



Sudan University of Science and Technology



College of Graduate Studies

College of Languages

**Investigating the Impact of Learning Styles on Learning
English as a Foreign Language among University Students**

تقصي أثر أنماط التعلم على تعلم اللغة الإنجليزية لغة أجنبية لدى طلاب الجامعة

**A Thesis Submitted in Partial Fulfillment for the Requirements of
MA.Degree in English Language (Linguistics)**

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DEDICATION

To my lovely Parents

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ABSTRACT

This study aimed at investigating the Impact of learning Styles on learning English as a Foreign language among University Students, through Teachers' perspectives. The study adopted descriptive analytical method, which follows qualitative and quantitative analysis. The instrument that was used for Data collection is a questionnaire . The sample of the study consisted 30 University English Teachers . The Data were analyzed by using Statistical Package for Social Sciences (SPSS).The questionnaire consisted of 5 items with 15 statements. The Study came out with following Results : university Students used various learning styles, a good number of the students prefer to use visual learning style ,learning styles have a great impact on learners' improvement. Based on findings of the study the researcher would strongly forward the following recommendations: Learning styles should be integrated in university syllabus ,Teachers at universities should vary their Learning and teaching styles so as to suit the current English styles.

ABSTRACT (The Arabic Version)

هدفت هذه الدراسة الي تقصى اثر انماط التعلم علي تعلم اللغة الانجليزية لغة اجنبية لدى طلاب الجامعة من منظور اساتذة الجامعات .استخدم الاستبانة كاداة لجمع البيانات واتبعت المنهج الوصفي التحليلي.شملت الدراسة 30 استاذا من الجامعات السودانية من قسم اللغة الانجليزية.وتم تحليل هذه البيانات الكمية عن طريق الحزمة الاحصائية للعلوم الاجتماعية(SPSS) ،وتوصلت الدراسة على النتائج التالية: ان الطلاب يستخدمون انماط مختلفة للتعلم. فقد اظهر النتائج ان اعداد كبيرة من الطلاب يفضلون نمط التعلم المرئ اكثر من غيره وان اساليب التعلم لها اثر في تحسين اداء الطلاب وتحصيلهم .بناءا علي النتائج فقد تقدم الباحث بعدد من التوصيات اهمها:اساليب التعلم يجب ان تكون متضمن في المناهج وعلي اساتذة الجامعات ان ينوعوا في اساليب التدريس والتعلم التي تلائم اساليب تعلم اللغة الانجليزية الحديث.

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CHAPTER ONE

Introduction

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INTRODUCTION

1.1 Background of the study

Learning styles are the broad approaches that each learner brings to language learning or to solving any problem. Examples of learning styles include visual vs. auditory vs. kinesthetic, global vs. analytic, concrete sequential vs. intuitive-random, and ambiguity-tolerant vs. ambiguity-intolerant.. Knowledge of learning styles helps learners choose strategies that comfortably fit with their learning styles, although using and learning others is obviously useful. Learning style is one of those characteristics that account for some of the similarities and dissimilarities in how students build up a learning behavior. Reid's (1987) comparative study of college students learning English as a second language (ESL) reported significant cultural differences in visual, auditory, kinesthetic, tactile, group, and individual learning styles among Korean, Chinese, Japanese, Malay, Arab, and Spanish students. She found that college ESL students strongly preferred kinesthetic and tactile learning and that most groups showed a negative preference for group learning. Dunn and Dunn (1979) found that only 20 to 30 percent of the school-age children they studied were auditory learners, that 40 percent of the students they studied were visual, and that the remaining 30 to 40 percent were tactile and kinesthetic, visual and tactile, or some other combination. However, the purpose of this study will investigate the impact of learning style on Learning English as a foreign language among university Students.

1.2 Statement of the study

The study investigates learning styles that play a great role on foreign language learning. Learners use various learning styles and prefer some styles more than others. Some learners prefer visual and audio more than kinaesthetic and tactile. Besides that, the study attempt to examine the effect on EFL learners' achievement and performance in learning English as a foreign language. Moreover, there are difficulties faced by Learners in choosing learning style in learning English as a foreign language.

1.3 Questions of the study

This study sets out to answers the following questions:

1. What are the types of learning styles that are preferred by learners to learn English as a foreign language ?
2. How does learning style improve learners' achievement and performance when learning English as a foreign language?
3. What are difficulties faced by Learners to choose learning style in learning English a foreign language ?

1.4 Hypotheses of the study

This study sets out to test the following hypotheses:

1. There are types of learning style used by learners in learning English as a foreign language .
2. Learning styles improve Learners' achievement and performance

3. There are difficulties faced by learners to choose learning styles when learning English as a foreign language .

1.5 Objectives of the study

This study aims at:

1. Finding out the types of learning styles used by learners in learning English as a foreign language.

2. Exploring the importance of learning styles for improving learners' achievement and performance when learning English .

3. Finding out the difficulties faced by EFL learners in choosing learning styles to learn English

1.6 Significance of the study

A foreign language learning Styles are very important for learners language learning .So styles help the learners to have a good performance in learning English as a foreign language Moreover, the results of this study might benefit Teachers. It is also hoped the study will contribute to area of linguistics.

1.7. Research Methodology

This study investigates the Impact of learning styles on learning English language .It targets University English Teachers. The researcher used the questionnaire as a tool for data collection and descriptive analytical method. was followed.

1.8 Limits of the study

The study is limited to investigating the impact of learning styles on learning English as a foreign language. The study is conducted in the academic year 2019/2020. It targets University English Teachers to elicit their views on this matter..

CHAPTER TWO

Literature Review and Previous Studies

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

This chapter consists of two parts: Part one: Reviews of the literature related to research topic such as definition of learning style ,Dimensions of Learning Styles, Learning Styles and Learning, , Methods for identifying learning style preferences and Felder Silverman learning style .While part two discusses previous studies related to the research topic.

2.1 Learning Style

The characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.” Students” learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience.Keefe (1979, cited by Ellis 1994:499)

2.2 Dimensions of Styles

Research has demonstrated that there is whole panoply of factors which may have a considerable effect on learner’s information processing. However, at least, some theorists have agreed that those factors could be primarily divided into two as internal and external factors.

1.Internal factors that have a positive/ negative effect on learner’s achievement encompass personality types, cognitive and emotional processes, and previous learning experiences.

2. External factors, on the other hand, play a substantial role in the learning process. Design of the physical setting where the learner is placed and physical factors, i.e. lighting, sound, temperature, comfort of setting, mode of delivery of information, and curriculum design are among those external factors that enhance or impede the learning process. The aforementioned factors contributing directly or indirectly to receiving, processing and retrieving the new information belong to three general categories in the learning styles literature. Personality factors include the affective components of the learner that includes motivation, values, emotional preferences and decision-making styles. Perceptual modalities refer to those aspects of learning that are related to learner physiological preferences (i.e. auditory, visual kinesthetic, tactile). As defined by Keefe (1987:13) these physiological styles are, “biologically-based modes of response that are founded on accustomed reaction to the physical environment, sex related differences, and personal nutrition and health.” Information processing is the third dimension of learning styles and refers to the cognitive component of learning or how the learner perceives, organizes, stores and recalls information.

Oxford and Anderson (1995: 203) grouped the internal and external factors into six interrelated areas, namely, cognitive, affective, executive, social, psychological, and behavioral. Cognitive aspect of learning style deals with how learner functions mentally, including processing activity such as with analytic or spatial information. Affective aspect includes learner’s attitudes towards the new subject matter, his/her attention while learning, and environmental distractions. Executive aspects involve learner behavior for managing and organizing his/ her learning. Social aspects refer to the extent to which learner prefers to work with other students while completing a task. Physiological aspects involve perceptual modalities. The last area of learning style is behavioral aspects which concern learner’s habitual behavior to favor states and situations which match his / her way of learning. It is

noteworthy here that the grouping for the aspects of dimensions proposed by Oxford and Anderson's (1995) has some similarities with the Dunns' Learning-Style Model, which enumerates 5 stimuli, namely environmental, emotional, sociological, physiological, psychological. Among these interrelated areas of learning styles, the perceptual dimension attracts substantial attention and several researchers have tried to identify sensory preferences of various groups of learners so as to find out the impact of them on learners, and to assist those learners in the way they prefer to learn. The Dunn and Dunn Learning Style Model is one of the most significant one which deals with sensory modality as an aspect of learning styles. As claimed to be a useful and informative model for educators, the Dunn and Dunn Learning-Style Model describes the complexity of variables that potentially affect a learner's distinct approach to learning (Kinsella, 1995:171). Building on the Dunns' model, Reid (1987) asserts that learners mostly engage four sensory learning modalities; namely, auditory (learning more effectively through hearing), visual (learning more effectively through seeing), tactile (learning more effectively through hands-on activities), kinesthetic (learning more effectively through whole-body movement) (Reid, 1987; Reid, 1995). She also clarifies one issue that may be encountered in research literature on learning styles, haptic modalities, while representing the sensory learning styles. Reid states "Some researchers combine the tactile and kinesthetic modalities and call them haptic; the haptic learner learns more effectively through touch and whole-body involvement" (Reid, 1995: x).

In addition to perceptual modalities, Reid (1987; 1995) proffers two more styles of learning: group (prefer studying with others), and individual (prefer studying alone). Learners who acquire and master difficult subject matter easily while studying and communicating with others, value group interaction and class work, and retrieve the necessary information while participating in a group activity may

have a tendency towards group learning style. In contrast, learners who perceive, organize and recall new information better whilst studying alone, and make better progress in learning when they work by themselves may have an inclination towards individual learning style. Oxford, another key figure in the field of learner diversity in second/ foreign language learning, reiterates that sensory preferences can fall into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented) and lists the activities which are mainly preferred by auditory, visual, tactile, kinesthetic learners (Oxford, 2003b). As suggested by Oxford (2003b), learners who prefer visual modality like to read and acquire better via visual stimulation. Lectures, conversations, and oral directions without any visual aid can be very bewildering for those learners. Contrary to visual learners, visual aids are not a prerequisite for gaining a profit from lectures, conversations, and oral directions for auditory learners; they like participating in role-plays. However, they may find written work challenging. Kinesthetic and tactile learners are the ones who prefer being physically involved in the activities and working with tangible objects and flashcards (Oxford, 2003b; Oxford 2001a).

2.3 Learning Styles and Learning

Notion of learner in education has changed dramatically over the past few decades, and the focus on learner and learning has led continuing interest in theory and research on learner differences. As every individual has a different background, strengths and weaknesses, interests, ambitions, sense of responsibility, level of motivation, and approach to studying, it is almost impossible to claim that uniformity does exist in learning and could be achieved by means of stock approaches. Probably, because of being the busiest field with learner diversity in education, many scholars in ELT have taken cognizance of the individual differences so as to account for the different outcomes of teaching.

Among the other individual differences, gender, cultural background and learning style on learner performance are subsumed under the heading of learner diversity in literature. Dunn (1982) asserts “Everyone has a learning style, but each person’s is different - like our fingerprints which come from each person’s five fingers and look similar in many ways” .Some learners are comfortable with theories and abstractions while other feel much more relaxed with facts and observable phenomena; some like engaging themselves in active learning and others prefer introspection; some can learn better with visual presentation of new information and others prefer verbal explanations for it (Felder, 2005:58).

The effects of learning style on learner performance are considered to be very important both for the learner and the teacher. Oxford posits that each style preference offers significant benefits for learning, and emphasizes that the identification of the style preferences for a specific task and the application of them are of key importance for learners (Oxford, 2003b). Kinsella asserts that all educators must realize, respect and respond to an array of characteristics brought by the individual into the class, since those characteristics signify the uniqueness of the learner (Kinsella, 1995: 170).

2.4 Methods for Identifying Learning Style Preferences

Since by now there appeared a number of profound models proposed by several researchers in learning style literature. As being an extensively discussed issue in educational research, not only defining and classifying the learning styles learners possess, but also diagnosing and interpreting them has been a matter of quest to date. Although it may be seemingly daunting, researchers have been using self-report tools, careful observations and assessment instruments in order to discover preferred ways of learning. There is a variety of style assessment tools developed in attempt to identify style preferences of learners. Though the number

of the assessment tools appears to be adequate for an in-depth identification of learning styles, those assessment tools have been criticized in several respects. Coffield et al. (2004) has reviewed 13 models and assessment tools of learning style in considerable detail, and concluded that some of those instruments are not designed to be used in mainstream practice, whereas others are developed for practitioners who use them widely in diverse contexts, and consequently, they are also not all alike nor of equal worth and, as a result, it matters fundamentally which instrument is chosen. As claimed by Oxford (2003b), the written survey, revealing the particular style preference of the learners, is the most common type of assessment tool used by researchers while conducting research on learning styles. Most of researchers used inventory learning styles as self-reporting which enable university students to determine their learning preference. This tool included four types namely audio, visual, analytical and functional. Moreover, later researchers categorized six types

As following visual, audio, kinesthetic tactile, individual and group. Despite the fact there is considerable criticism about both learning style models in terms of theoretical coherence and a common conceptual framework, and the style identifiers in terms of validity and reliability, teachers, curriculum designers and material developers could gain valuable insights into learner diversity by assessing the learning styles of their students, in that such identification may promote deeper understanding towards learner preferences (Oxford, 2003b).

2.5 Felder-Silverman learning style model

The FLSM characterizes individuals as having a preference for one category over the other on four dimensions (Felder & Silverman, 1988). The four dimensions include the active-reflective, sensing-intuitive, visual-verbal and sequential-global learning style dimensions. .

2.5.1 Sensing-intuitive dimension

The sensing-intuitive dimension deals with whether an individual prefers or habitually uses sensory over intuitive perception (Felder & Silverman, 1988). The dimension, in addition, reflects one's preferred source of information, such as concrete or abstract information (Graf et al., 2007). Individuals with a strong preference for a sensing learning style, or sensors, favour concrete learning materials such as facts and data (Felder & Silverman, 1988).

2.5.2 Visual-verbal dimension

This dimension deals with the preferred mode of input for learning (Graf, Lin, & Kinshuk, 2008), or the way individuals tend to receive information best (Felder & Silverman, 1988). The dimension thus differentiates those who remember best from what they have seen from those who remember best from textual representations that are either written or spoken (Felder & Silverman, 1988; Graf et al., 2007; Graf et al., 2008).

Those with a visual learning style therefore remember best when pictures, diagrams, flow charts, timelines, films and demonstrations are presented or used (Felder & Silverman, 1988). Written or spoken words on the other hand may likely be forgotten. Verbal learners, in contrast, remember well when the material is heard and remember best when they hear and subsequently talk about the material.

2.5.3 Active-reflective dimension

This dimension differentiates the ways in which perceived information is processed (Graf et al., 2008). This complex process by which perceived information is converted into knowledge is divided into two groups, namely active and reflective (Felder & Silverman, 1988). The active and reflective dimensions are based on the active experimentation and reflective observation categories of David Kolb's experiential learning theory (Kolb, 1984). Active experimentation and reflective

observation, as outlined by Kolb (1984), are seen as different approaches toward transforming or processing information. Active experimentation involves doing something in the external world with the information. One, for example, may discuss or explain the information to others or test it in some way (Felder & Silverman, 1988). Having an active learning style implies working actively with the material and applying it (Felder & Silverman, 1988; Graf et al., 2007).

2.5.4 Global-sequential dimension

This dimension deals with individuals' understanding of information, separating those who understand information holistically from those who understand in a step-wise, linear or sequential fashion. Learners with sequential learning style use logical progressive steps to get solutions to problems in order to understand the material completely or partially (Graf et al., 2007; Graf et al., 2008). Sequential individuals may as such be stronger in convergent thinking and analysis (Felder & Silverman, 1988). Individuals with global learning styles conversely use holistic thinking and learn in large disordered or random leaps (Felder & Silverman, 1988). They absorb information randomly and connections may be difficult for them to see at first. However, once more information is received, connections become apparent and suddenly the whole is understood. Global learners as a result may have difficulty when asked to offer an explanation as to how they reached a solution or answer (Felder & Silverman, 1988). Global learners may be better at divergent thinking and synthesis (Felder & Silverman, 1988).

PART TWO

2.2 Previous Studies

This section will present four previous studies that have been conducted in the same area.

First study:

2.1 This study was conducted by Clara C .Park(2002) to Cross-cultural Differences in learning styles of secondary English learners,the learning styles of English learners (Armenian, Hmong, Korean, Mexican, and Vietnamese) in secondary schools. For statistical analyses a multivariate analysis of variance (MANOVA) and post hoc multiple comparisons of means tests (Scheffe tests) were used. A sample of 857 cases collected from 20 high schools in California found significant ethnic group differences as well as achievement level differences in basic learning style preferences. Students in this study favored a variety of instructional strategies. They exhibited either major or minor preferences for all four basic perceptual learning styles but significant ethnic group differences in preferences for group and individual learning. All students exhibited either major or minor preferences for kinesthetic or tactile learning. Hmong, Mexican, and Vietnamese students preferred group learning while Armenian and Korean students did not. However, all five ethnic groups (Armenian, Hmong, Korean, Mexican, and Vietnamese) showed either major or minor preferences for visual learning. In addition, middle and high achievers were more visual than low achievers; high and middle achievers preferred individual learning but low achievers did not; and

newcomers exhibited much greater preference for individual learning than those who had been longer in the united states.

Researcher's perspective for first study

Learners who high achievers could not be in all cases since there are many factors affected by. Therefore ,those who exposed enough to learning styles or given opportunity to choose what is suitable to them may be high one.

Second Study

2.2This study was conducted by EryPutriyana. (2017). To An Analysis On English Learning Style Used By Tour Guide At Mangkunegaran Palace. The research is an analysis on English learning style that used by Mangkunegaran's guide. The objectives of this research were to find out: 1) kinds of learning style used by tour guide at Mangkunegaran Palace; and 2) the problem faced by tour guide on English Learning Style at Mangkunegaran Palace and the solving.

The method used in this research was descriptive qualitative research. The research was carried out in December until July 2016 at Mangkunegaran Palace. The subject of the research was the tour guide of the Mangkunegaran Palace. The instrument to collect the data were interview and questionnaire. The researcher analyzed the data by using descriptive qualitative research. The thrustworthiness of the research was methodological triangulation. From the result of the research, the researcher found the answer of the research problem. First, from the kinds of the learning style used by the tour guide there are three tour guide used visual learning style, three tour guide used auditory learning style; and two tour guide used kinesthetic learning style. Second, there are some problem that they faced during learning English that are a) difficult to used grammar b) do not have motivation to speak English c) pronunciation. In conclusion the most difficult problem is about grammar because they tend to memorize the fifteen tenses.

Researcher's perspective for second study

Although the above study showed that some learners used visual ,auditory and other used kinaesthetic .Learners do not depend only on one type of learning style .Moreover, even if the difficulty of grammar that learners have ,it's not really reflected since conducted in different situation.So ,there is type of learning style which called verbal learning style.

Third study

2.3This study was conducted by FarinazShirani&HamidahYamat (2012)toThe Relationship between English Listening Proficiency Levels and Learning Styles.

Several factors have been investigated in order to understand how learners attempt to learn a second language, one of which is learning style. Learners particularly EFL learners from different English language backgrounds and listening proficiency may vary from one another in their learning style preferences. With such a view, it is essential to consider the differences in learning styles and listening proficiency levels in teaching because this would have an impact on the learning process. The aim of the study was to identify Iranian freshmen's levels of English listening proficiency and their learning style preferences as well as the relationship between them. A group of 92 freshmen from a population of 120 freshmen were randomly selected from a university in Esfahan, Iran. The Oxford Placement Test was first administered to identify the freshmen's listening proficiency levels and the learning style preferences. Questionnaire was employed to identify their preferred learning styles. Based on the results obtained from the Oxford Placement Test, 19 freshmen were identified as advanced learners, 39 intermediate learners, and 34 low proficiency learners. The descriptive analysis of

the learning style preferences indicated that all the learners preferred high level learning styles and considered themselves as communicative learners. The Pearson Correlation analysis also indicated that there was a significant positive correlation between the learners' English listening proficiency levels and their learning style preferences. The implication of the study is that all lecturers should be aware of their learners' learning style preferences and their English listening proficiency levels in order to match their teaching styles with their learners' learning style preferences.

Researcher's perspective for third study

The result that showed by above study all learners preferred high level learning style. As we know learners have different preferences they do not preferred one type only as mentioned (high one).

Fourth Study

2.4This study was conducted by AsliErturk (2006) to The relationship between Learning Style preferences of Undergraduate English Preparatory program Students. The listening comprehension strategies and achievement. the relationship between the perceptual learning style preferences of the undergraduate preparatory program students, the listening comprehension strategies and achievement, and to determine whether the perceptual learning style preferences, the listening comprehension strategy use and achievement of the participants indicate statistically significant differences with regard to gender and the language medium of education after preparatory program. The participants in the sample group of this study were intermediate level undergraduate preparatory program students at the School of Foreign Languages at Dokuz Eylül University, Izmir. The data were obtained by four instruments, namely a personal information form, the Turkish version of "the Perceptual Learning Style Questionnaire (PLSQ)" developed by

Reid (1987), translated by Tabanlıoğlu (2003), “the Listening Comprehension Strategy Inventory (LCSI)” developed by Gerçek (2000), and lastly, “the Listening Comprehension Test (LCT)” developed by English Language Institute, the University of Michigan (1983). The data analysis conducted by means of frequency, mean, percentage, standard deviation techniques, *t*-test, and the Pearson’s product correlation coefficient revealed that the most frequently reported preferences for perceptual learning were related to ‘auditory’ and ‘tactile’ learning styles. On the other hand, the least frequently reported preferences were related to ‘individual learning’, ‘visual learning’ and ‘group learning’ styles. Moreover, when the perceptual learning style preferences of the participants were analyzed with regard to gender, it was found that female participants have significantly higher perceptual learning style scores than their male counterparts.

In addition to this, the findings were indicated that the most common behaviors displayed by the participants were related to ‘asking for clarification’, ‘arranging/ planning one’s own learning’ and ‘comprehension monitoring’ strategies. “Quitting listening in case of any unknown vocabulary during the activity” behavior concerning ‘real-time assessment of input’ strategy, “taking notes of every word heard in the activity”

Researcher's perspective for fourth study

Gender factor doesn't play a great role or consider as point of difference. Of course, in some cases male participants do well, but in other cases not and vice versa .

CHAPTER THREE

Methodology

CHAPTER THREE

Methodology

3.0 Introduction

This chapter attempts to provide full description of the study methodology. Moreover, this study was conducted to identify "An Impact of Learning Styles On learning English as A foreign language". To achieve this objective, one research tool was used namely, a questionnaire. In addition, it describes the participants, validity/reliability of the tools, the sample and procedures for data collection.

3.1 Methodology of the Study

This Study investigates the impact of learning styles on learning English as a Foreign Language. It targets University students. The researcher used questionnaire to collect data. The researcher uses the descriptive analytical method

3.2 Population

The population of this study are University English Teachers from three Universities namely: Sudan, Ahfad, and Khartoum University.

3.3 The Sample

The researcher selects 30 Teachers from three Universities. It contains five items with fifteen statements.

3.4 Study Instruments

In this study, only one tool is used for data collection. A design questionnaire contains five items with fifteen statements arranged to investigate impact of Learning styles on Learning English A Foreign Language among University Students

3.5.2 Procedures

Thirty copies of the questionnaire are distributed for English University Teachers to collect data. The participants were required politely to answer the questionnaire.

3.6 Validity of the Tool

In order to ensure the validity of the tool, the researcher has concentrated and chosen the Teachers. A questionnaire was verified by three teaching staff who have long experience at Sudan University of Science and Technology, College of Language.

3.7 Reliability of the Questionnaire

A pilot study was conducted to measure the reliability level of the questionnaire items. By using the Statistical Package for the Social Science (SPSS) version 30, an analysis of items reliability was determined through the reliability questionnaire.

Statistical Reliability and Validity

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

- . Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies

in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following: For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (40) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
0.81	15

3.6 Chapter's Summary

In this chapter the researcher has described the research instrument and the procedure used in conducting the research. The target population and the selected sample were fully described. The research tool which is students' questionnaire was clearly described. Steps taken to assure validity and reliability of research were also described .Finally, the evaluation of research tool was carried through the qualitative data in form of questionnaire.

CHAPTER FOUR

Data Analysis, Results and Discussion

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese secondary schools

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

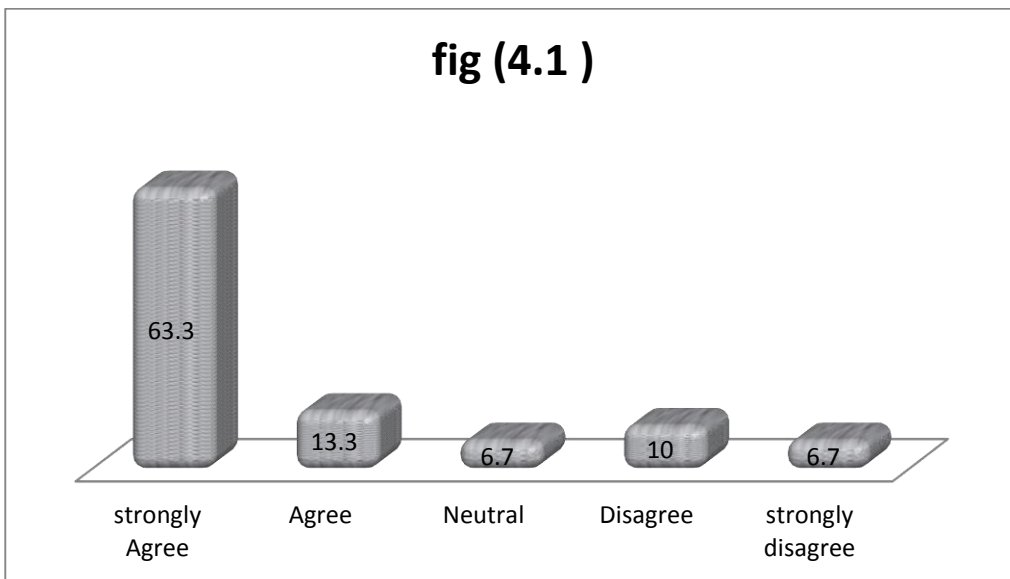
Hypothesis (1)There are types of learning styles used by EFL learners to Learn English as a foreign Language.

Statement No.(1): University Students prefer seeing and Listening more when they learn English as a foreign Language.(visual and audio)

Table No (4.1)The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	Percent
Strongly agree	22	71.0

Agree	3	12.3
Neutral	2	6.7
Disagree	3	10.0
strongly disagree	0	0
Total	30	100.0



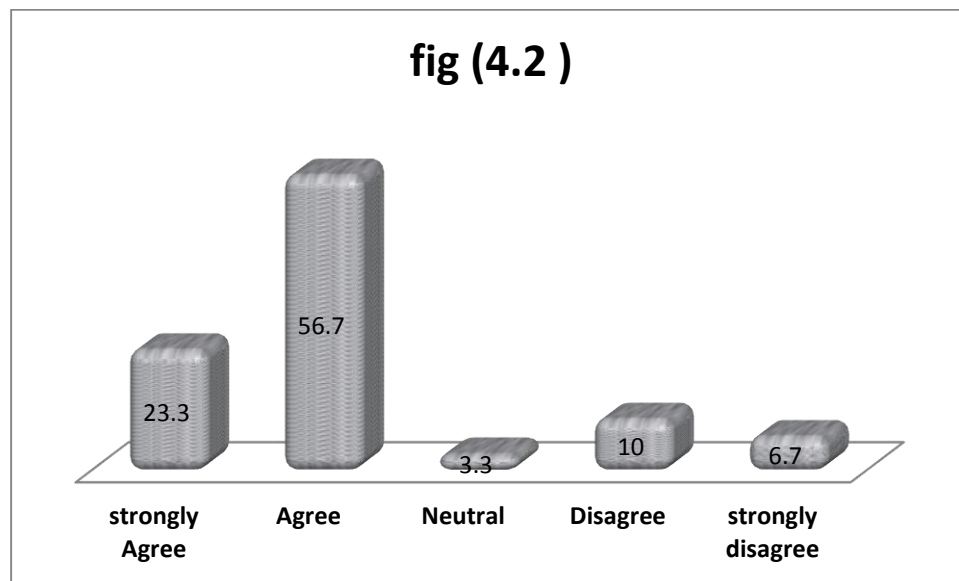
From the above table No.(4.1) and figure No (4.1) It is clear that there are (22) persons in the study's sample with percentage (73.3%) strongly agreed with "University Students prefer seeing and Listening more when they learn English as a foreign Language.(visual and audio)..". There are (4) persons with percentage (13.3%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (0) persons with 0% are strongly disagreed.

Statement No.(2): Learners prefer listening to seeing when they learn English as a foreign language .(audio to seeing)

Table No (4.2)The Frequency Distribution for the Respondents' Answers of statement No.(2)

Valid	Frequency	Percent
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Strongly agree	8	24.3
agree	16	55.7
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

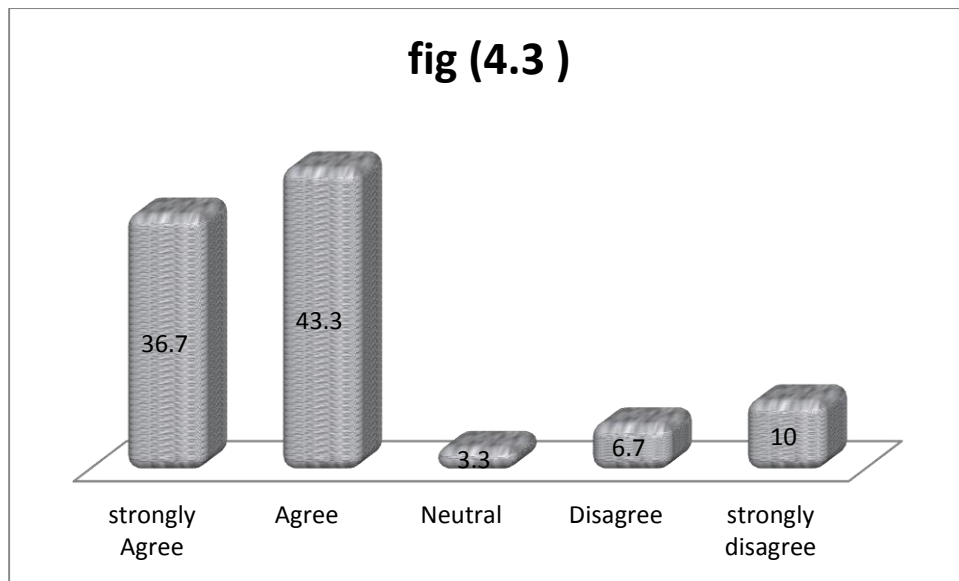


From the above table No.(4.2) and figure No (4.2) It is clear that there are (7) persons in the study's sample with percentage (33.3%) strongly agreed with "Learners prefer listening to seeing when they learn English as a foreign language .(audio to seeing)". There are (17) persons with percentage (56.7%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (2) persons with 6.7% are strongly disagreed

Statement No.(3):Learners prefer moving and doing (activities) in learning English as a foreign language .(kinaesthetic)

**Table No (4.3)The Frequency Distribution for the Respondents’
Answers of statement No.(3)**

Valid	Frequency	Percent
Strongly agree	11	36.7
agree	13	43.3
Neutral	1	3.3
disagree	2	6.7
strongly disagree	3	10.0
Total	30	100.0

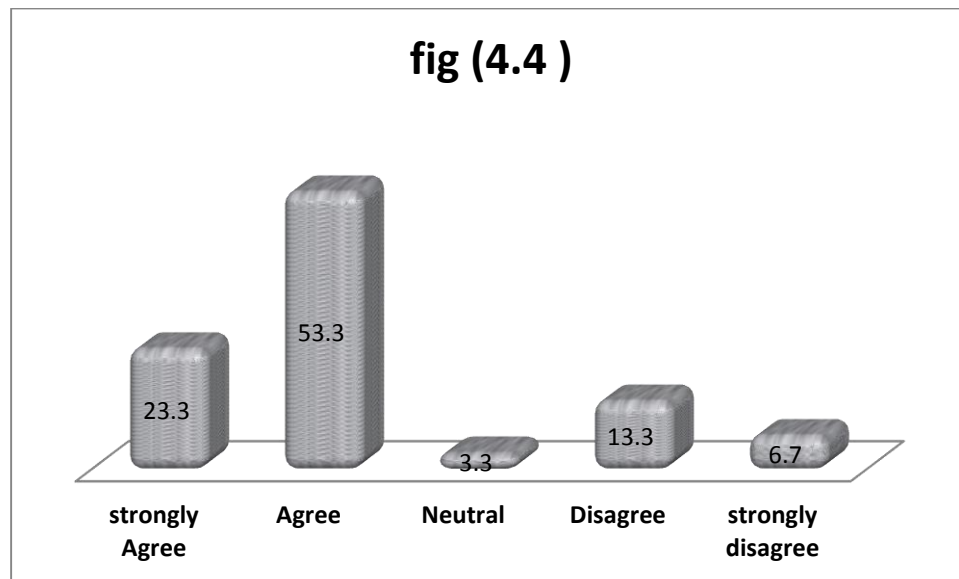


From the above table No.(4.3) and figure No (4.3) It is clear that there are (11) persons in the study's sample with percentage (36.7%) strongly agreed with "Learners prefer moving and doing (activities) in learning English as a foreign language .(kinaesthetic). ". There are (13) persons with percentage (43.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (3) persons with 10.0% are strongly disagreed.

Statement No.(4):Learners focus on seeing only in learning English as a foreign language (visual) .

Table No (4.4) The Frequency Distribution for the Respondents' Answers of statement No.(4)

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	16	53.3
Neutral	1	3.3
disagree	4	13.3
strongly disagree	2	6.7
Total	30	100.0



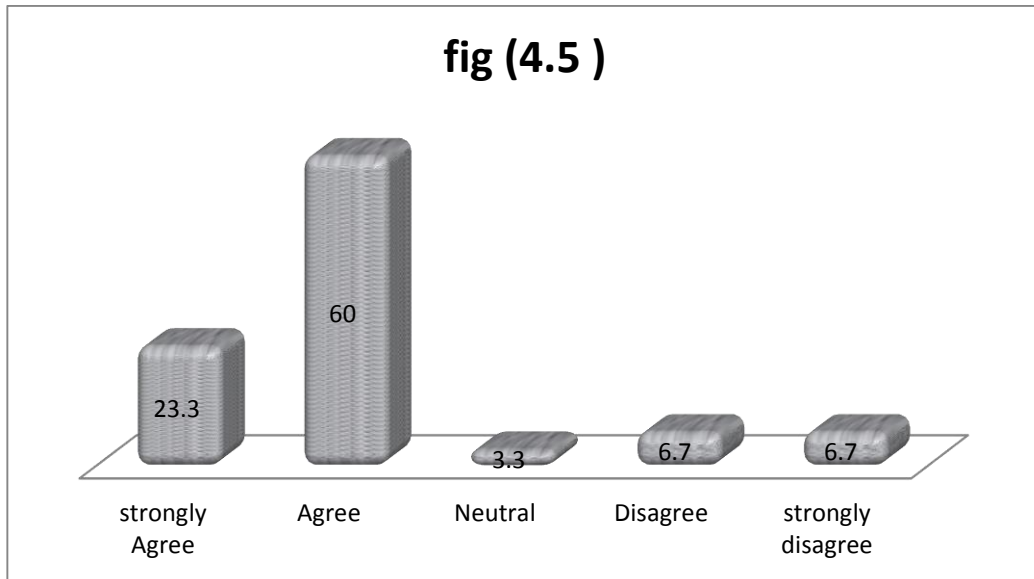
From the above table No.(4.4) and figure No (4.4) It is clear that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with "Learners focus on seeing only in learning English as a foreign language (visual)". There are (16) persons with percentage (53.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (4) persons with percentage (13.3%) disagreed. And (2) persons with 6.7% are strongly disagreed

Statement No.(5):Learners prefer seeing ,listening, moving and doing when they learn English .(audio,visual,tactile and Kin aesthetic)

Table No (4.5)The Frequency Distribution for the Respondents’

Answers of statement No.(5)

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	18	60.0
Neutral	1	3.3
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



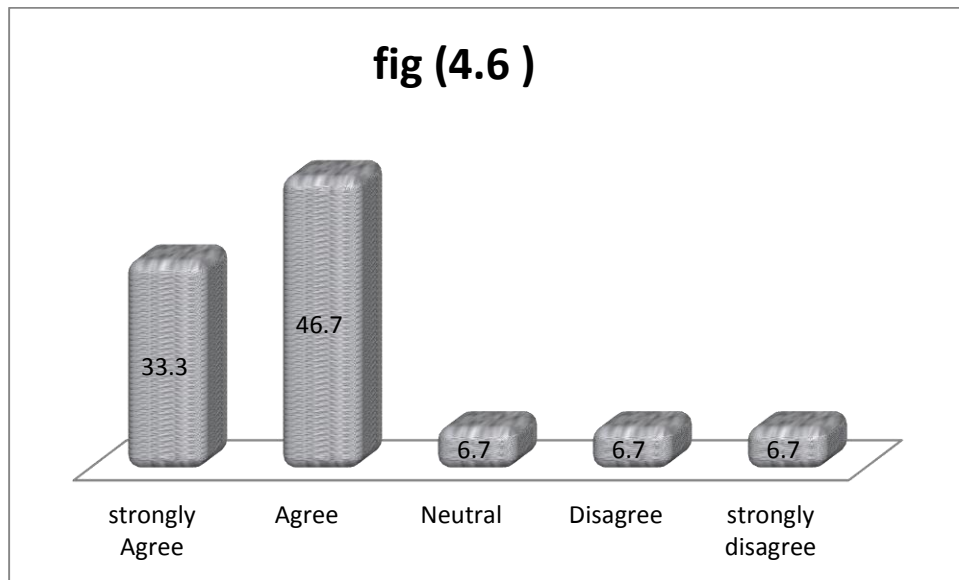
From the above table No.(4.5) and figure No (4.5) It is clear that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with "Learners prefer seeing ,listening, moving and doing when they learn English .(audio,visual,tactileandKinaesthetic)..". There are (18) persons with percentage (60.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

Hypothesis two: Integrated learning Styles improve EFL learners' achievement and performance

Statement No.(6):Virtual Learning style helps learners to learn pictures and videos easily.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of statement No.(6)

Valid	Frequency	Percent
Strongly agree	10	33.3
Agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

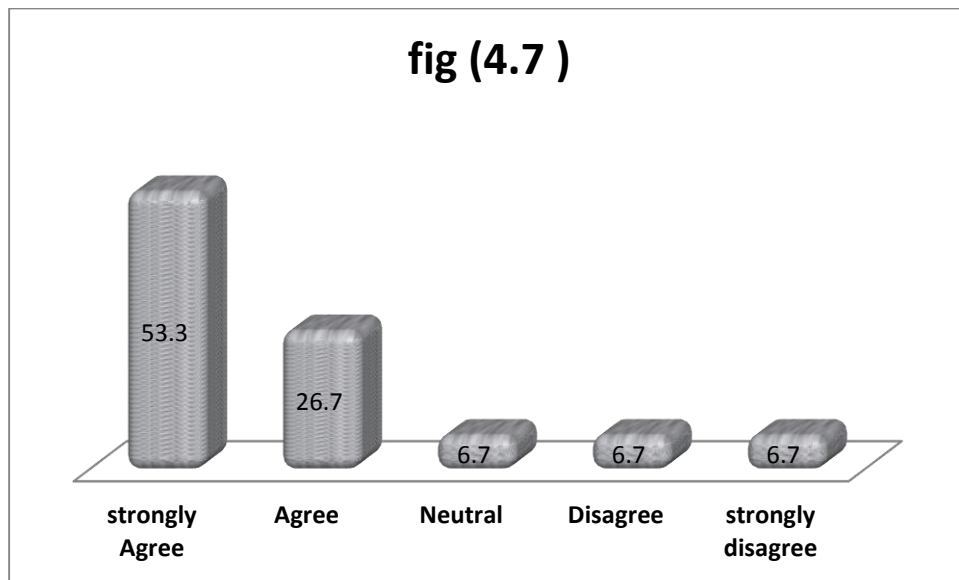


From the above table No.(4.6) and figure No (4.6) It is clear that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with "Virtual Learning style helps learners to learn pictures and videos easily.....". There are (14) persons with percentage (46.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Statement No.(7) : Listening as a learning style improves learner's ability and understanding in learning English as a foreign Language.

Table No (4.7) The Frequency Distribution for the Respondents' Answers of statement No.(7)

Valid	Frequency	Percent
Strongly agree	16	53.3
agree	8	26.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



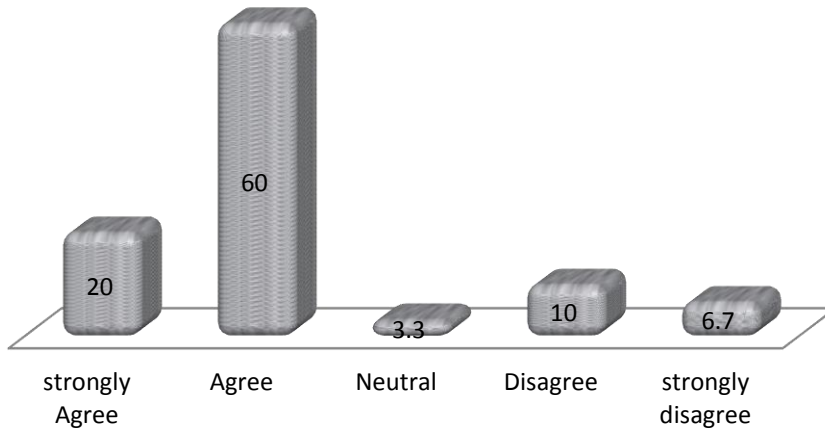
From the above table No.(4.7) and figure No (4.7) It is clear that there are (16) persons in the study's sample with percentage (53.3%) strongly agreed with "Listening as a learning style improves learner's ability and understanding in learning English as a foreign Language.". There are (8) persons with percentage (26.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

Statement No.(8): Moving and doing learning styles promote Learners performance in learning English as a foreign language.

Table No (4.8)The Frequency Distribution for the Respondents’ Answers of statement No.(8)

Valid	Frequency	Percent
Strongly agree	6	20.0
agree	18	60.0
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

fig (4.8)



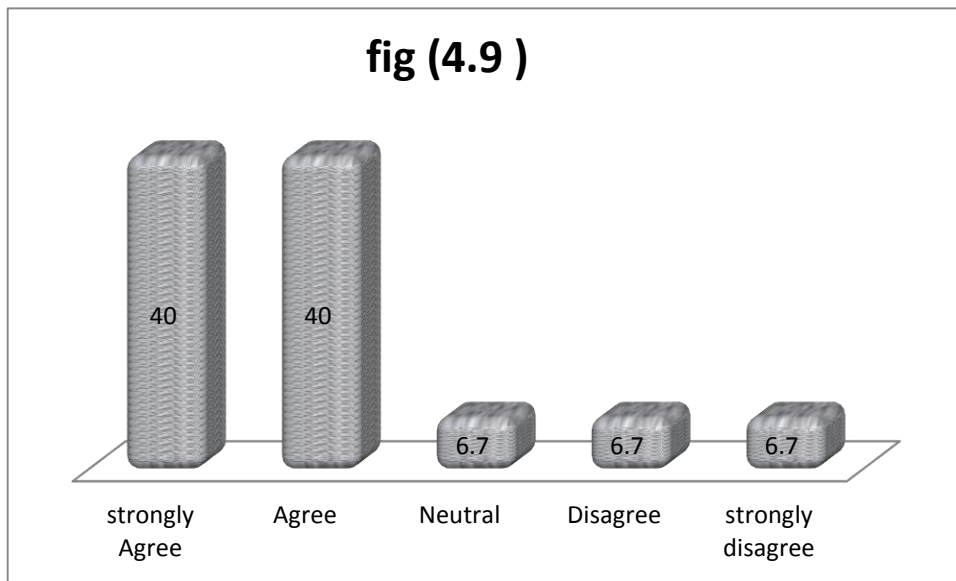
From the above table No.(4.8) and figure No (4.8) It is clear that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with "Moving and doing learning styles promote Learners performance in learning English as a foreign language...". There are (18) persons with percentage (60.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (10.0%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Statement No.(9) : Tactile Learning style develops Learners skills when they do activities in learning English.e.g writing and drawing

Table No (4.9)The Frequency Distribution for the Respondents’

Answers of statement No.(9)

Valid	Frequency	Percent
Strongly agree	12	40.0
agree	12	40.0
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



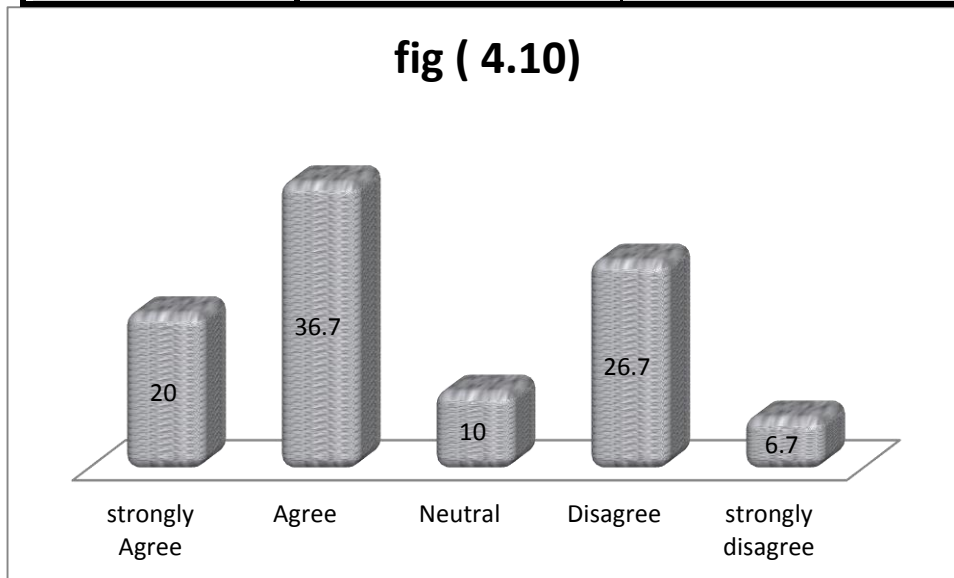
From the above table No.(9) and figure No (9) It is clear that there are (12) persons in the study's sample with percentage (40.0%) strongly agreed with "Tactile Learning style develops Learners skills when they do activities in learning English.e.g writing and drawing.". There are (12) persons with percentage (40.0%) agreed with that, and (2) persons with percentage (6.7%) were not sure

that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Statement (10): Verbal Learning style improves learners fluency and communication skill in Learning English

Table No (4.10)The Frequency Distribution for the Respondents' Answers of statement No.(10)

valid	Frequency	Percent
Strongly agree	6	20.0
Agree	11	36.7
Neutral	3	10.0
disagree	8	26.7
strongly disagree	2	6.7
Total	30	100.0



From the above table No.(4.10) and figure No (4.10) It is clear that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with "Verbal Learning style improves learners fluency and communication skill in Learning English ..". There are (11) persons with percentage (36.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons

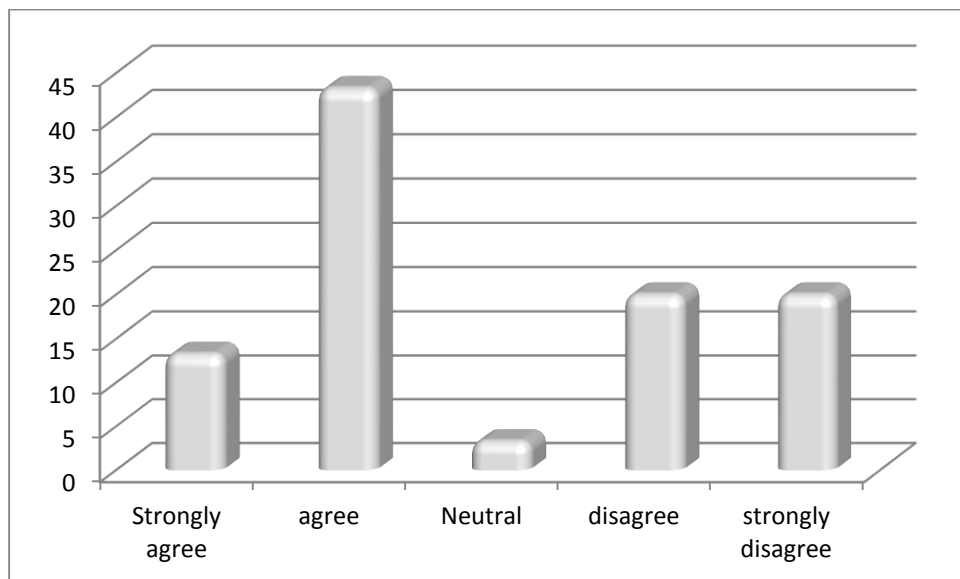
with percentage (26.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Hypothesis three: There are difficulties faced by EFL learners to choose learning styles when they learn English.

Statement No.(11): EFL Learners do not have enough opportunity to choose learning style that is suitable to them

Table No (4.11)The Frequency Distribution for the Respondents’ Answers of statement No.(11)

valid	Frequency	Percent
Strongly agree	4	13.3
agree	13	43.3
Neutral	1	3.3
disagree	6	20.0
strongly disagree	6	20.0
Total	30	100.0



From the above table No.(4.11) and figure No (4.11) It is clear that there are (4)

persons in the study's sample with percentage (13.3%) strongly agreed with "EFL Learners do not have enough opportunity to choose learning style that is suitable to them.". There are (13) persons with percentage (43.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (6) persons with percentage (20%) disagreed. And (6) persons with 20.0% are strongly disagreed.

Statement No.(12): Lack of English Labs create some difficulties for Learners to choose learning styles in learning English

Table No (4.12) The Frequency Distribution for the Respondents' Answers of statement No.(12)

Valid	Frequency	Percent
Strongly agree	12	40.0
agree	12	40.0
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



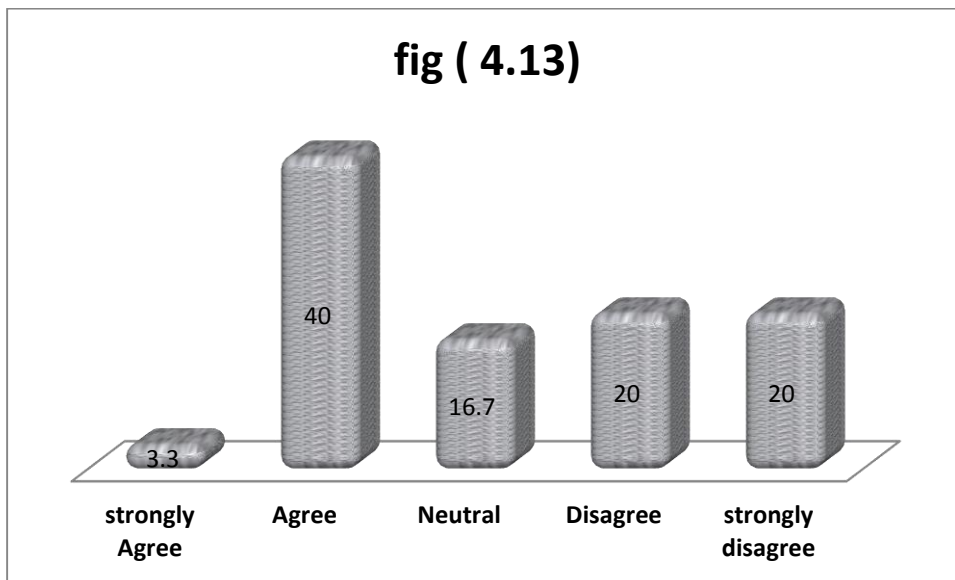
From the above table No.(4.12) and figure No (4.12) It is clear that there are (12) persons in the study's sample with percentage (40.0%) strongly agreed with "Lack of English Labs create some difficulties for Learners to choose learning styles in

learning English..". There are (12) persons with percentage (40.0%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

Statement No.(13):EFL Teachers follow only one or two learning styles in EFL classroom that limits the choices of learning styles.

Table No (4.13) The Frequency Distribution for the Respondents’ Answers of statement No.(12)

Valid	Frequency	Percent
Strongly agree	1	3.3
agree	12	40.0
Neutral	5	16.7
disagree	6	20.0
strongly disagree	6	20.0
Total	30	100.0



From the above table No.(4.13) and figure No (4.13) It is clear that there are (1) persons in the study's sample with percentage (3.3%) strongly agreed with "EFL Teachers follow only one or two learning styles in EFL classroom that limits the choices of learning styles...". There are (12) persons with percentage (40.0%)

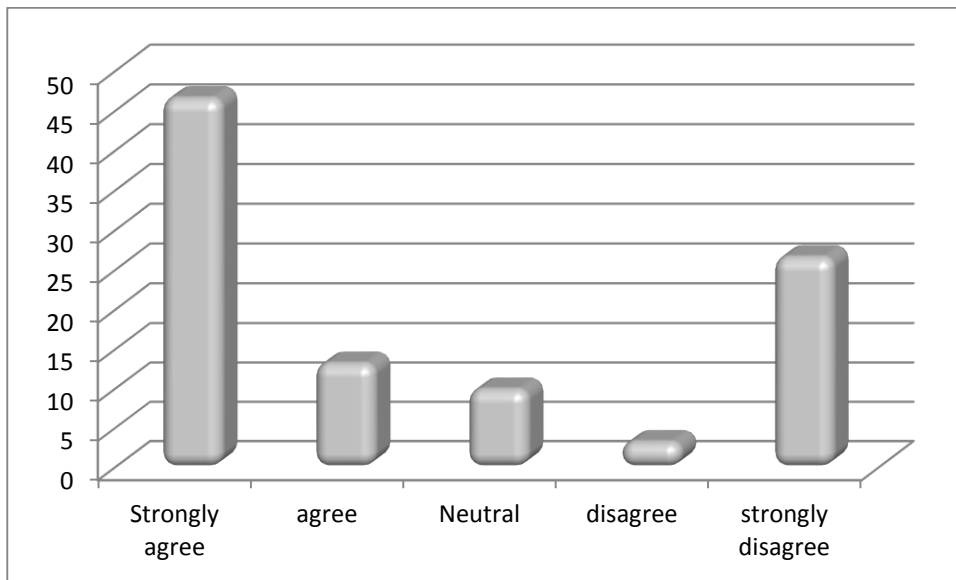
agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (6) persons with percentage (20.0%) disagreed. And (6) persons with 20.0% are strongly disagreed.

Statement No.(14):EFL Teachers do not care about Learners preference in choosing learning styles in learning English

Table No (4.14) The Frequency Distribution for the Respondents'

Answers of statement No.(14)

Valid	Frequency	Percent
Strongly agree	14	46.7
agree	4	13.3
Neutral	3	10.0
disagree	1	3.3
strongly disagree	8	26.7
Total	30	100.0



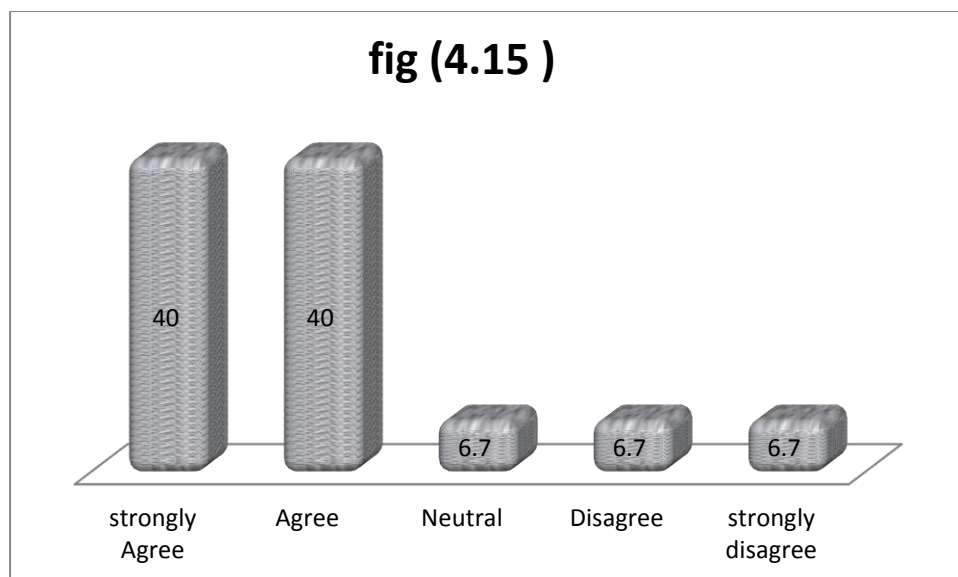
From the above table No.(4.14) and figure No (4.14) It is clear that there are (14) persons in the study's sample with percentage (47.3%) strongly agreed with "EFL Teachers do not care about Learners preference in choosing learning styles in learning English ...". There are (4) persons with percentage (13.3%) agreed with

that, and (3) persons with percentage (10.0%) were not sure that, and (1) persons with percentage (3.3%) disagreed. And (8) persons with 26.7% are strongly disagreed.

Statement No.(15): Lack of experience and motivation create some complexity for EFL learners to choose the appropriate learning styles .

**Table No (4.15)The Frequency Distribution for the Respondents’
Answers of statement No.(15)**

Valid	Frequency	Percent
Strongly agree	12	40.0
agree	12	40.0
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



From the above table No.(15) and figure No (15) It is clear that there are (12) persons in the study's sample with percentage (40.0%) strongly agreed with "Lack of experience and motivation create some complexity for EFL learners to choose the appropriate learning styles ...". There are (12) persons with percentage (40.0%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

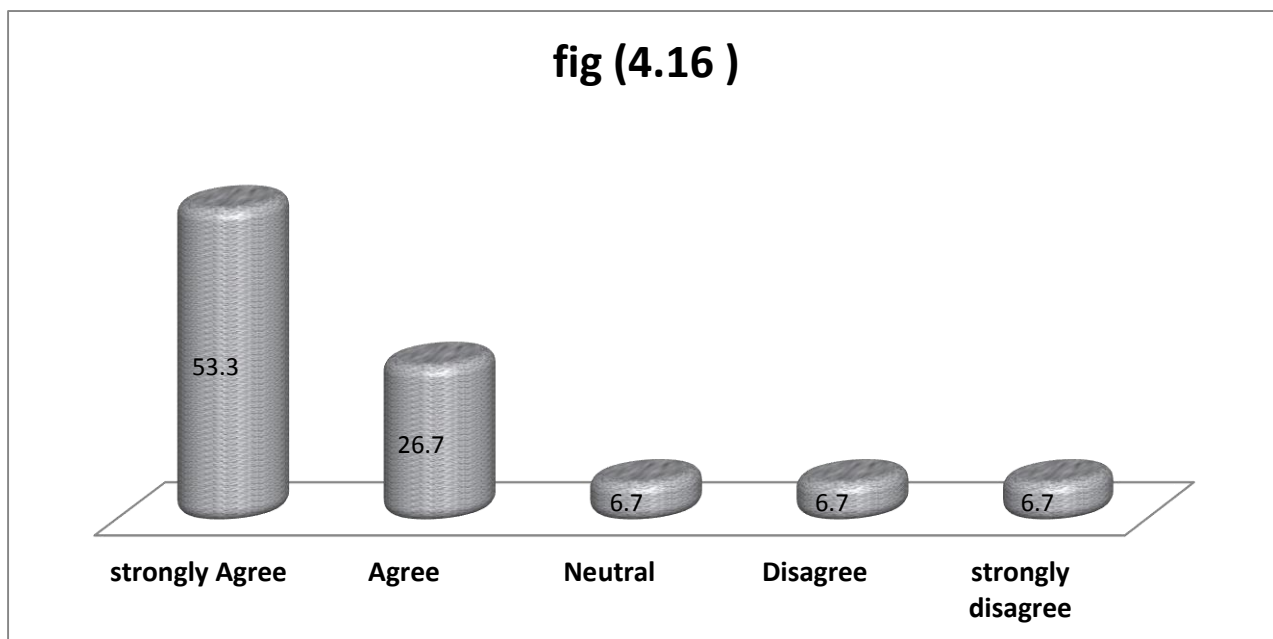
For overall questionnaire

Table No (16) The Frequency Distribution and percentage for the Respondents' Answers in overall questionnaire

Valid	Frequency	Percent
The mean of persons who Strongly agreed with all statements	17	<u>53.3</u>
The mean of persons who agreed with all statements	7	<u>26.7</u>
The mean of persons who was neutral	2	<u>6.7</u>
The mean of persons who disagreed with all statements	2	<u>6.7</u>

The mean of persons who Strongly disagreed with all statements	<u>2</u>	<u>6.7</u>
Total	30	100.0

From the above table No.(4.16) and figure No (4.16) It is clear that there are (16) persons in the study's sample with percentage (53.3%) strong



ly agreed with overall statement . There are (8) persons with percentage (26.7%) agreed , and (2) persons with percentage (6.7%) were not sure t, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

Table No.(4.17) Chi-Square Test Results for Respondents' Answers of the Questions of theHypothesis (1)

Nom.	Statement	Mean	SD	Chi square	p-value
1	University Students prefer seeing and Listening more when they learn English as a foreign	3.4	1.9	17	0.00

	Language.(visual and audio)				
2	Learners prefer listening to seeing when they learn English as a foreign language .(audio to seeing)	2.5	2.6	17	0.00
3	Learners prefer moving and doing (activities) in learning English as a foreign language .(kinaesthetic)	2.4	2.4	13	
4	Learners focus on seeing only in learning English as a foreign language (visual) .	3	0.8	25	0.03
5	Learners prefer seeing ,listening, moving and doing when they learn English .(audio,visual,tactileandKinaestheti c)	2.9	1.6	20	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“University Students prefer seeing and Listening more when they learn English as a foreign Language.(visual and audio)..**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**-. Learners prefer listening to seeing when they learn English as a foreign language .(audio to seeing)**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **Learners prefer moving and doing (activities) in learning English as a foreign language .(kinesthetic)**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**-Learners focus on seeing only in learning English as a foreign language (visual) .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**Learners prefer seeing ,listening, moving and doing when they learn English .(audio,visual,tactileandKin aesthetic).**

According to the previous result we can say that the first hypothesis of our study is accepted

Table No.(4.18) Chi-Square Test Results for Respondents' Answers of the Questions of theHypothesis(2)

Nom	Statement	Mean	SD	Chi square	p-value
1	Virtual Learning style helps learners to learn pictures and videos easily.	2.5	1.7	15	0.00
2	Listening as a learning style improves learner's' ability and understanding in learning English as a foreign Language.	2.7	2.7	15	0.00
3	Moving and doing learning styles promote Learners performance in learning English as a foreign language.	2.8	.02	20	0.001
4	Tack tile Learning style develops Learners skills when they do activities in learning English.e.g writing and drawing	2.5	0.7	21	0.008
5	Verbal Learning style improves learners fluency and communication skill in Learning English	3.5	2.7	26	

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Visual Learning style helps learners to learn pictures and videos easily.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Listening as a learning style improves learners' ability and understanding in learning English as a foreign Language.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Moving and doing learning styles promote Learners performance in learning English as a foreign language.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Tactile Learning style develops Learners skills when they do activities in learning English e.g writing and drawing**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Verbal Learning style improves learners fluency and communication skill in Learning English**

According to the previous result we can say that the second hypothesis of our study is accepted

Hypothesis three: There are difficulties faced by EFL learners to choose learning styles when they learn English.

Table No.(19) Chi-Square Test Results for Respondents’ Answers of the Questions of theHypothesis (3)

Nom.	Statement	Mean	SD	Chi square	p-value
1	EFL Learners do not have enough opportunity to choose learning style that is suitable to them	4.4	1.4	13	0.00
2	Lack of English Labs create some difficulties for Learners to choose learning styles in learning English	2.5	2.1	18	0.00
3	EFL Teachers follow only one or	2.4	2.4	13	0.00

	two learning styles in EFL classroom that limits the choices of learning styles.				
4	EFL Teachers do not care about Learners preference in choosing learning styles in learning English	4	0.8	25	0.03
5	Lack of experience and motivation create some complexity for EFL learners to choose the appropriate learning styles .	4	1.6	16	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**EFL Learners do not have enough opportunity to choose learning style that is suitable to them**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**-Lack of English Labs create difficulties for Learners to choose learning styles in learning English**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **EFL Teachers follow only one or two learning styles in EFL classroom that limits the choices of learning styles.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“-EFL Teachers do not care about Learners preference in choosing learning styles in learning English**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Lack of experience and motivation create some complexity for EFL learners to choose the appropriate learning styles**

Table No.(4.20) Chi-Square Test Results for Respondents' Answers of the overall questionnaire

For over all questionnaire	mean	SD	Chi square	p-value
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	3.4	1.0	15	0.000
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The mean of the chi-square calculated values of for the significance of the differences for the respondents' answers in over all questionnaire was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with all hypothesis of the study.

According to the previous result we can say that the third hypothesis of our study is accepted

CHAPTER FIVE

Main findings, Conclusions, Recommendations and Suggestions for Further studies

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Main findings, Conclusions, Recommendations and Suggestions for Further studies

5.0 Introduction

This chapter presents the summary ,conclusion and recommendations .Firstly, in this section a summary of the study and the major findings are made .Secondly, the conclusion of the fundamental findings is drawn .Lastly, Some possible

5.1 Conclusions

The data that obtained were analyzed by using qualitative and quantitative methods of analysis .After data had been collected organized and identified according to their categories the major findings were obtained.

5.2 The Main findings

Based on the questionnaire that had been performed by candidates as an instruments of data collection. The following offers the main findings:

1. There are types of learning styles used by EFL learners to learn English as a foreign Language." a good number of Teachers agreed with this statement "University student prefer visual learning style" (71.0%) that Students use visual style.

2. Learning styles improve learners' achievement and performance. "Moving and doing learning style promote learners performance in Learning English as a foreign language". There are (80.0%) of university Teachers supported this idea.

3. There are difficulties faced by learners in Learning styles choice.

5.3 Recommendations

In the light of the findings of this study, the researcher suggests the following recommendations.

i) Learning styles should be included in curricula.

ii) English Teachers at universities should vary their teaching styles that suit the current learning styles.

iii) Teachers ought to pay attention to learners' preference in learning English styles.

iv) There should be labs that enable learners for learning English and Research.

5.4 Suggestions for further studies

The researcher suggests the following:

1. To carry out visual and audio styles on learning English as a foreign Language.

2. To conduct Further studies on learning styles and achievement.

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Appendix

Teachers' Questionnaire

Hypothesis one

There are types of learning styles used by EFL learners to Learn English as a foreign Language.

Statement	Strongly agree	Agree	Not sure	disagree	Strongly disagree
1.University Students prefer seeing and Listening more when they learn English as a foreign Language.(visual and audio)					
2. Learners prefer listening to seeing when they learn English as a foreign language .(audio to seeing)					
3. Learners prefer moving and doing (activities) in learning English as a foreign language .(kinaesthetic)					
4.Learners focus on seeing only in learning					

English as a foreign language (visual) .					
5. Learners prefer seeing ,listening, moving and doing when they learn English .(audio, visual, tactile and Kinaesthetic)					

Hypothesis two:

Integrated learning Styles improve EFL learners' achievement and performance .

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
6. Visual Learning style helps learners to learn pictures and videos easily.					
7. Listening as a learning style improves learners' ability and understanding in learning English as a foreign Language.					
8. Moving and doing learning styles promote Learners performance in learning English as a foreign language.					
9. Tactile Learning style develops Learners skills when they do activities in learning English e.g writing and drawing					
10. Verbal Learning style improves learners fluency and communication skill in Learning English					

Hypothesis three:

There are difficulties faced by EFL learners to choose learning styles when they learn English.

Statement	Strongly agree	agree	Not sure	Strongly disagree	disagree
11. EFL Learners do not have enough opportunity to choose learning style that is					

suitable to them					
12.Lack of English Labs create some difficulties for Learners to choose learning styles in learning English					
13.EFL Teachers follow only one or two learning styles in EFL classroom that limits the choices of learning styles.					
14. EFL Teachers do not care about Learners preference in choosing learning styles in learning English					
15.Lack of experience and motivation create some complexity for EFL learners to choose the appropriate learning styles .					