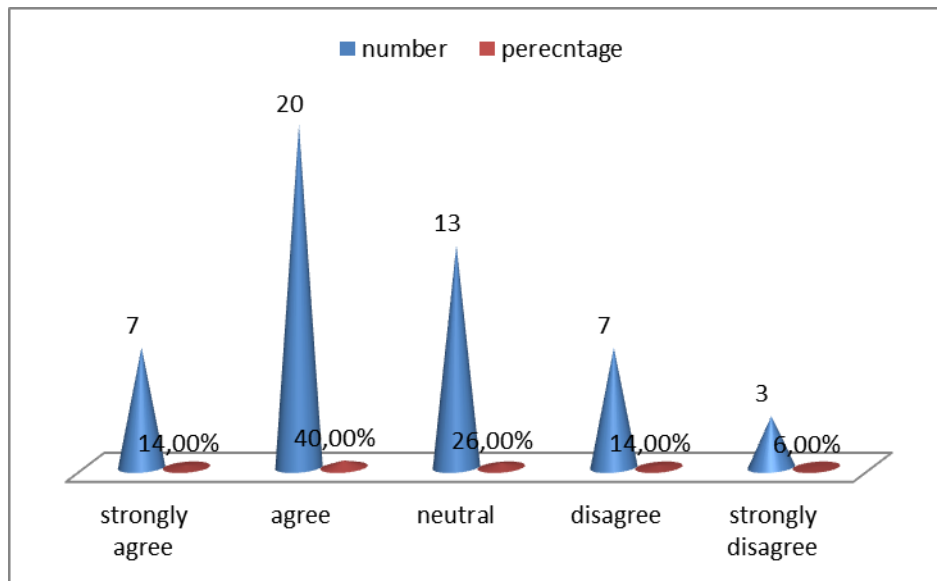**Figure 8: Respondents'viewpoints of kinesthetic learning style**

The data drawn from question-item 9.5., in connection with importance of kiesthetic learning style, reveal that 40% (n=20) of the respondents either strongly agree (8%) or agree (32%) that physical contcat benefit learners. The rest of the respondents are disapproval of (23%) or neutral (14%) towards the kinesthetic learning importance

For better understanding kinesthetic learners use their sense of tactile, and perfer to interact with the content of what are studying.

Question-item6.4: **Verbal learning activating communication both in writing and verbal gaining new vocabulary from Reading, also increasing selfconfidance**

options	strongly agree	Agree	neutral	Disagree	strongly disagree	total
number	5	10	7	5	3	30
perecntage	16,67%	33,33%	23,33%	16,67%	10,00%	10000,00%

Table 9: Respondents'viewpoints verbal learning style

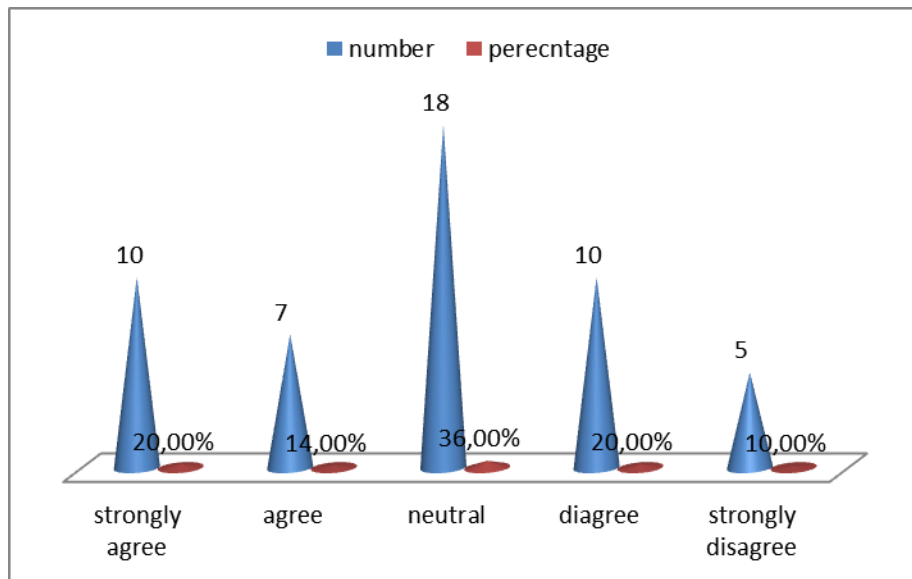**Figure 9: Respondents'viewpoints verbal learning style**

To evaluate the consciousness of respondents of their own advantage of verbal style learning question-item 6.4. is asked In fact, the responses disclose that twenty-seven (27) respondents, respresenting 54% strongly agree (14%) or agree (40%) that verbal learning activates communication both verbal and written, and growing self-confidence Yet, for the rest of the respondents, i.e., 20% (n=10) either disgree (14%), strongly disagree (6%) or restrict their opinion to neutrality (26%)

Question-item6.5: Logical learning applies to continuity, learning how to use statistics and researching the relationship between cause and effect

options	strongly agree	Agree	Neutral	Diagree	strongly disagree	total
number	10	7	18	10	5	50
perecntage	20,00%	14,00%	36,00%	20,00%	10,00%	100,00%

**Table 10: Respondents'viewpoints logical learning style**

Figure 10: **Respondents'viewpoints logical learning style**

The data above (cf. Fig. 13) show that 20% (n=10) of the respondents strongly agree that logical learning style is benefical Also, another group just agree14% (n=7) that continuity, studying how to use statistics and investigating the relationship between cause and impact are logical learning.. The rest, representing 30%, either disagree (20%) or strongly disagree (10%). The majority (36%) remains neutral.

Question-item 6.6: Interpersonal skills are really necessary for learners to learn better, to express themselves

options	strongly agree	Agree	Neutral	disagree	strongly disagree	total
number	4	7	20	7	12	50
perecentage	8,00%	14,00%	40,00%	14,00%	24,00%	100,00%

 Table 11:   **Respondents'viewpoints interpersonal learning style**
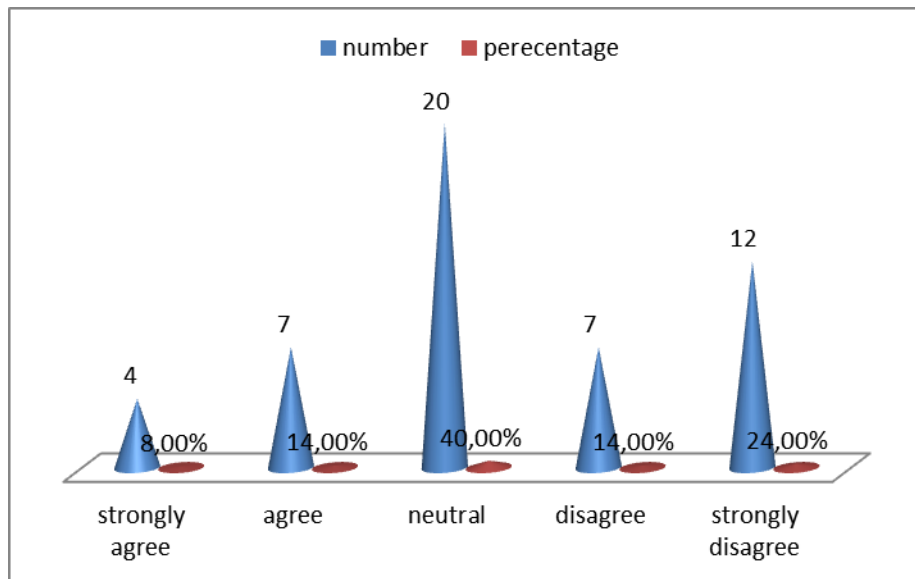
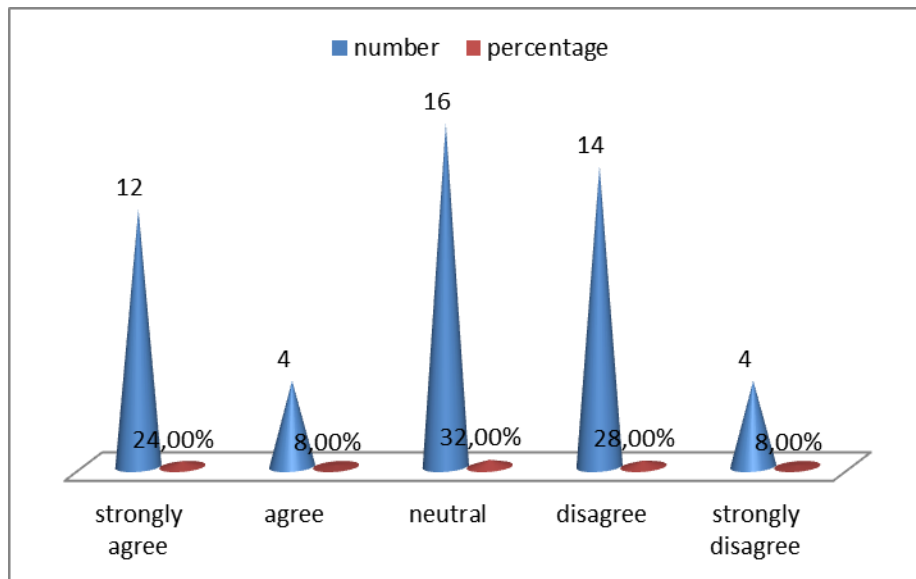**Figure 11:**   **Respondents'viewpoints interpersonal learning style**

For the sake of depicting respondents' views concerning interpersonal learning style question-item 6.6 is asked. The examen of the resulting data demontrate 28% of the interrogated sample either strongly agree (8%) or agree (14%) that interpersonal skills are necessery to learn better. Yet, the rest of respondents has shared out views: 38% express either their disagreement (14%) or strong disagreement(24%) with the idea that social learning is importance in learning process . Besides, 40% of the questioned sample preferred to keep neutral.

In the light of the above data. The social learning style is important and necessary in learning because it enhances student's self-expression and increases cooperative learning

Question-item 6.7: solitary learning can be helpful to students as they try to memorize and maintain information

options	strongly agree	Agree	Neutral	disagree	strongly disagree	total
number	12	4	16	14	4	50
percentage	24,00%	8,00%	32,00%	28,00%	8,00%	100,00%

Table 12: :   **Respondents'viewpoints interapersonal learning style**

**Figure 12:** **Respondents'viewpoints interapersonal learning style**

Question-item 10 aims to enquire about advantges of soiltary learning. The generated data suggest that 24% (n=12) of respondant strongly agree that soiltary learning is important for student learning. Whereas 8% (n=4) agree with the above idea and the rest i.e 28 % disagree that interapersonal learning is not important and 8% strongly disagree. The majority 32% remains neutral

In solitary learning style, student learn indivdually in which it is helpful when they try to memoirze and maintain information

Question-item 6.8: Learners find difficulties in hearing lectures

options	strongly agree	agree	Neutral	disagree	strongly disagree	total
number	9	9	20	10	2	50
percentage	18,00%	18,00%	40,00%	20,00%	4,00%	100,00%

Table 13: **diffcultis with visual learning style**
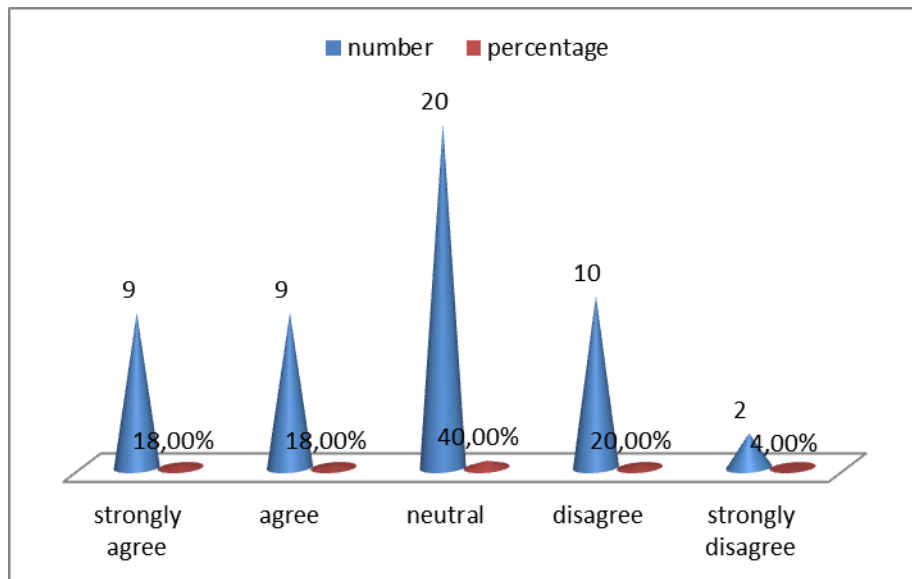
**Figure 13:diffcults with visual learning style**

The above statistical data (cf. Fig.13) show that the majority of respondant remains neutral 40*%* (n=20) with the difficulty of hearing in classroom .whereas 36*%* either strongly agree 18*%* (n=9) and 18*%* (n=9) agree that they face difficulty with hearing lecture .yet for the rest of the respondents, i.e., 24% (n=12) either disgree (20%), strongly disagree (2%)

It is well-known that not all student can hear well in classroom because of the distribution of their places , this make auditory learning diffecult somehow for some student

Question-item 6.9: Student finds it difficult to read quickly

options	strongly agree	Agree	Neutral	Diagree	strongly disagree	total
number	5	3	14	16	12	50
percentage	10,00%	6,00%	28,00%	32,00%	24,00%	100,00%

Table 14: difficult with auditory learning style
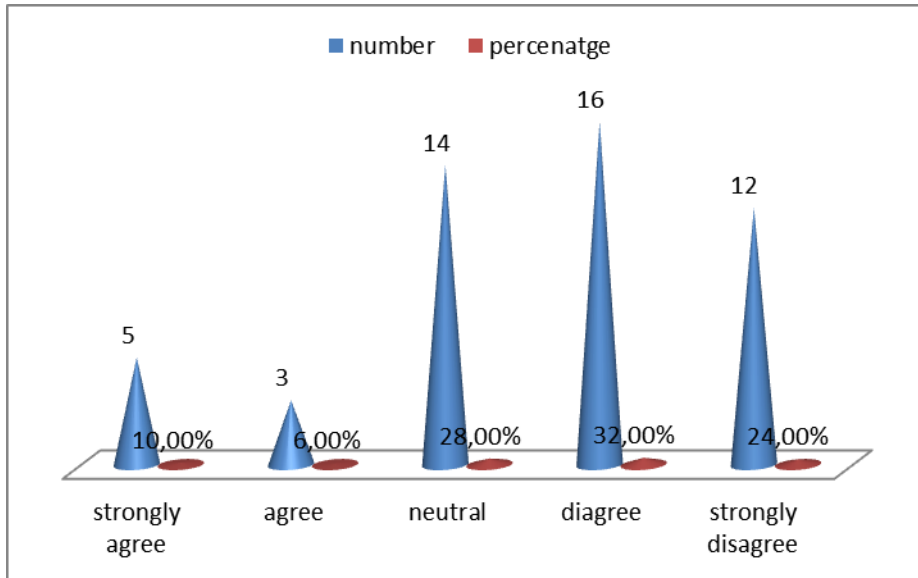
Figure 14: difficult with auditory learners

The data above demonstrate that 26% either strongly agree 10% that it is difficult for auditory learners to read quickly, 6% agree with the idea .Yet, the rest I. e 56% either disagree 32% and 24% strongly disagree, while 28% state that is neutral

Question-item 6.10: learners Face challenges because they may not be able to sit still for long periods and have trouble in writing and orthography

options	strongly agree	Agree	neutral	disagree	strongly disagree	total
number	19	14	6	4	7	50
percentage	38,00%	28,00%	12,00%	8,00%	14,00%	100,00%

Table 15: challenges with kinesthetic learners

Figure 15: chellanges with kinesthetic learners

The question-item 6.10. is asked with the intent to explore respondents' viewpoints about the chellange that face tatcile learners because They may not be able to sit still for long periods of time and have write and spelling problems. The scrutiny of the collected responses reveals that the heavy majority of the surveyed learners, i.e., 66% (n=33) either strongly agree (38%) or agree (28%) the idea that kinesthetic learner have diffcult. Only 22% (n=11) of them who strongly disagree (8%) or agree (8%).

Question-item 6.11: **Learners can experience more difficult time with hand-eye coordination**

options	*strongly agree*	*Agree*	*Neutral*	*disagree*	*strongly disagree*	*total*
number	20	16	3	1	10	50
perecntage	40,00%	32,00%	6,00%	2,00%	20,00%	100,00%

Table 16: kinesthetic learner's challenge
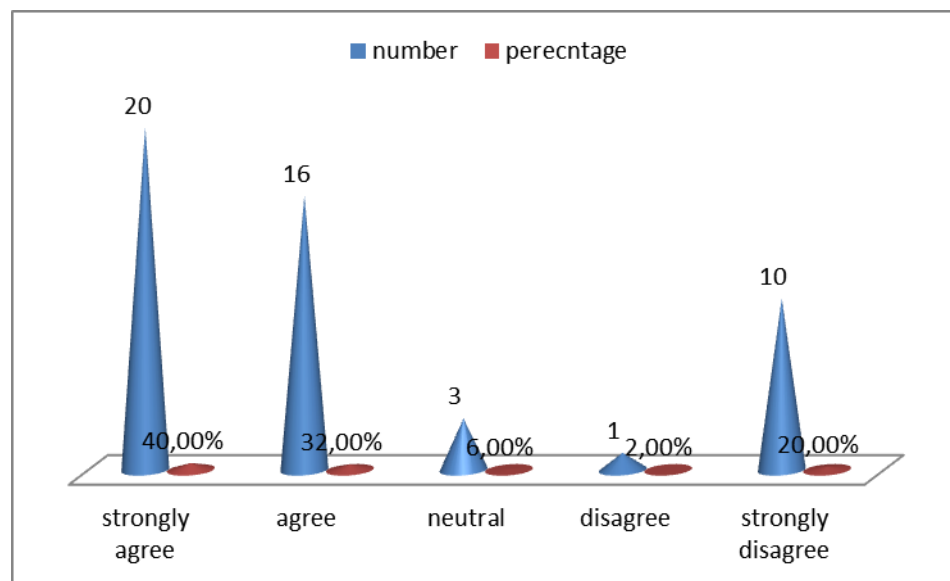
Figure 16: verbal learner's challenge

The data gleaned from question-item 6.11, asked about the chellanges that face verbal learners in learning demonstrate that for 72% (n=18) of them either strongly agree 40% (n=20) or agree326% (n=16) that they can experice more difficult difficult time with hand-eye coordination, while 22% (n=11) strongly disagree 20% (n=10) whereas 2% (n=1) and the rest remains 6%(n=3) neutral

The majority of respondents agree that it is difficult that to pass a certain time with hand-eye coordination or visual spatial because they cannot perceive information visually

Question-item 6.12: Learners make basic errors and getting issues with memory

Options	Strongly agree Agree	Agree	neutral	disagree	strongly disagree	Total	
Number of students	12	3	14	16	5		50
Percentage	24,00%	6,00%	28,00%	32,00%	10,00%	100,00%	

Table 17: logic learning style difficult
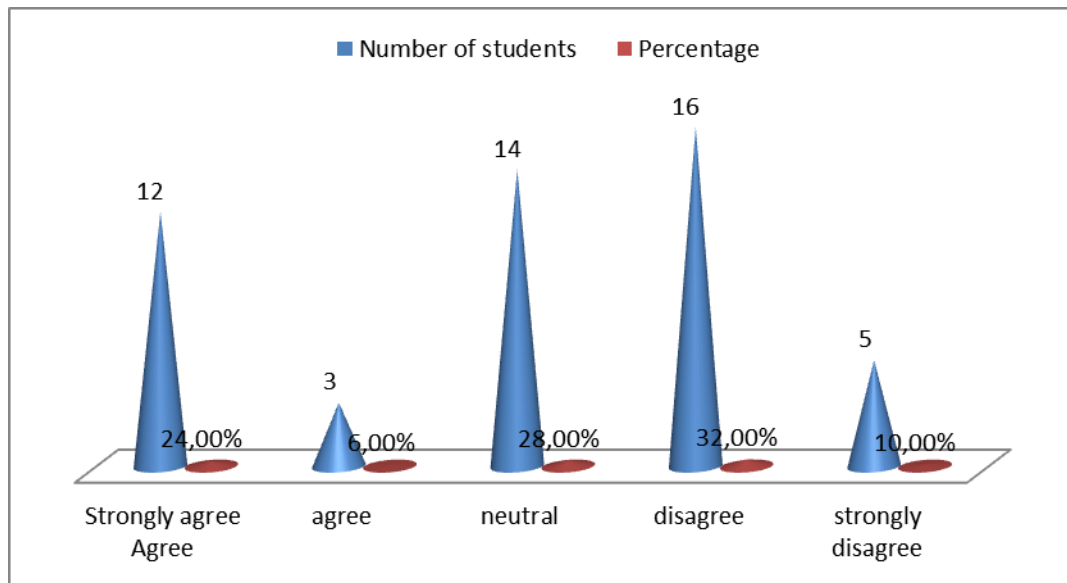
Figure 17: logic learning style difficult

The numerical data garnered from respondents gather their point of view about the difficulty that logical learners face in using their preferable learning style. The above statistical data (cf. fig. 17) show that42 *%* (n=21) either disagree 32 *%* (n=16) or strongly disagree 10 *%* (n=5).Yet, the rest i.e. 30*%* (n=15) strongly agree 24 *%* (n=12) and 6 *%* (n=3) agree. Whereas 28 *%* (n=14) are neutral

II.1.5Discussion of the Results

The attitude of students is an important part of learning. It is also an essential element of TFL teaching and learning. In fact, attitudes towards learning are believed to influence behaviors as affective variables. The attitudes of the learners towards English language learning rely too much on their experience either sensitively or passively in learning it. Without a question, typically, learners take an active part if they believe they've studied something new successfully. Conversely, any issue that they find difficult to solve will result in the topic being totally ignored and causing their everlasting turn off. The desire of learners to learn is also affected by their attitudes towards learning whatever methods, techniques and strategies can be.

The questionnaire shed particular light on the behaviors of the learners towards learning styles, and here is a discussion of the results presented earlier, which was made in relation to the aims of the research. The outcomes are also addressed in the following manner.

Learners have optimistic attitudes toward learning styles. In fact, each student has his or her own preferable learning style. As already suggested by the results of this questionnaire; in which 16% is divided into the use of visual, auditory and kinesthetic learning styles, and 16% is subdivided into verbal and logical learning styles and 16% it is segmented into social and solitary learning style

Via the analysis of the responses of learners, the result show that each learner has his own learning style strategies according to their learning preferences

Although most respondents indicate that they are not facing difficulties, according to the analysis of the results, some learners face obstacles with their learning preferences because of many reasons such as the distribution of places in classroom or the learning disabilities

Through the analysis of learners' responses, it was revealed that majority of students 60 *%* state that teacher take in consideration their learning style in classroom, this increase the learners performance

Finally, it was made sufficiently clear, along with the review of our questionnaire results, that the learners have positive attitudes towards learning styles. It is also obvious that our hypotheses have been confirmed. The findings obtained will help us

with a list of suggestions and guidelines for learners and teachers to make effective use of the learning style technique to encourage students to get out of almost all of their learning process difficulties.

B\ Quantitative Research Tool

II .2 Teacher's Interview Aim

This interview was designed to elicit the views and opinions of English Foreign Language Teachers of IBN KHALDOUN UNIVERSITY towards The Effect of Learning Styles on Students' Performance and whether they are working with different learning styles or not, looking for their interactions with students and difficulties faced by teachers in classroom. Moreover, it has the intent to get access to valuable personal insights concerning their personal experiences. The questionnaire and the interview data is done to make professors aware that their students learn differently and how this latter affect their performance.

II.2.1 Administration of the Interview

The questionnaire was conducted as a data gathering tool. It was administered for (10) teachers on aout 04th, 2020 but unfortunately, we could not get all the answers because of the lack of appropriate conditions for the teachers, and for this we was able to obtain in response to only one teacher according to him, we studied the interview and analyzed it as follows. However we have contributed the interview via emails because of the quarantine imposed by the sanitary conditions caused by COVID 19 to avoid the infection and be in health.

II.2.2 Description of the Interview

The interview consists of ten (10) questions, the instructors are supposed to answer by long answers. Question 1 asked about teacher's educational qualification. Question 2 was posed to know about the teachers experience which helps to provide different opinions that are based on their experiences in teaching English as Foreign Language. Question 3 asked about teaching style and it is integrated with learning style. Question 4 asked about the different learning style treated by teachers in classroom. Question 5 was posed to know the interaction of teachers with these learning preferences. Question 6 asked about the teaching methods and activities used to reinforce student comprehension. Question 7 posed about the difficulties faced by teachers related with

students learning style. Question 8 asked about the encouragement used toward students learning styles. Question 9 was posed to investigate about the effect of students learning style on their performance. The last question(10) was asked to gather additional information about his/her teaching strategy from teachers personal Perspective's and further suggestions were elicited in relation with learning style and its effectiveness on student performance.

II.2.3 Analysis of Teachers' interview

(Questions 1-2) is to get the general information about the respondents degree of qualification, teaching experience and career.

Table 01:

Teacher profile

Number of teacher	Education qualification	Teaching experience
1	Doctorate PHD	7 years

As it can be noticed in the table above, the respondent have doctorate PHD education qualifications and long experience in teaching English about 7years , which will provide us with a variety of insights as regards learning styles.

Question 3: Being a teacher is an incredibly rewarding job. You have the opportunity to shape your students how they learn, grow, and develop themselves, Describe your teaching style and how you can incorporate it to student's learning styles in classroom?

This question was asked to have an idea about teacher's teaching style and how they merged it with student's learning style. In fact, the respondent affirmed that she try to be as student centered as possible asking for their contribution about their needs and giving them a share of the decision making.

Question 4: what are the different learning styles you have handled in your classes?

The respondent state that some are listeners and some like to move around and perform. Based on the statements above the respondent didn't handle all the students learning style we are working on. The respondent dealt with auditory and kinesthetic learners.

Question 5: How do you interact with these learning preferences of your students?

The respondent declare that she mix them together and try to encourage them to see each other's best features and imitate them. According to teacher response, we conclude that students learn and perform better with encouragement of their teachers.

Question 6: what are the teaching methods and activities you use to enhance students comprehension?

The respondent said that pair and group work, Collaboration is very helpful. Based on this answer we found that teachers try the possible methods and activities to help the students to succeed.

Question 7: what are the difficulties you have faced with student's learning styles in classroom?

The respondent declared that some are not open to change and others are not motivated. According to this, the students do not do their best in classroom and rely on teachers not on themselves.

Question 8: How do you motivate your students to utilize their learning preferences?

The respondent affirmed that she explains how a combination of styles is what makes a student good, to be open to try things out of the comfort zone. Not be afraid of judgment. However this motivation will give the student self-confident and push him to perform in good way.

Question 9: In your opinion, how do learning styles affect the performance of students?

The respondent stated that it makes them more comfortable and confident. Fortunately, we agree with her opinion that the support plays an effective role on students' performance.

Question 10: Do you have any additional information, personal insight or further suggestions in relation with the effect of learning styles on students' performance?

Teacher ended up the interview with some interesting information's, personal insights and suggestions as follows: students must be trained on how to master different skills and adopt various styles.

II .2.4 Results of Teacher Questionnaire

Through the analysis of teacher response it can be noted that learning style plays an important role in enhancing students' performance. Teachers give much attention to students learning styles and their needs and they interact with students in different ways like mixing them together and encourage them to see each other's best features and imitating them in order to help them enhancing their skills. They are excited to share their learning style and work on develop it with their colleagues.

Teachers use different methods and activities to develop the comprehension of students, for example: pair and group work and collaboration for motivation and make them more confident and comfortable. With all the encouragement and reinforcement but unfortunately, teachers face some difficulties with students learning style that students are not open to change and others are not motivated.

To conclude, learning style is considered for both teachers and students, so for better results students should improve their learning styles by working, developing and performing so on teachers should encourage and motivate them to achieve.

Conclusion

This chapter has presented the methodology followed in this research; both quantitative and qualitative findings were discussed in relation to the research questions of the issue under investigation. Two research investigation tools were used to collect data; a questionnaire administered to third year university students, as well as, an interview managed for ten teachers but unfortunately we got a reply from just one of them from IBN KHALDOUN UNIVERSITY in TIARET. The questionnaire revealed insightful information about student's learning style and its effectiveness of their performance. ; It was found that students learn best when teaching style are matched to their learning style since they find themselves more productive and motivated to learn. Whereas, the results obtained from the teacher's interview denote that knowing how students learn can help teachers research and prepare every year for possibly new types of learning styles; thus, this will create a more engaging atmosphere and develop positive interdependence among students and teachers. Teachers produce new opportunities and possibilities to express students themselves and to enhance their performance. Also results revealed that teachers do face some challenges with students when introducing their learning style. These results confirm the hypotheses put forward before. Based on the discussion further recommendations and suggestions will be made.

General conclusion

Learning style refers to the ways you prefer to approach new information. Each of us learns and processes information in our own special style, although we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own. This fact that every student has their own unique learning style should be understood and addressed by all instructors. The central purpose is to make professors aware that their students learn differently and to share strategies to address these different needs. This study aimed at investigating the effect of learning style on students' performance in the classroom, besides exploring learner's attitudes towards the various learning styles Moreover, to check the teachers' consciousness, and whether they face difficulties or obstacles with students learning style.

The research work had been divided into two chapters; the first chapter which is also divided into parts highlighted the literature review of learning styles, providing different definitions and conceptualization of learning style, we begin by the overview of learning and style with their types, then we shed the light subject dealt with which is learning style, learning needs, types of learning styles, learning style strategies ending with roles and challenges of learning style. We conclude this chapter by introducing the importance of these preferences.

The second chapter is the practical study, we have tackled the research design and methodology, beginning with a description of research instruments (questionnaire, interview), then analysing and discussing the data obtained. Through the research questionnaire we found that learners have a positive attitude toward learning styles and all teachers take into consideration student's preferences in classroom

Moreover the analysis of the teacher's interview, we noticed that teachers have positive attitude towards the use of students learning style, however. Students will value the fact that their teacher is interested in their learning style and will gain insight into the ways in which they can learn most effectively.

We conclude this study that students with different learning style do learn differently. The various learning style cause them to perform better or worse in different areas of the class depending on how closely it is adapted to their learning style preferences. There were not profound differences but they were present nonetheless.

Teachers with this knowledge are likely to put a greater emphasis on the need to vary classroom activities and to incorporate multisensory approaches wherever possible. Students will value the fact that their teacher is interested in their learning style and will gain insight into the ways in which they can learn most effectively.

Therefore, the results obtained have confirmed the stated hypotheses, since students learning style play a crucial role in enhancing their performance

Recommendations and Suggestions

The students' questionnaire and teachers' interview helped us to present some pedagogical suggestion and recommendations:

-Teachers should take into account learning preferences to develop student's skill.

-English Foreign Language teachers need to encourage their pupils to perform and develop their Styles inside and outside classroom.

-They should use new teaching aids to attract attention of students (films, recordings...etc.) In teaching process

- Moreover, it is required for learners with negative attitude to reconsider the benefits of improving learning style, since this method help them to build their social skills, and improve their performance.

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APPENDICES

Students' Questionnaire

Dear respondents,

Good day! We would like to invite you to participate in short survey to gather your opinions and feedback about our Master degree dissertation topic, entitle "The Effect of Learning Styles on Student Performances". Please try to answer the following questions by ticking (✓) the appropriate choice.

Thank you for your time and cooperation

Q1: Gender: a. Male ☐   b. Female ☐

Q2: how do you like to learning?

Learn best by watching movies, film strips, pictures and graphs ☐

Learn best by listening, understanding and remembering thing you have heard ☐

Learn best by both written and spoken words, communicate better by utilizing oral or written content ☐

Learn best by contact, gestures, imitation and physical movement ☐

Learn best by using numbers, structures and reasoning problems and puzzles ☐

Learn best in groups and use cooperative learning and communicate with others ☐

Learn best on your own and to have private moment to formulate fresh thought ☐

Q3: what is your strategy in learning?

Take comprehensive notes to recall key information ☐

Do oral reports and always create holes in your own notes to recall it later ☐

Close your eyes and trace words and sentences with your finger ☐

Rewrite notes after class, forming short digrams information and write sentences out loud ☐

Build games that integrate practical math and other concepts and set up a subject for discussion around your studies ☐

Studying in group will help you get better understanding of issues them maybe you could ☐

Work independently without consulting an instructor or teacher ☐

Identifying and understanding your learning style, is it beneficial?

Yes ☐   No ☐

Why...

Q4 Does you teacher take in consideration all student preferences?

Yes ☐   no ☐

Q5 does learning style play a significant role in learning process?

Yes ☐   No ☐

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Visual learning styles enables student to discuss issues differently in a way they understand					
The key benefits of auditory learners are their early speech capacity and vocabulary abilities					
Kinesthetic learning physical contact can help people remember knowledge better					
Verbal learning activating communication both in writing and verbal gaining new vocabulary from Reading, also increa sing selfconfidance					
Logical learning applies to continuity, learning how to use statistics and researching the relationship between cause and effect					
skills are really necessary for learners to learn better, to express themselves					

74

Interpersonal to others		75			
solitary learning can be helpful to students as they try to memorize and maintain information					
Learners find difficulties in hearing lectures					
Student find it difficult to read quickly					
learners Face challenges because they may not be able to sit still for long periods and have trouble in writing and orthography					
Learners can experience more difficult time with hand-eye coordination					
Learners make basic errors and getting issues with memory					

Teachers' Questionnaire

Dear teachers

This interview is an attempt to gather information needed for the accomplishment of a Master dissertation it seeks to gather your perspectives about the effect of learning styles on students' performance; you are therefore kindly requested to answer the following questions.

1-What is your educational qualification?

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2-How long have you been teaching?

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3-eing a teacher is an incredibly rewarding job. You have the opportunity to shape your students how they learn, grow, and develop themselves, Describe your teaching style and how you can incorporate it to student's learning styles in classroom?

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4-what are the different learning styles you have handled in your classes?

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5-How do you interact with these learning preferences of your students?

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6-what are the teaching methods and activities you use to enhance students comprehension?

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7-what are the difficulties you have faced with student's learning styles in classroom?

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8-How do you motivate your students to utilize their learning preferences?

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9-In your opinion, how do learning styles affect the performance of students?

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10-Do you have any additional information, personal insight or further suggestions in relation with the effect of Learning styles on students' performance?

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ملخص

أفضل طريقة لتفسير أسلوب التعلم هو الطريقة الأكثر تميزًا التي يفضل الطالب من خلالها تعلم مفاهيم جديدة. يتعلم الطلاب بشكل أسرع وأكثر فاعلية عندما يتوافق أسلوب التدريس مع الأساليب الفردية المفضلة لديهم. ، تشرح هذه الورقة أنماط التعلم الحالية وتقترح أيضًا عددًا قليلاً من منهجيات التدريس التي سيتم اعتمادها لأنماط التعلم المختلفة ، مما يخلق اهتمامًا بالطلاب يؤدي إلى الأداء المتميز في الفصول الدراسية. استخدمنا أداتين بحثيتين ، استبيان للطلاب ومقابلة للمعلمين. تتكون الأداة الأولى من ثمانية عشر سؤالاً موزعة على خمسين من متعلمي اللغة الإنجليزية في المدارس الثانوية من جامعة ابن خلدون في ولاية تيارت تتكون المقابلة من عشرة أسئلة تتم إدارتها لعشرة من معلمي اللغة الإنجليزية الأجنبية من نفس المؤسسة ، خلال العام الدراسي 2019/2020. أظهرت النتائج التي تم الحصول عليها من الاستبيان أن المتعلمين لديهم موقف إيجابي تجاه أسلوب التعلم وأن المعلمين يأخذون في الاعتبار تفضيلاتهم التعليمية. أظهرت نتائج المقابلة أن المعلمين يدركون أهمية وفعالية أسلوب التعلم على أداء الطلاب، ويمكن للمعلمين دمج أساليب التعلم هذه في أنشطة المناهج الدراسية حتى يتمكن الطلاب من النجاح في فصولهم الدراسية.

الكلمات المفتاحية: أسلوب التعلم ، الأداء ، منهجيات التدريس ، التفضيلاتت

Résumé

Un style d'apprentissage peut être mieux expliqué comme la manière la plus unique dont un élève préfère apprendre de nouveaux concepts. Les élèves apprennent plus rapidement et plus efficacement lorsque le style d'enseignement correspond à leurs styles préférés. , cet article explique les styles d'apprentissage existants et suggère également quelques méthodologies d'enseignement à adopter pour différents styles d'apprentissage, ce qui crée un intérêt chez les élèves qui conduit à des performances exceptionnelles en classe. Nous avons utilisé deux instruments de recherche, un questionnaire pour les étudiants et un entretien pour les enseignants. Le premier instrument composé de dix-huit questions distribué à cinquante apprenants de langue étrangère d'anglais du secondaire de l'UNIVERSITÉ IBN KHALDOUN dans la willaya de Tiaret. L'entretien se compose de dix questions administrées à dix professeurs d'anglais langue étrangère de la même institution, au cours de l'année académique 2019/2020. Les résultats obtenus à partir du questionnaire ont révélé que les apprenants ont une attitude positive à l'égard du style d'apprentissage et que les

enseignants tiennent compte de leurs préférences d'apprentissage. Les résultats de l'entrevue ont montré que les enseignants sont conscients de l'importance et de l'efficacité du style d'apprentissage sur les performances des élèves. Les enseignants peuvent intégrer ces styles d'apprentissage dans leurs activités pédagogiques afin que les élèves puissent réussir dans leurs cours.

Mots clés: style d'apprentissage, performance, méthodologies d'enseignement, préférences.