Sudan University for Science and Technology

College of Graduate Studies

Investigating EFL Teacher's Perceptions

Of the Role of Learning Styles in Classroom

تقصي وجهة نظر معلم اللغة الإنـجليزية لغةً أجنبية لدور أساليب التعليم في الفصول الدراسية

A thesis Submitted in Partial Fulfillment of the Requirements for the Award of Master in English language

(Applied Linguistics)

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Dedication

To my beloved   Mother and Father soul

To my friends specially Mutwaly, Fatima and family members

To my husband who encourage me to do this Master.

Acknowledgements

Abstract

This study aims to investigating EFL teacher's perceptions of the role of learning styles in EFL classroom. The researcher adopted the descriptive method for data analysis . One instrument is used as primary tool for data collection .Namely ,(a questionnaire to 30 teachers of English language) at some Sudanese universities .The researcher uses the simple random sampling to select the sample of the study . The result of the study reveal that, learning styles help students to communicate and learn better using different speech styles affect students' communication abilities. recognizing different speech styles help students in enhancing better language learning. Exploiting different style makes students understanding the English language better. Based on the main findings mentioned above the researcher recommends the following teachers should apply new teaching strategies and modern techniques for teaching styles or registers. In addition teachers should introduce students to different styles and their importance in mastering the English language and teachers should give intensive practice to develop students' ability on using all forms of style

مستخلص البحث

(Arabic version)

تهدف هذة الدراسة الي تقصي وجهة نظر معلم اللغة الانجليزية كلغة اجنبية عن دور اساليب التعلم في فصول اللغة الانجليزية كلغة اجنبية . تم جمع هذة البيانات باستخدام استبيان تضمن خمسة عشربيانا.هذة المعلومات تم تحليلها باستخدام المنهج الوصفي التحليلي . تضمن هذا الاستبيان عدد ثلاثون من الاساتذة يعملون في مدارس مختلفة ويدرسون الماجستير بجامعة السودان للعلوم والتكنولوجيا .تم تحليل البيانات باستخدام برنامج الحزمة الاحصائية للعلوم الاجتماعية (SPSS). توصل الباحث الي ان طرق التعليم المختلفة تساعد الطلاب في فهم اللغلة الانجليزية . يتمتع المتعلمون المستخدمين لاسلوب التعليم المرئي والسمعي بفرصة افضل من المتعلمين الاخرين . كما توجد بعض التوصيات مثل يجب علي المتعلمين منح تدريب مكثف لتطوير قدرة الطلاب علي استخدام جميع اشكال اساليب التعليم .ينصح المعلمون بجميع انواع اساليب التعليم لاستخدامها بشكل اكثر فعالية .

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1.0 Background

Language learning strategies are the often conscious steps or behavior used by language learners to enhance the acquisition, stage, retention, recall and use of new information [Oxford, 1990;Rignery] strategies can be assessed in a variety of ways such as diaries ,think aloud procedures ,observation and surveys.

Learning styles indicates that how a learner perceives, interacts with and responds to the environment .in fact learning style is a criterion for individual differences [Carson. and longhini,200] [Kolb 1984] defines learning styles as the ways through which people produce concepts ,rules and principles which direct them in new situations [cited in Loo, 2004] and Beirce[2000] defines learning styles as the way student prefers in learning materials [cited in[Seif 2001].

In foreign language style learning is very important. Learning style seems to have many dimensions such as the fundamental dimension of cognitive style is a verbal imager structure which reflects the progress of mental representation or thinking .this dimension was first suggested by Galton [1993] and James [1980] the classifications of learning styles are seven styles classification [www.memletics.come] based on memletics . The seven styles are ; visual ,aural verbal ,physical ,logical social and finally solitary .

In summary learning style is a group of interrelated characteristics in which the general is larger than the specific.

1.1 Research problem

This study aims to investigating EFL Teacher's Perceptions of the Role of Learning   Styles in EFL classroom. The problem observed by the researcher as an English teacher and as an MA student.

1.2. Research objectives

1. To educate the foreign learners about the role of learning style in their learning process.

2. To provide foreign learners with a comprehensive information of the effects of the learning styles role in the learning matter itself.

3. To establish a connection between the learning styles and their roles in language acquisition.

1.3. Research questions

1. To what extend are EFL teachers aware of the role of learning styles in EFL classroom ?

2. To what extend can the EFL student's   awareness of learning styles affect their language learning   ?

3.How does the social context we live in affect our different style choice ?

1.4. Research Hypotheses

1. If teachers are aware of using learning styles in EFL classroom ,that help them identify learning style better .

2.   students awareness of their learning styles help them identify which learning activities and strategies work best for them .

3. Using different forms of style would make our understanding of a language even better .

1.5.The significance of the study

The importance of this research is to know the impacts of the role learning styles in second language learning among the university students, so the research conductor will describe the facts which were existed in

order to be known and understood by those who had not covered this field before .

The present study would be of an immense assistance and usefulness not sociolinguistics studies   , but also to the academicians as well as the students of English language, it will help them understand the effect of learning styles.

1.6. Research Methodology

The method which will be used in this study is descriptive method that would help to collect the data and analysis presented by the research conductor in chapter 2 from reliable and different sources.

1.7. Delimitation of this study

This study is delimited to Sudan University of Science and Technology, college of graduate studies in Khartoum Sudan, during the year of 2021.It is also delimited to the topic; the Role of Learning Styles in Second Language Learning Among University Students.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2-0 Introduction:

Since the second half of the twentieth century, the different factors which affect the learning and the acquisition of a second language have been widely studied (Ellis 1985; Brown 1987; Richards and Lockhart 1994; Torreblanca 2007; Ortega 2009). Among these factors, learning styles have witnessed a growing interest since they are believed to be important in successful language learning. L2 learners may find it tricky to decide which learning style is the most appropriate for them. Reid (1978) remarks the necessity of studying learning styles in relation to their application in the classroom environment, since he considers that not all of them are equally effective. As a result, teachers could help students to identify their preferences, which could generate advantages when learning a new language. However, learning styles are a complex area of research which has resulted in a wide range of classifications and inconclusive data (Kolb 1976; Knowels 1982; Reid 1987).

Learning styles has been studied in different areas; it nevertheless constitutes an unexplored area in the field of EFL. Recent research is often based on the study carried out by Reid (1987) which focuses on the perceptual learning styles classification.

2.1 Learning Strategies

Learning strategies are defined by Brown (1987:79) as 'specific methods of approaching a problem or task models of operation for achieving a particular end; planned designs for controlling and manipulating certain information.' Brown additionally advocates two different sets of strategies: Learning strategies, related with processing and storage information, and communication strategies, associated with SLA interacting with other people. Another definition can be Ortega's (2009: 208) who states that 'strategies are conscious mental and behavioral procedures that people engage in with the aim to gain control over their learning process.' O, Malley et al. (1985, quoted by Brown 1987: 92) distinguished three groups of learning strategies. Firstly, meta-cognitive strategies are involved with organization, planning, and evaluation. Secondly, cognitive strategies are linked with learning tasks and they include strategies such as repetition, note taking or auditory representation. Finally, socio-affective strategies deal with interacting with others by cooperating or asking for explanations or examples among others.

Some authors (Riding and Rayner 1998; Zafar 2012) highlight the differences between styles and strategies. Riding and Rayner (1998 : 11) consider styles as reasonably fixed traits and tendencies in a person related with his / her psychological features , while strategies are methods developed over the years to deal with different tasks. Strategies are more flexible than styles and they vary within a person. Ehrman et al. (2003:315) states that: 'styles are made manifest by learning strategies.' Moreover, they describe a practical language strategy as one that fits perfectly the L2 task and the individual's learning style preferences in a way that this individual can employ the strategy adequately.

2.2 Learning Styles

 A multitude of studies have paid attention to learning styles (Witkin and Goodenough 1985: Reid 1987 ; Riding and Rayner 1998) which can be defined as the individual preferences for processing and retaining new information for problem solving and learning (Ortega 2009 : 2005). This extensive research leads to a wide range of classifications and ambiguities which will be discussed later in the following section.

2.2. Learning Styles
2.2.1. Definition of Learning Styles

  In attempting to find the most appropriate definitions for ' learning styles ' it must be borne in mind that this term is frequently used interchangeably with ' cognitive styles' Reid (1987 : 90) Schmeck (1988 : 102) make an arbitrary distinction between cognitive styles and learning styles, the former being ' a general , habitual mode of processing information ,' and the latter being ' simply cognitive styles applied when individuals go about learning something.' The term (cognitive style) would be better used when talking about preferred ways of brain activity such as acquisition and processing of information (Ehrman et al. 2003:314). On the other hand, learning styles can be defined as 'cognitive, affective, and psychological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment' (Keefe 1979, quoted by Reid 1987: 87). This means that cognitive styles are actually a specific branch within the major group of learning styles.

But there are many more possible definitions provided by different researchers. Ellis (1985 : 114) and Riding and Rayner (1998 : 8) see cognitive styles as the preferred ways in which people perceive , conceptualize, organize and recall information.' Brown (1987 : 84) makes

reference to cognitive styles as variables that usually have a big impact when studying a L2. He relates styles to the way individuals think and also with their particular personality as a tool for acquiring a specific knowledge. Oxford et al. (1992 : 440) explain that learning styles are ' the general approaches students use to learn a new subject or tackle a new problem.' Richards and Lockhart (1994: 59) describe cognitive styles as ' predispositions to particular ways of approaching learning' which are associated with each individual's personality varying depending on the learning situation. Kinsella (1995, quoted by Wong and Nunan 20011 : 145) develops this idea by saying that a learning style is ' an individual's natural , habitual, and preferred way of absorbing , processing, and retaining new information and skills'. Finally, Ortega (2009: 205) defines learning styles similarly as the preferences people have when ' perceiving , remembering and using information for problem solving and for learning.' Ortega also considers learning styles as bipolar dimensions as most of the authors see them. Regarding all these definitions, it can be concluded that despite the use of different terms for referring to learning styles, all these authors are referring to the same reality

2.2.2. Language Learning Styles Classifications:

The study of learning styles is tricky, since researchers define and categorize them in multiple ways (Renou 2010; 1). The main reason maybe that studies on learning styles can make reference to different fields such as medicine, industry or vocational training, but also languages. Consequently, when talking about learning styles it is important to bear in mind these multiple classifications established by different authors.

2.2.2.1. Reid's Classification

Reid (1995) distinguishes mainly three groups of learning styles : cognitive learning styles, sensory learning styles, and personality learning styles. Researchers often focus their attention on one of these fields. In the following lines, these groups of earning styles will be described trying to make clear this extensive network which affects language learning and language acquisition. To begin with, cognitive learning styles are usually employed to refer to learning styles in general but Kyriacou et al. (1996:22) makes a distinction between cognitive and learning styles. Cognitive styles are related to features of learners' perceptual and cognitive processing, in other words, how learners process new information from the exterior. Riding and Rayner(1998:7) define cognitive styles as ' the way in which the individual person thinks'. They are therefore related with the psychological field, since they include several aspects of differential psychology, associated with individual differences in the learner and the learning environment' (Jonnasen and Grabowski 1993, quoted by Riding and Rayner 1998: 24) points out that the first studies on cognitive styles go back to the new look, in the second half of the nineteenth century, when a wide range of research on the relationship between perception and personality started Reid (1995) classifies cognitive learning styles into field – dependent; analytic and global ; and reflective and impulsive. It is generally agreed that field independence has been one of the most studied fields from the very beginning (Witkin and Goodenough 1985; Ellis 1985; Kyriacou and others 1996; Ortega 2009). Witkin and Goodenough(1985: 25-26) associate this wide research on field independence with the breath of interest in this dimension and consequently with its visible manifestations, such as the different effective instruments for its evaluation since its beginnings with Witkin's theory of psychological differentiation in

1962. Witkin and Goodenough(1985:89) consider field dependence and independence as a bipolar entity and therefore as neutral dimension, since each style has qualities which are adaptable to specific circumstances. No style is positive or negative in the view of the fact that a field – independent individual is not able to see a whole picture but parts of it whilst a field dependent can see the whole and not its constituents. Taking this into account, it is implied that a certain degree of both styles is necessary to be a good learner, but it is difficult to strike a balance. Despite all this, each person always tends to show greater preference or inclination for one of them. In order to measure this construct, Witkin (1985:39) designed the Embedded Figures Test. The EFT consists in recognizing simple geometric forms which are hidden in a more complex figure. Those people with higher field independence achieve better scores since they find these simple figures in a shorter period of time. Brown (1987: 85). Clearly explains the distinction between a field – dependent and a field – independent learner. Field independence refers to the capacity of a learner to distinguish singular and particular items in a specific field. It implies the competence to separate the different elements that form a whole and also the ability to analyze all of them separately.

On the other hand, a field – dependent style makes the individual focus on a whole or general view so that the specific items that define the whole field are not clearly seen. Brown (1987 : 86 – 88) goes further and he links field independence with L2 learning. According to him, field independence deals with the analysis of details and other kinds of activities such as exercises or tests mainly in the class environment. Meanwhile, field independence is argued to be more successful in relation to real communicative situations which imply face to face conversation. Previous studies by Guiora et al. (1972, quoted by Brown 1987: 87) or by Brown himself proposes the hypotheses about the two different styles for two

different kinds of learning environments and at the same time, the necessity to able to apply any of them in a particular situation. Brown also mentions some studies on field independence such as those by Naimen et al. (1987), Hansen and Stansfield (1981), or Roberts (1983) which seems to demonstrate to an extent that field – independent learners are more successful learning foreign languages, but they are not conclusive. Although these learning styles can be used by the same person indistinctly depending on the context and the requirements of the tasks, Brown (1987 : 87) associates adults with field – independent learners and children with field – dependent learners, who are the advantaged ones. Ortega (2009:206) also talks about Johnson, Prior and Artuso(2000), whose studies demonstrated that field independence is positive for learners regarding grammar and their self – monitoring. On the other hand, field dependence benefits those learners in the area of communicative abilities and expression, since they learn to communicate with others.

Another bipolar dimension included among cognitive learning styles is the analytic and global dimension. Contrary to what happens with field dependence, analytic and global learning styles are not thoroughly investigated among L2 learning researchers (Oxford1989:3). Field dependence seems to be closely related to the analytical and global dimensions. Schmeck(1988:328) associates the analytic style with field independent learners; analytic learners are characterized by critical and logical thinking. They usually analyze and remember details easily and they are also capable of controlling their attention and feelings. These learners see differences more clearly than similarities. On the other hand, the global style is associated with field – independent learners. Their thinking is more intuitive and their feelings influence the decisions they make, since they are more impulsive. Instead of noticing details, they have

a general view and global impressions and they are better than analytical learners detecting similarities.

Regarding L2 earning, Ehrman and Oxford, (1995:69) suggest that analytic learners are prone to analyze words, follow rules and establish comparisons because of their logical thinking, avoiding communicative situations. On the contrary, global learners prefer communicative experiences rather than analysis or authority – oriented learning. Oxford (1989 : 3) establishes a relationship between analytical and global learners and the different functions of the brain hemispheres , as we will see below.

According to her, left – brained learners tend to get in touch with language by analyzing and making abstractions, which means that they are more involved with grammar. Right – brained learners deal with language following a global style also related with authority and visual models, so they are better with intonation and rhythm. As it happens with field dependence and independence, an analytic style is not better than a global style and vice versa.

 Pask(1988: 12) develops this idea through what he called versatile style, implying that there is not a better learning style. A versatile learner is characterized by the absence of rigid, style – like consistency, (Schmeck 1988: 329) and by the combination of an analytic and a global style.

The third cognitive learning styles according to Reid's classification are the reflective and impulsive styles, related with the speed of processing. Brown (1987: 90) explains reflectively as the feature which characterizes an individual who takes his time to make judgments or to answer a question, sine reflective people need time to think. In contrast, an impulsive person does not take time to think and answers more quickly. An impulsive learner takes risks following his impulses, so impulsivity can be related with the global style at the same time. Ewing (1977; quoted by Brown 1987:90-91) relates these styles to what he calls intuitive and systematic styles. The

intuitive individual takes risks following his / her intuition and it is clearly related with the impulsive style, while the systematic individual considers a wide range of possibilities before answering.

In relation to SLA, an extensive investigation has not been carried out. Brown (1987 : 91) states that according to some studies (Kagan 1965; Kagan, Pearson and Welch 1966; Doron 1973), reflectivity can favor the learners' reading skill and mistakes are less frequent if we compare it with impulsive thinkers seem to be quicker when they read but it does not imply that they understand what they read.

Returning to Reid's classification, the second variety of learning styles he establishes are sensory learning styles. At the same time, this group can be divided into perceptual learning styles and environmental learning styles. The former will be the one on which I will be focusing my study, so it will be given more attention than the other learning styles.

Perceptual learning styles deal with learners' sensory preferences. Renou(2010:2) states that a 'perceptual learning style has to do with the physical environment in which we learn, and involves using our senses in order to perceive data'. In his Perceptual Learning Style Preference Questionnaire, Reid (1987) distinguishes six types of perceptual learning styles: visual, auditory, Kinesthetic, tactile, individual learning and group learning.

First, visual learners are inclined to read. They prefer tranquil environments because reading requires concentration and for this reason they prefer to work alone. They remember better details through the visual system. These individuals need visual input such as pictures, slides, computers, videos, charts, magazines or written assignments. They need visual stimulation since lectures, conversations and oral directions without visual backup are confusing for them. Second, auditory learners do not need visual information because they learn mainly through the auditory system. They

like all kinds of auditory resources such as DVD's , records, radio, television or music. They need oral directions when setting tasks and they learn listening to lectures. Third, kinesthetic learners need movement and physical involvement with learning situations. They learn primarily by real and active experiences, planning and carrying out objectives. Finally, tactile learners learn through the sense of touch and they like to manipulate real objects in the classroom. They learn better by working on experiments in a laboratory and building models, underlining as they read or taking notes when they listen in order to remember information. Additionally, Oxford, et al.(1992 : 445) classify these last two sensory preferences as hands – on Learning since both types of learners prefer physical objects, dramatic activities and role playing. Sitting in a class for a long time is not a positive thing for them and they need frequent breaks.

Furthermore, two social aspects of learning included among these perceptual styles are the individual versus group orientations. Individual learning means that the individual learns better when he or she works alone. On the other hand, group learning implies that the individual learns more effectively when they work with others, since they prefer group interaction and class work.

The environmental learning styles introduced by Reid are defined by Riding and Rayner(1998:66) as the conditions and circumstances which an individual prefers for learning instead of focusing on psychological factors, and they can be divided into physical and sociological. The temperature, light, light, noise level and design of a certain place or time as factors included among physical learning styles. Sociological learning styles are related to groups' organization or the presence of authority figures taking into account their level.

To conclude with Reid's labeling, there are learning styles which are visibly connected with the individuals' personality called personality or affective

learning styles. These learning styles draw attention to the learners' emotion, feelings and values. The Myers – Briggs Type Indicator (1962; quoted by Brown 1987:111) establishes four different individual preferences organized in pairs: introversion/extroversion, sensing/ intuition, thinking/feeling and judging/ perceiving. The first variety has been already explained when talking about the individual factors involved in SLA. Extrovert learners are interested in interaction with others and their self esteem increases through external events and relationships. Introverts prefer individual situations and limited relationships, in other words, they prefer to work in small groups. They do not need others to receive ego improvements. Secondly, sensing learners prefer to learn through concrete experience and observable facts instead of abstractions. Intuitive learners, on the contrary, like abstractions and speculation. They like imagination, fantasy and fiction, while sensing is more involved with real circumstances.

Thirdly, a thinking style implies impersonal circumstances and analysis and criticism of facts. Individuals characterized by this style are objective and logical. Feeling- oriented learners, on the contrary, work with an affective and subjective way of processing. Finally, judgers are decided and fixed: they need a planned structure and closure and they are deadline conscious. Perceiving learners are less structured and less worried about deadliness since they are also flexible. They do not like closures but open options. Brown (1987: 113) asserts that there is not any specific research joining these learning styles with SLA, but it can be deduced that each one of them is appropriate for a different task, which means that some learners are better than others when working on a particular task and vice versa.

Another style which can be included among personality learning styles is related to ambiguity. Tolerance of ambiguity is defined as the acceptance of ideas and thoughts that are new for the learner due to his/her own beliefs

(Brown 1989:89) . Tolerant learners take risks and they like new experiences. Those people who are not tolerant of ambiguities refuse new ideologies that contradict their habitual thought. Intolerant learners are less flexible and they take fewer risks. In the case of SLA, Brown (1987: 90) suggests different ambiguities such as new words, new syntactical systems and rules that differ from the learner's L1. Moreover, a new language also implies a new cultural setting. As it happens with most of the learning styles mentioned above, a certain degree of both tolerance and intolerance is needed. By all means, tolerance is required to become a successful learner but the learner must not abuse it. On the other hand, high degree of intolerance may be negative since it impedes the learner to acquire the new information and ideas which implies a new language.

Reid (1995) or Wong and Nunan (2011: 145) also include left- and right – brain functioning along with personality learning styles. But Brain's left and right hemispheres are also noticeably related with the field independent and field dependent cognitive styles. Respectively, Brown (1987: 88-89)associates left – brain dominant learners with logical and analytical thought. They learn in a planned and structured way. They prefer talking and writing rather than tactile or kinesthetic styles and they are analytic readers. Right – brained learners are characterized by intuition and they are fluid and spontaneous, for example with their emotions. They are more inclined to hands- on learning styles and they read synthetically.

In the context of SLA research , Krashen, Seliger and Hartnett (1974 , quoted by Brown 1987: 89) point out that left –brain functioning tends to cope better with the deductive style of teaching and right- brain functioning with inductive style. Ellis (1985: 272- 273) further attaches the left hemisphere to the creative language involved in syntax and semantics and

the processes which lead to speaking and writing. The right hemisphere is associated with the acquisition and use of formulaic speech.

2.3. Learning Style Types

According to Howard Gardner's Theory of Multiple Intelligences, published by Madilyn Smith on Mindwally.com, there are eight types of learning styles that everyone falls into.

The eight types of learning styles based on the Theory of Multiple Intelligences are:

2.3.1 Visual (Spatial)

As the name suggests, visual learners are those that learn best when they have images to help them process the information. This learning style requires the learners to first see what they're expected to know. They may also need to map out their thoughts in order to process them better.

Characteristics of visual learners:

As reported by Smith, visual learners have good spatial awareness and sense of direction; can easily visualize objects, plans, and outcomes, like coloring, drawing, and doodling. Also, they have good colour balance and are good at using maps and rarely get lost.

For example, a visual learner in a writing class may process the information better by seeing a movie clip of how a film adapts the literature it was based on, instead of listening to the book being read aloud.

2.3.2 Aural (Auditory-Musical)

Aural learning is used to classify those who respond primarily to sound and speech. Unsurprisingly, many musicians are aural learners. Auditory learners generally remember what their teacher says and readily participate

in class. These are also individuals who respond best to things such as binaural beats.

Characteristics of aural learners:

Accordingly, aural learners find that certain music invokes strong emotions

, enjoy listening to music in the background while learning and have a good sense of pitch or rhythm. Add to this, aural learners are skilled at oral reports and class presentations and able to work through complex problems by talking out loud.

For example, a song that helps you remember the alphabetical order of all the states is a way to tap into aural learning styles.

2.3.3 Verbal (Linguistic)

Verbal learners learn best through the words they hear. Typically, they love both written and spoken word, excelling in both. These learners often go into public speaking, writing, journalism, and debating.

Characteristics of verbal learners:

Those types of learners tend to flourish in reading and writing activities, ask questions and have an excellent verbal expression and they are often gifted at learning new languages. Plus, they have a large vocabulary and enjoy learning new words as well as disliking silence and enjoy participating in study groups

For example, reading definitions of a word aloud or writing them down a few times, are ways for verbal learners to process information.

2.3.4 Physical (Kinesthetic)

According to Howard Gardner's Theory of Multiple Intelligences, if you are someone who likes getting their hands dirty, then you are likely a physical learner. Physical learners are animated and they learn best by going through the motions of what they are learning.

Characteristics of physical learners:

Those learners have high levels of energy, notice and appreciate the physical world around them, such as textures and they enjoy sports and exercise along with outdoor activities and working with their hands. Moreover, those learners have excellent motor memory (can duplicate something after doing it once)

And perform well in art and drama.

For example, if something is bothering you or you are trying to wrap your head around a concept, you would rather go for a run or walk than sit down and figure it out.

2.3.5 Logical (Mathematical)

Most logical thinkers end up being engineers, mathematicians, or pursuing the sciences. They are the individuals who want to understand the reasons behind and tend to enjoy games like chess and doing brainteaser

Characteristics of logical learners:

Logical learners classify and group information together to better understand it Perform complex calculations; create procedures for future use, after coming up with a solution to a problem and plan agendas and itineraries and even rank and number them. They also find a statistical study more appealing than analyzing literature or keeping a journal.

For example, those who prefer making neat and organized lists while studying and extracting key points from the material are typically logical learners.

2.3.6 Social (Interpersonal)

As the name suggests, social learners are true people persons. They often prefer direct involvement with others in group projects. They are stimulated by dialog and may seek out feedback from instructors. However, they may not be comfortable or perform best when required to work alone or on self-paced projects.

Characteristics of social learners:

Those learners prefer to socialize after work or class, may want to join or form a study group outside of the classroom, and enjoy playing group sports or participating in activities, such as speech, drama, and debate teams. Furthermore, they bounce ideas off of others and work through issues in a group, listen well and are good at resolving conflicts and they are often trusted by others for their advice

For example, when teachers assign group projects, it is often a way to appeal to social learners.

2.3.7 Solitary (Intrapersonal)

Solitary learners are individuals who prefer to learn on their own. They are self-motivated and highly independent. They favor a quiet environment both in their personal and academic lives.

Characteristics of solitary learners:

Solitary learners spend time on self-analysis, struggle in large crowds and noisy rooms and have excellent self-management skills. They also like to set goals and make plans.

For example, someone who reads self-help books to develop a deeper understanding of themselves and their abilities is often a solitary learner.

2.3.8 Naturalistic

In many ways like kinesthetic learners, a naturalistic learner is the most recent addition to Gardner's theory. These individuals are more in tune with nature. They use elements and patterns in the natural world to create products and solve problems.

Characteristics of naturalistic learners:

Those learners categorize and catalog information easily, enjoy exploring outdoors and dislike learning unfamiliar topics with no connection to nature. Naturalistic learners are interested in subjects, such as biology, botany, and zoology and they are able to notice even subtle changes in their environments.

For example, someone who prefers reading in a hammock or on a swing to a stuffy classroom and loves digging in the dirt is most probably a naturalistic learner

2.4. Previous studies

2..4.1 Study one: Yasar Ahmed{2018} in his thesis entitled {The perceived stress and approach to learning academic performance among Sudanese medical student.

There is an increasing awareness of the perceived stress and approach to learning effects on academic achievement .This study aimed to assess the educational environment and approach to learning in approach (The total score was 29.49±6.39 for the deep approach, while it was 20.81±6.94 for the superficial approach). In the current study, no differences were found regarding sex, class, or grades apart from the superficial approach which was used less among women .The perceived stress was prevalent among medical students in Omdurman Islamic University, Sudan, the students used the deep approach to learning more than the superficial, this sudy finds out that

- No differences were evident in the perceived stress and the learning approach in relation to sex, class level or grades apart from less superficial approach among women.

Second study: Mohamed Ahmed (2016) in his thesis entitled (The Impact ofBilingualism on The Sudanese Bilingual Speakers) states that the speakers are different in the way they speak and see the world in addition to the way they use two languages of forms of the same language. This study tries to find those differences. The following results were reached out by the researcher:

English as a second language has influence on bilingual speakers' personalities.

Bilingual speakers' personality is affected by English in language relation toculture.

There is a relationship between language and culture and the way someone

speaks.

Third study: Joaquim Listeria (Autonomous University of Barcelona) in thisresearch paper under the title (Speaking Styles in Speaking Research), illustrates that, as cited (Labov 1972: 209), ‒The aim of linguistic research in the community must be to find out how people talk when they are not systematically observed; yet we can only obtain these data by systematic observation‖ . This research paper found out that:

Intra-style comparisons within the domain of spontaneous speech seem to be restricted to a few dimensions in the sample of papers considered: content vs. function words, old vs., new words, syntactically prominent vs. non prominent words are usually compared. The interest of these dimensions is that they are not purely phonetic, but depend on higher levels of linguistic analysis such as morphology, syntax and pragmatics. Thus, a way for interaction between speech and natural language analysis seems to openwhen they are taken into account.

Connected speech appears to be a much favoured domain as far as intra-style comparisons are concerned. Differences among speaking rates (slow, normal, fast) are considered, and even some authors are beginning to explore the

—maximally fast‖ style.

Changes in vowel formants and in vowel duration are related to ‒vowel reduction‖ , a topic which seems to be quite favoured in the study of speaking styles.

CHAPTER THREE

METHODOLOGY OF THE STUDY

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction:

This chapter describes the methodology that is used in the study. This is the main data used in this study including the instruments of data collection .The researcher designed a questionnaire in order to investigate EFL Teacher's Perceptions of the Role of Learning Styles in EFL classroom.

3.1 Method of the study

The suitable methodology adopted for this study is the descriptive analytical method , using mixed cross sectional or co- relational analysis .

3.2. Sample of the study

This study concern with EFL University lectures at Sudan University for science and technology SUST , Neelain University and international schools in the year 2021, therefore the population of this study is teachers of English .

All sample have the same probability of being a selected sample drawn at random is unbiased .All 15 teachers from English department in colleges of education and Art from universities were equally selected and the same is applied to other 15 teachers from international schools .The data of this study has been derived from the respondent of the sample of the questionnaire

This study applied a purposive and stratified random has been derived from considered to fill in the questionnaire. A sample size of 30 respondent identified them sampling in which different categories of people or respondents were study is included.

3.4 Instruments:

Instrument of any study are the tools which are used to collect data for the study ,here the major tool used and the procedure for the data collection is a questionnaire . this is the type of questionnaire where the information is expected to responders so that they choose their responds by ticking the statement that are provided by them. The questionnaire will contain fifteen statements which will be the categories: agree, strongly agree, disagree, and strongly disagree and neutral. Then these statements will later be subcategorized into three main hypotheses, as referred to it earlier in chapter one.

The first hypotheses: if students of foreign language study learning style then they will communicate better, and the second hypothesis: living in different social communities will affect people choices or learning style The third hypotheses: if people are aware of the importance of learning then they may learn better.

3.5 Contents of questionnaire:

The questionnaire will contain fifteen statements which will be the categories: agree, strongly agree, disagree, and strongly disagree and neutral. Then these statements will later be subcategorized into three main hypotheses, as referred to it earlier in chapter one.

The first hypotheses: if students of foreign language study learning style then they will communicate better, and the second hypothesis: living in different social communities will affect people choices or learning style The third hypotheses: if people are aware of the importance of learning then they may learn better.

3.6 Validity

The first draft of the questionnaire has been given to the supervisor who made some modification by adding and excluding. The questionnaire was judge by a group of lectures as follow Dr. Hillary Marino Dr. Nagla Taha

3.7 Reliability:

This refer to whether the interment can reflect and produce the same or similar results in case it is conducted once more under the same conditions, The questionnaire was calculated by the well known program (SPSS) statistical package of social studies .

3.8 Procedures:

The researcher collected data from the participants' responses in the questionnaire then each paper inserted into SPSS. Frequencies and percentage will be calculated for each question researcher will use (the Alpha-Cranach) to check the validity of hypotheses. The charts will be provided for further explanations.

3.9 Summary

This chapter classifies the design of this study, the tools of data collection population ,and sampling of the study , as well as the procedures

CHAPTER FOUR

DATAANALYSIS, RESULTS AND DISCUSSIONS

CHAPTER FOUR

DATAANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction:

The Questionnaire is distributed to 30 students in Sudan University for Science and Technology and questionnaire is done the researchers collect the paper .

First : Demographic variables :

Table (1) Gender :

Table (4 -1) **sampling**

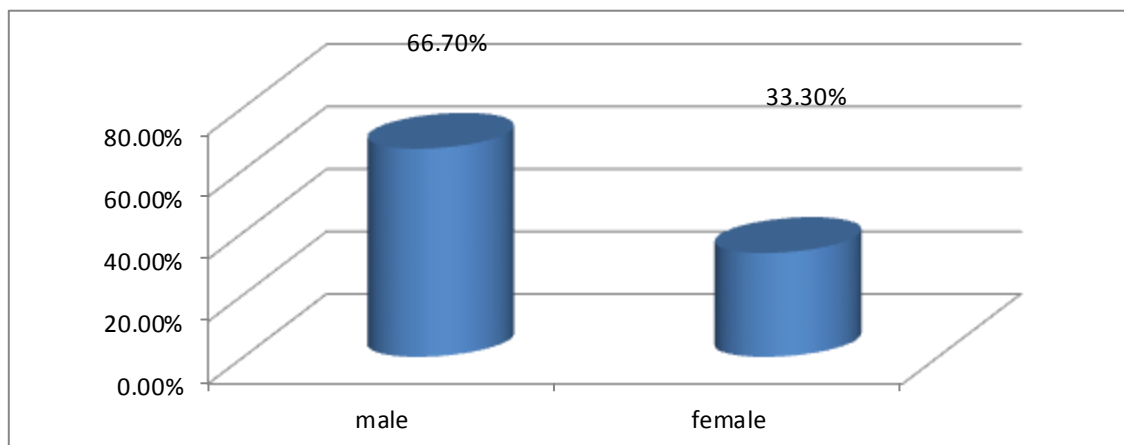| Sex	Frequency	Percent
Male	20	66.7%
Female	10	33.3%
Total	30	100%

Figure (4-1).

Sources: prepared by researchers with SPSS 2020

Table and figure (4-1) and for the type gender, show that 20 with (66.7%) from the Sample Study is male, and 10 with (33.3%) from the Sample Study is female   this indicate that most of the sample study from male.

Table (2) Age :

Table (4-2)

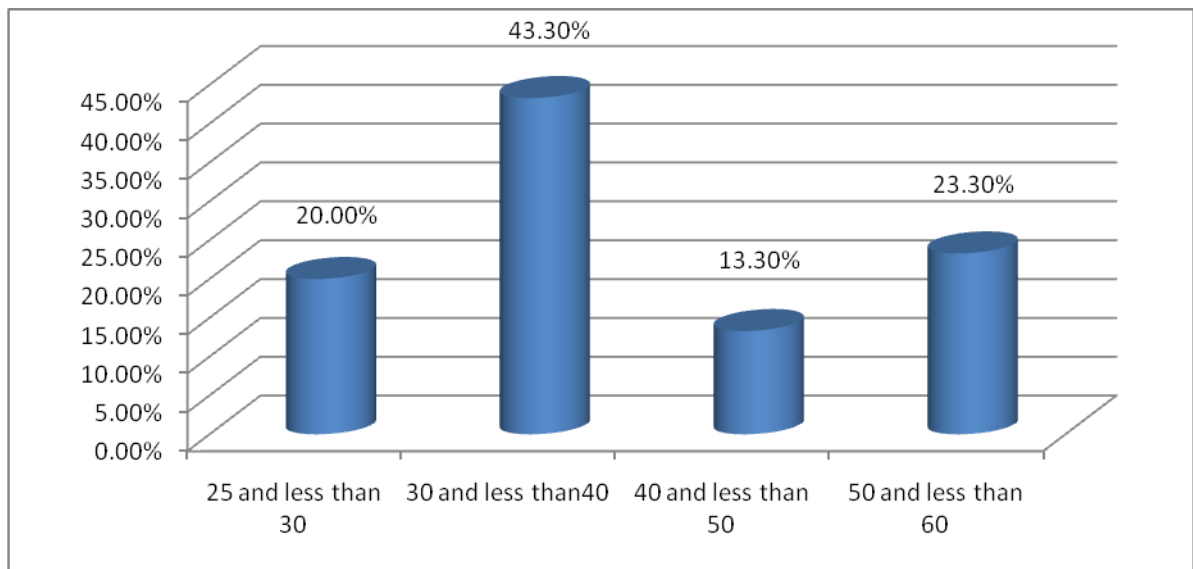| Age	Frequency	Percent
25 and less than 30	6	20.0%
30 and less than40	13	43.3%
40 and less than 50	4	13.3%
50 and less than 60	7	23.3%
Total	30	100%

Figure (4 -2) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4-2)and for the type Age, show that 6 with (20%) from the Sample Study, their age between (25 – 30 years) and 13with (43.3%) from the Sample Study their age between (30 – 40years), 4with (13.3%) from the Sample Study their age between (40 – 50years), 7with (23.3%) from the Sample Study their age between (50 – 60years) this indicate that most of the sample study their age between (30 – 40years).

Table (3) Experience :

Table (4-3)

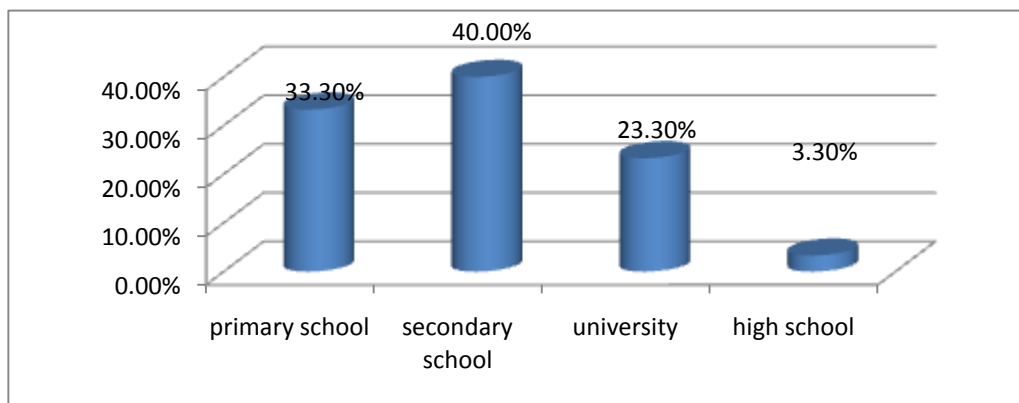| Valid	Frequency	Percent
primary school	10	33.3%
secondary school	12	40.0%
University	7	23.3%
high school	1	3.3%
Total	30	100%

figure (4 -3) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 -3)and for the experience, show that 10 with (33.3%) from the Sample Study their experience primary school, 12with (40%) from the Sample Study their experience secondary school, 7with (23.3%) from the Sample

Study experience university , and one from the sample study his experience is high school this indicate that most of the sample study their experience secondary school.

Second: Questionnaire Statement:

Hypotheses one: if students of foreign language study learning styles then they will communicate better.

Items (1) All languages should be well acquainted with the different kinds of learning style.

Table (4 -4)

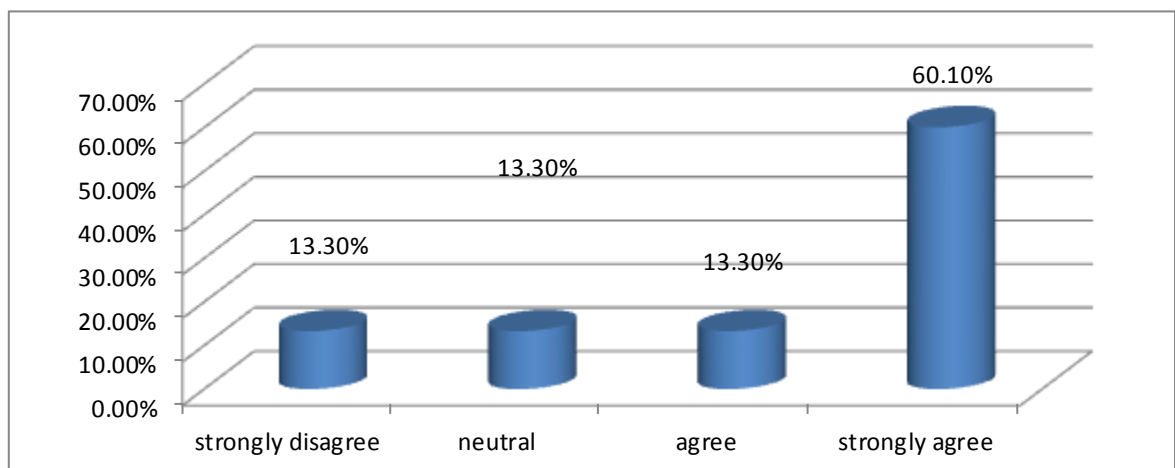| Valid	Frequency	Percent
strongly gree	4	13.3%
Neutral	4	13.3%
Agree	4	13.3%
strongly agree	18	60.1%
Total	30	100%

figure (4 -4) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4-4) and for the items (All languages should be well acquainted with the different kinds of learning style), show that 4 with (13.3%) from the Sample their answer for each of the (strongly disagree, neutral and agree), and 18 with (60.1%) this indicate that most of the sample study agree to the statement , this means that all languages should be well acquainted with the different kinds of learning style

Items (2) learning style should be taught within the given courses.

Table (4 -5)

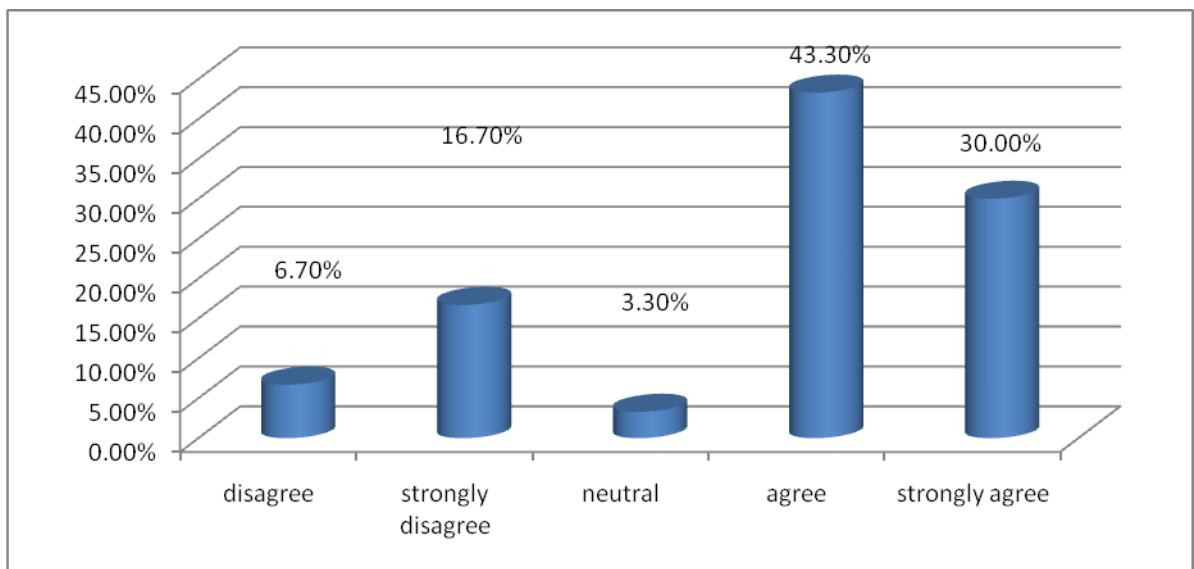| Valid	Frequency	Percent
Disagree	2	6.7%
strongly disagree	5	16.7%
Neutral	1	3.3%
Agree	13	43.3%
strongly agree	9	30.0%
Total	30	100%

figure (4 -5) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 5) and for the items (learning style should be taught within the given courses), show that, 2 from the Sample with (6.7%) their answer disagree 5 with (16.7%) their answer strongly disagree, , 1 neutral and 13 with (43.3%), 9 with 30 agree and strongly agree respectively with Cumulative Percent agree (73.3%) this indicate that most of the sample study agree to the statement , this means that learning style should be taught within the given courses.

Items (3) Teachers should draw attention to the kind of learning style that play greater roles in making student learn faster and communicate better.

Table (4-6)

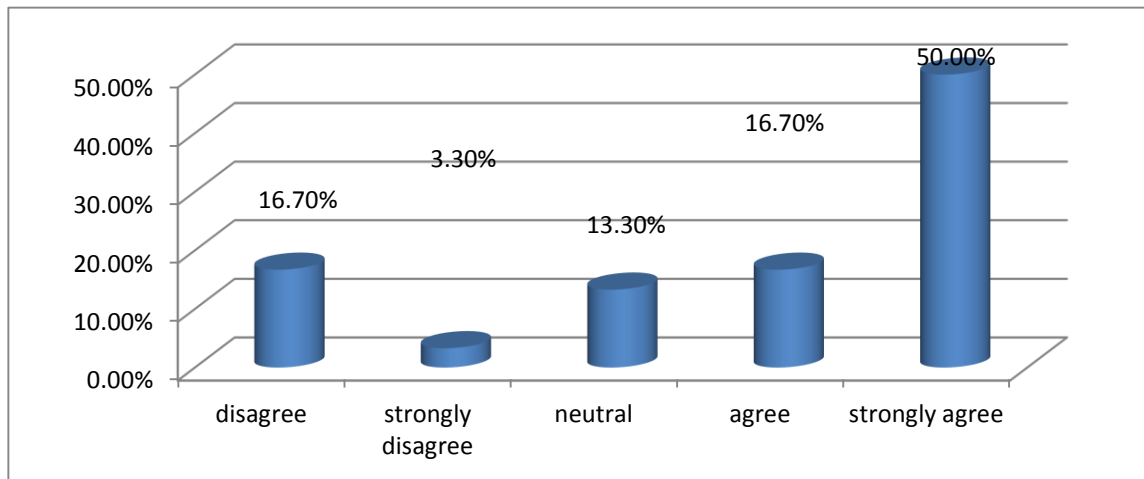| Valid	Frequency	Percent
Disagree	5	16.7%
strongly disagree	1	3.3%
Neutral	4	13.3%
Agree	5	16.7%
strongly agree	15	50.0%
Total	30	100%

Figure (4 -6) .

Sources: prepared by researchers with SPSS 2020

Table and figure (- 6) and for the items (Teachers should draw attention to the kind of learning style that play greater roles in making student learn faster and communicate better), show that, 5 from the Sample with (16.7%) their answer disagree, 1 with (3.3%) his answer strongly disagree, , 4 neutral, and 5 with (16.7%), 15with 50 agree and strongly agree respectively with Cumulative Percent agree (66.7%) this indicate that most of the sample study agree to the statement , this means that Teachers should draw attention to the kind of learning style that play greater roles in making student learn faster and communicate better

Items (4) Visual and auditory learners learn and communicate better than verbal, physical, solitary and social learners.

Table (4 -7)

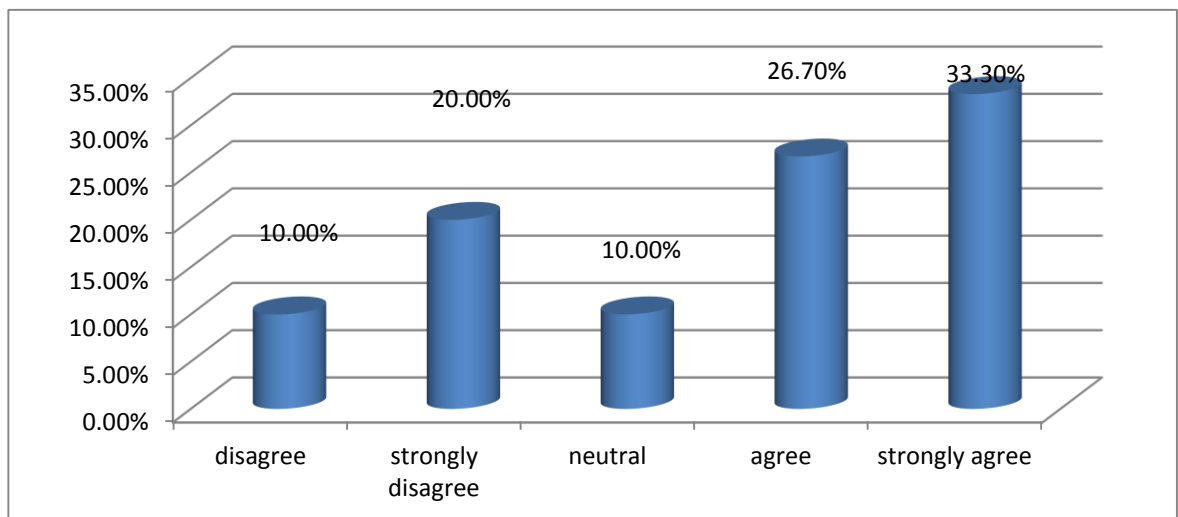| Valid	Frequency	Percent
Disagree	3	10.0%
strongly gree	6	20.0%
Neutral	3	10.0%
Agree	8	26.7%
strongly agree	10	33.3%
Total	30	100%

Figure (4 -7) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4- 7) and for the items (Visual and auditory learners learn

and communicate better than verbal, physical ,solitary and social learners), show that, 3 from the Sample with (10%) their answer disagree, 6 with (20%) their answer strongly disagree, 3 neutral, and 8 with (26.7%),10 with 33.3

agree and strongly agree respectively with Cumulative Percent agree (60%) this indicate that most of the sample study agree to the statement , this means that Visual and auditory learners learn and communicate better than verbal, physical ,solitary and social learners. Items (5) Each language field requires specific learning style .

Table (4-8)

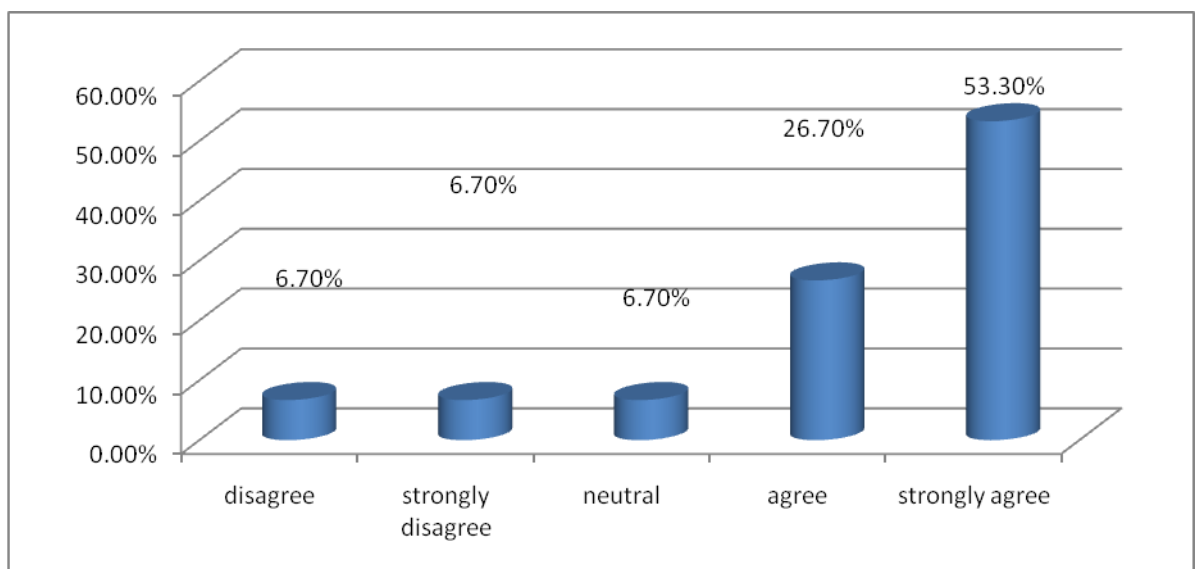| Valid	Frequency	Percent
Disagree	2	6.7%
strongly disagree	2	6.7%
Neutral	2	6.7%
Agree	8	26.7%
strongly agree	16	53.3%
Total	30	100%

Figure (4 -8) .

Sources: prepared by researchers with SPSS 2020

Each language Table and figure (4 - 8) and for the items (Each language field requires specific learning style), show that, 2 from the Sample with (6.7%) their answer disagree, also 2 with (6.7%) their answer strongly disagree, 2 neutral, and 8 with (26.7%),16 with (53.3%) agree and strongly agree respectively with Cumulative Percent agree (80%) this indicate that most of the sample study agree to the statement , this means that field requires specific learning style.

One-Sample (T) test:

Table (4 -9) Mean and Std. Deviation and One-Sample (T) test for the first hypothesis

Statement	Mean	Std. ation	T
All languages should be well acquainted the different kinds of learning	4.20	1.126	20.421
) learning style should be taught within iven courses	3.73	1.258	16.260
Teachers should draw attention to the of learning style that play greater roles in ng student learn faster and communicate r.	3.80	1.518	13.714
Visual and auditory learners learn and municate better than verbal, physical ary and social learners	3.53	1.408	13.748
Each language field requires specific ing style	4.13	1.224	18.492

Table (9) show that the mean and **Std. Deviation for the hypothesis one**. the mean for all statement is greater than standard mean (3), also the different between high and low **Std. Deviation (1.518 – 1.224)** is less than one .so that researcher respondent   in the positive direction of the study, this indicated that the first hypothesis is achieved, if students of foreign language study learning styles then they will communicate better.

Hypotheses tow: living in different social communities would affect people choice of learning styles.

Items (1) Each Language learners should be aware of the type of learning style that is suitable for them.

Table (4 -10)

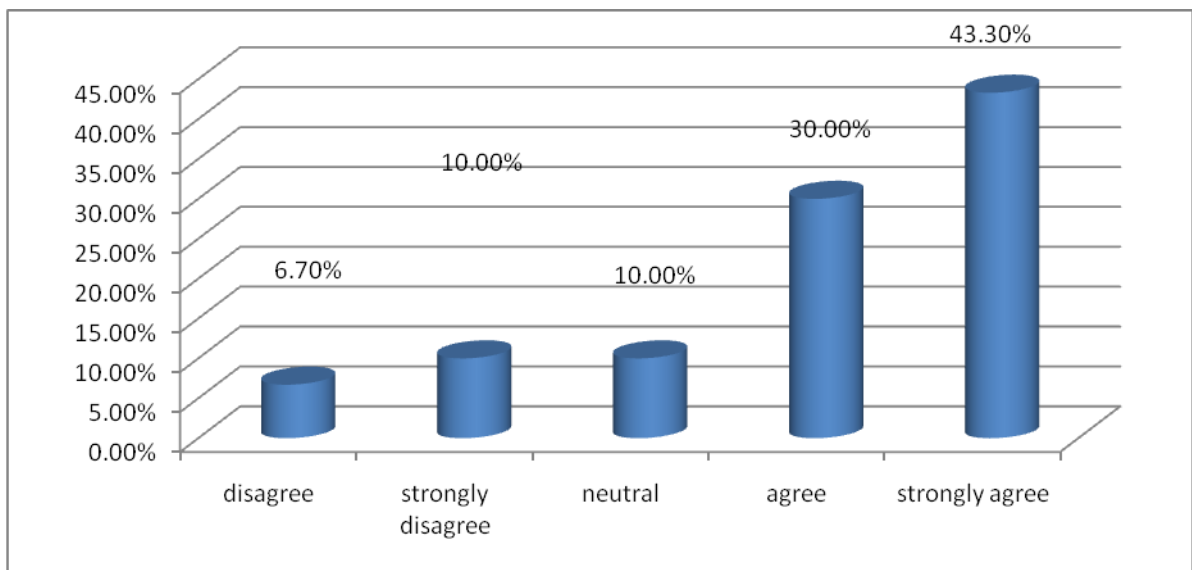| Valid	Frequency	Percent
Disagree	2	6.7%
strongly disagree	3	10.0%
Neutral	3	10.0%
Agree	9	30.0%
strongly agree	13	43.3%
Total	30	100%

Figure (4-9) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 10) and for the items (Each Language learners should be aware of the type of learning style that is suitable for them), show that, 2 from the Sample with (6.7%) their answer disagree, 3 with (10%) their answer

strongly disagree, 3 neutral, and 9 with (30%),13 with (43.3%) agree and strongly agree respectively with Cumulative Percent agree (73.3%) this indicate that most of the sample study agree to the statement , this means that Each Language learners should be aware of the type of learning style that is suitable for them

Items (2) it is not difficult to recognize someone's learning style and where they are from by observing the way they speak.

Table (4-11)

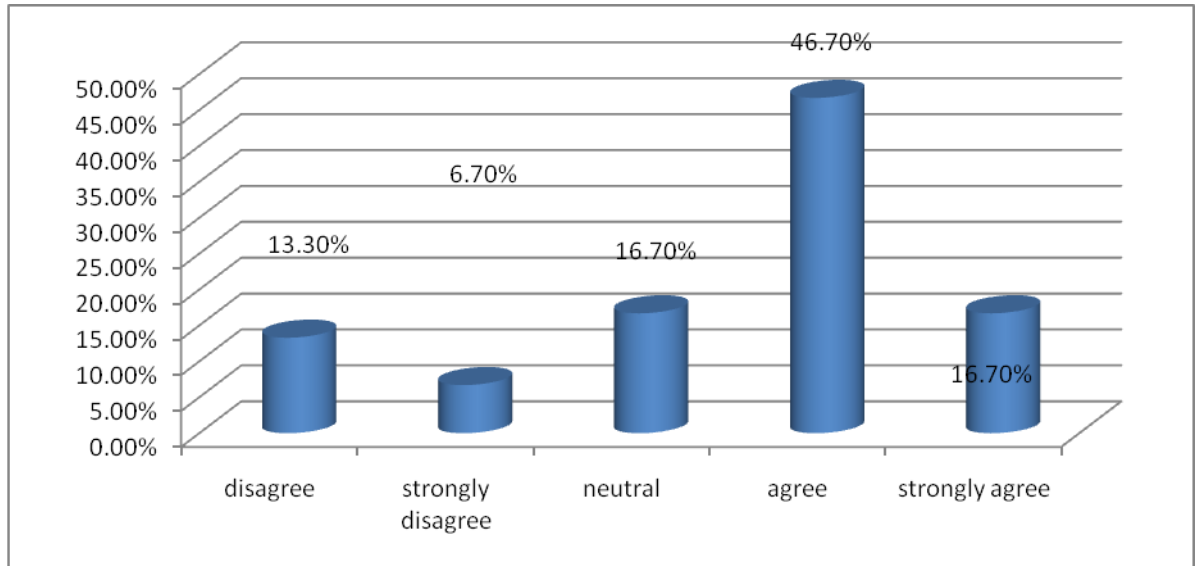| Valid	Frequency	Percent
Disagree	4	13.3%
strongly disagree	2	6.7%
Neutral	5	16.7%
Agree	14	46.7%
strongly agree	5	16.7%
Total	30	100%

Figure (4 -11) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 11) and for the items (it is not difficult to recognize someone's learning style and where they are from by observing the way they

40

speak), show that, 4 from the Sample with (13.3%) their answer disagree, 2 with (6.7%) their answer strongly disagree, 5 neutral, and 14 with (46%),5 with (16.7%) agree and strongly agree respectively with Cumulative Percent agree (63.4%) this indicate that most of the sample study agree to the statement , this means that it is not difficult to recognize someone's learning style and where they are from by observing the way they speak

Items (3) speech style is the same word wide and it helps speakers to choose the suitable style when they are talking

Table (4 -12)

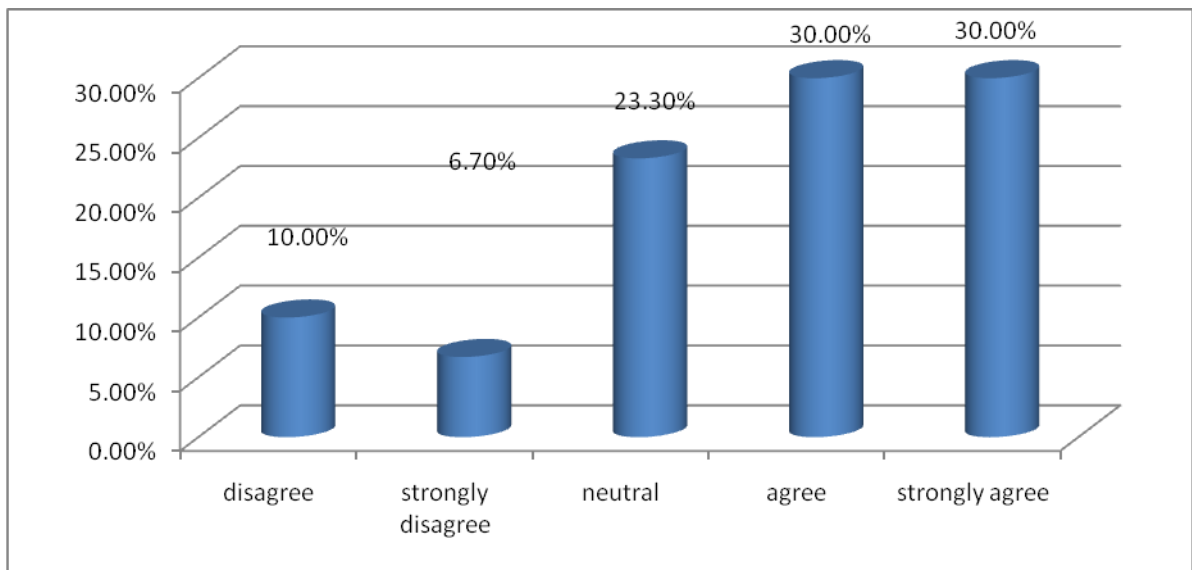| Valid	Frequency	Percent
Disagree	3	10.0%
strongly disagree	2	6.7%
Neutral	7	23.3%
Agree	9	30.0%
strongly agree	9	30.0%
Total	30	100%

Figure (4-12) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 12) and for the items (speech style is the same word wide and it helps speakers to choose the suitable style when they are talking), show that, 3 from the Sample with (10%) their answer disagree, 2 with (6.7%) their answer strongly disagree, 7 neutral, and 9with (30%),9 with (30%) agree and strongly agree respectively with Cumulative Percent agree (60%) this indicate that most of the sample study agree to the statement , this means that speech style is the same word wide and it helps speakers to choose the suitable style when they are talking .

Items (4-12) it's a most for every language teacher to know their students learning needs of learning style.

Table (4 -13)

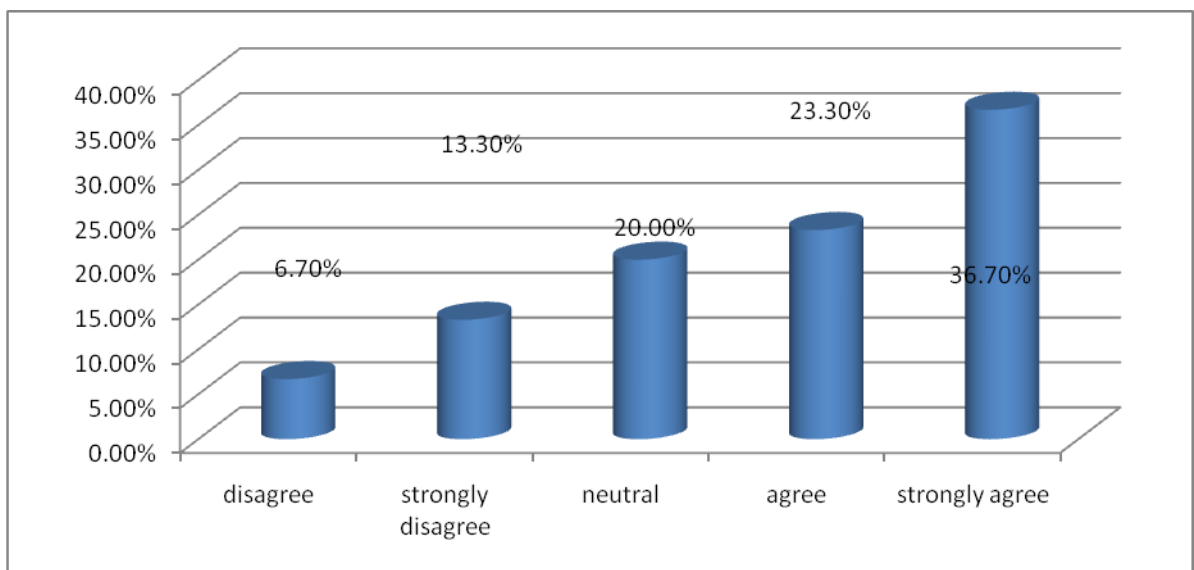| Valid	Frequency	Percent
Disagree	2	6.7%
strongly disagree	4	13.3%
Neutral	6	20.0%
Agree	7	23.3%
strongly agree	11	36.7%
Total	30	100%

Figure (4 -13) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 13) and for the items (it's a most for every language teacher to know their students learning needs of learning style), show that, 2 from the Sample with (6.7%) their answer disagree, 4 with (13.3%) their answer strongly disagree, 6 neutral, and 7 with (23.3%),11 with (36%) agree and strongly agree respectively with Cumulative Percent agree (60%) this indicate that most of the sample study agree to the statement , this means that it's a most for every language teacher to know their students learning needs of learning style.

Items (1) all learning style can be workable and effective when applied correctly and reliably by teachers.

Table (4 -14)

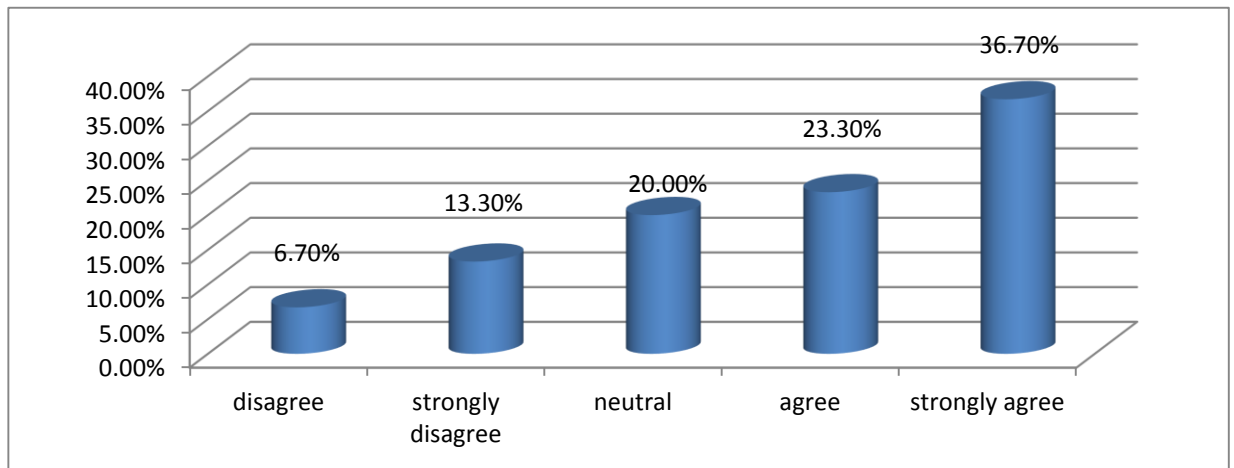| Valid	Frequency	Percent
Disagree	3	10.0%
strongly disagree	2	6.7%
Neutral	6	20.0%
Agree	6	20.0%
strongly agree	13	43.3%
Total	30	100%

Figure (4 -14) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4- 14) and for the items (All learning style can be workable and effective when applied correctly and reliably by teachers), show that, 3 from the Sample with (10%) their answer disagree, 2 with (6.7%) their answer strongly disagree, 6 neutral, and 6 with (20%),13 with (43%) agree and strongly agree respectively with Cumulative Percent agree (63.3%) this indicate that most of the sample study agree to the statement , this means that All learning style can be workable and effective when applied correctly and reliably by teachers.

One-Sample (T) test:

Table (4 -15) Mean and Std. Deviation and One-Sample (T) test for the Second hypothesis

Statement	Mean	Std. ation	T
Each Language learners should be e of the type of learning style that is ble for them	3.93	1.258	17.13
it is not difficult to recognize ʒone's learning style and where they rom by observing the way they speak	3.47	1.252	15.16
speech style is the same word wide t helps speakers to choose the suitable when they are talking	3.63	1.273	15.63
it's a most for every language teacher now their students learning needs of ing style	3.70	1.291	15.70
All learning style can be workable effective when applied correctly and bly by teachers	3.80	1.349	15.42

Table (9) show that the mean and Std. Deviation for the hypothesis tow. the mean for all statement is greater than standard mean (3), also the different between high and low Std. Deviation (1.252 – 1.349) is less than one .so that researcher respondent in the positive direction of the study, this indicated that the first hypothesis is achieved, living in different social communities would affect people choice of learning styles.

Hypotheses three: If people are aware of the importance of learning style then they may learn better.

Items (1) Many Language Teachers and learners have a very little knowledge in learning style.

Table (4 -16)

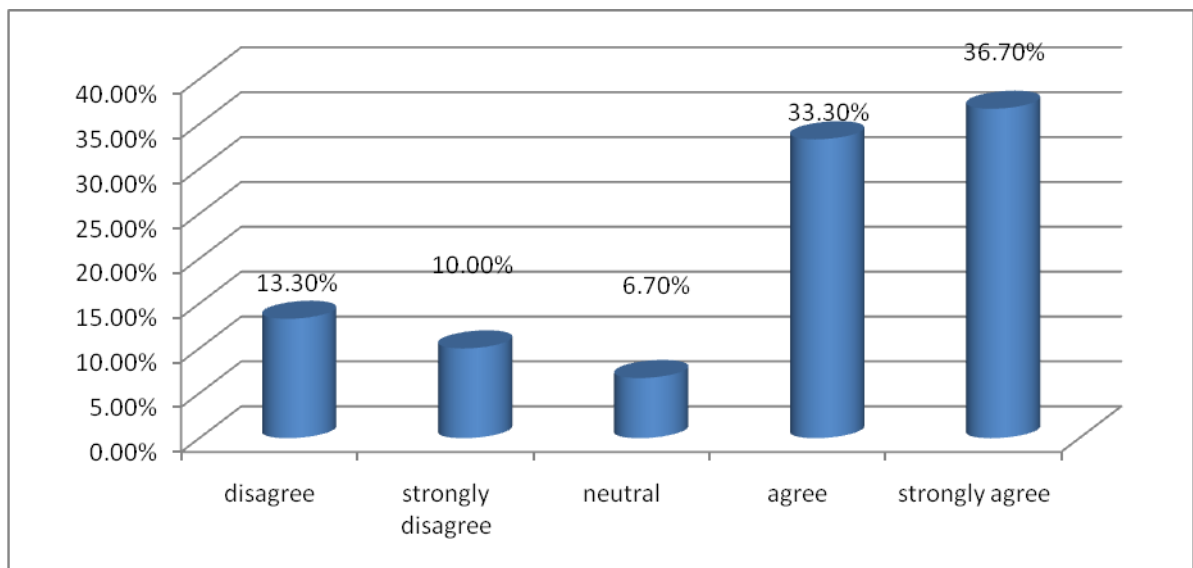| Valid	Frequency	Percent
Disagree	4	13.3%
strongly disagree	3	10.0%
Neutral	2	6.7%
Agree	10	33.3%
strongly agree	11	36.7%
Total	30	100%

Figure (4 -16) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4- 16) and for the items (Many Language Teachers and learners have a very little knowledge in learning style.), show that, 4 from the

Sample with (13.3%) their answer disagree, 3 with (10%) their answer strongly disagree, 2 neutral, and 10 with (33.3%),11 with (36.7%) agree and strongly agree respectively with Cumulative Percent agree (70%) this indicate that most of the sample study agree to the statement , this means that Many Language Teachers and learners have a very little knowledge in learning style.

Items (2) learning style are not restricted to language learning only they can make reference to different fields
Table (4 -17)

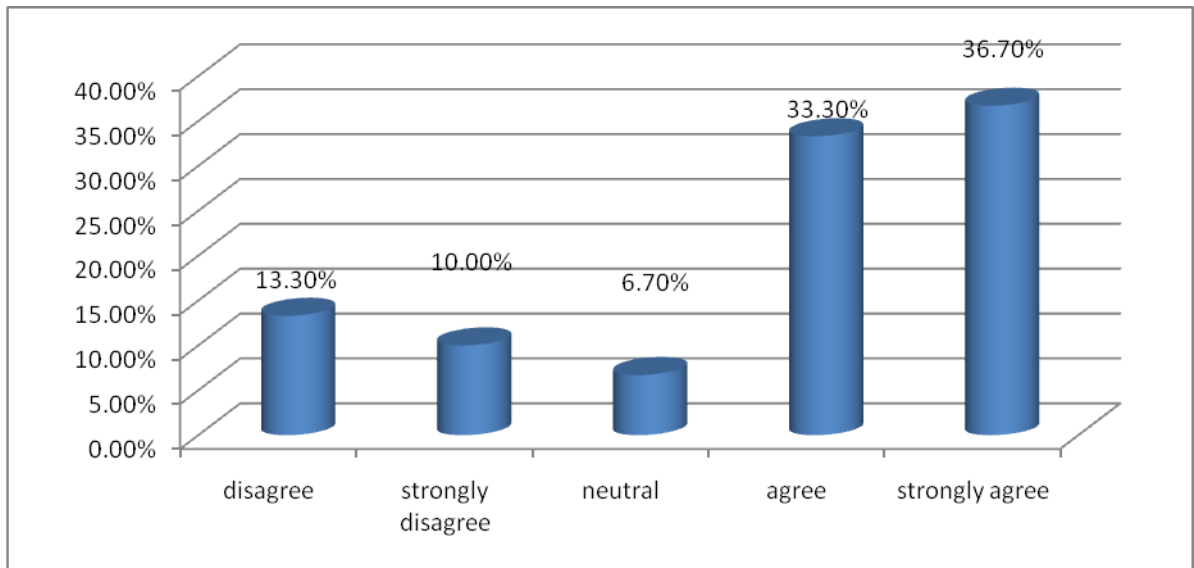| Valid	Frequency	Percent
Disagree	6	20.0%
Neutral	5	16.7%
Agree	7	23.3%
strongly agree	12	40.0%
Total	30	100%

Figure (4-4) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 17) and for the items (Many Language Teachers and learners have a very little knowledge in learning style.), show that, 4 from the Sample with (13.3%) their answer disagree, 3 with (10%) their answer strongly disagree, 2 neutral, and 10 with (33.3%),11 with (36.7%) agree and strongly agree respectively with Cumulative Percent agree (70%) this indicate that most of the sample study agree to the statement , this means that Many Language Teachers and learners have a very little knowledge in learning style.

Items (3) when using one learning style all the time learners will learn better.

Table (4 -18)

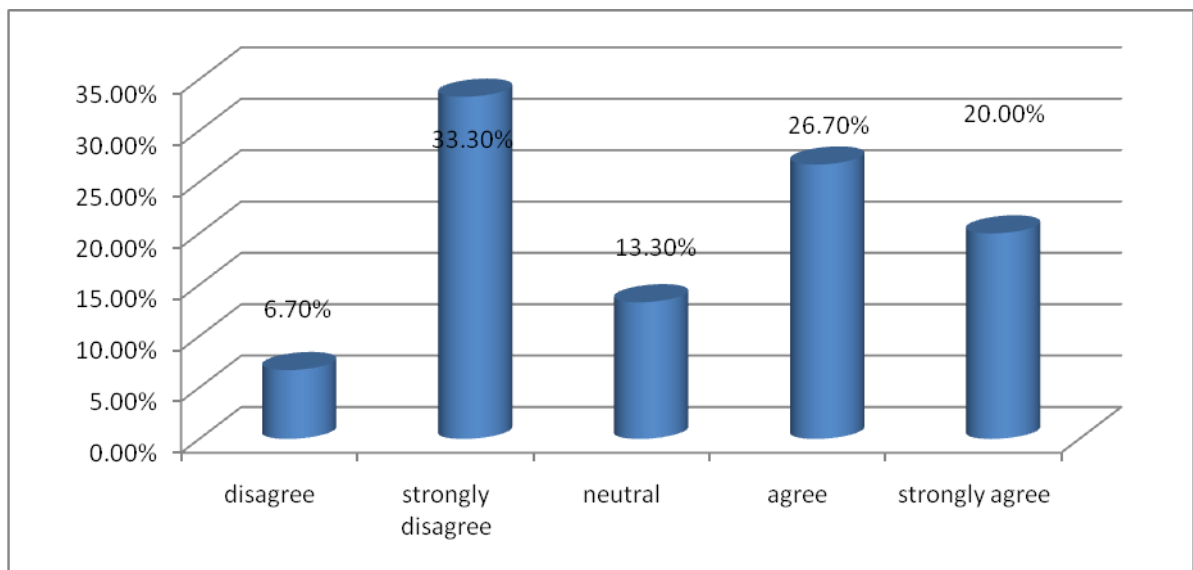| Valid	Frequency	Percent
Disagree	2	6.7%
strongly disagree	10	33.3%
Neutral	4	13.3%
Agree	8	26.7%
strongly agree	6	20.0%
Total	30	100%

Figure (4 -4) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 18) and for the items (when using one learning style all the time learners will learn better.), show that, 2 from the Sample with (6.7%)

their answer disagree, 10 with (33.3%) their answer strongly disagree, 4 neutral, and 8 with (26.7%),6 with (20%) agree and strongly agree respectively with Cumulative Percent agree (46.7%) this indicate that most of the sample study agree to the statement , this means that when using one learning style all the time learners will learn better.

Items (4) its important that language teachers are aware of the different factors that characterize an individual

Table (4 -19)

Valid	Frequency	Percent
Disagree	5	16.7%
strongly disagree	3	10.0%
Neutral	3	10.0%
Agree	4	13.3%
strongly agree	15	50.0%
Total	30	100%
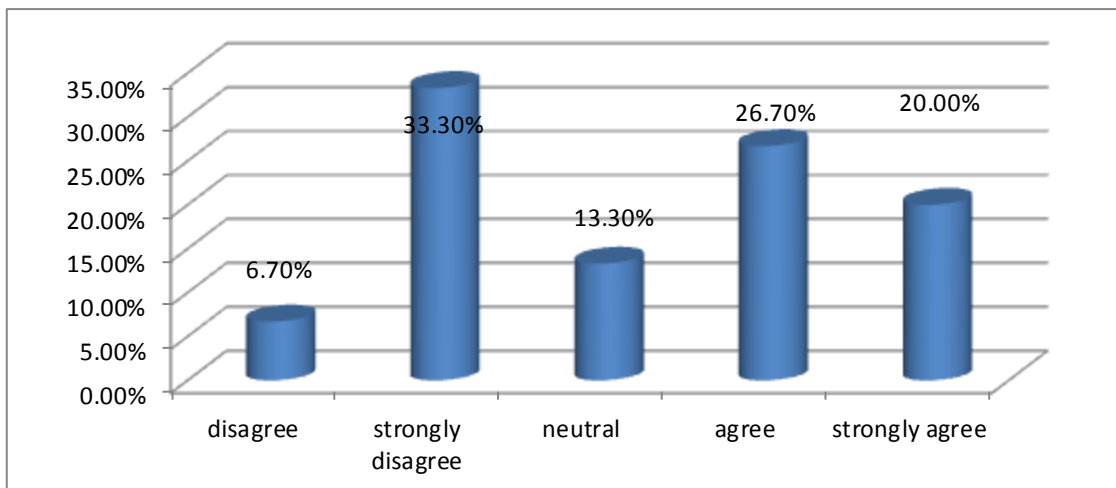
Figure (4 -4) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 19) and for the items (its important that language teachers are aware of the different factors that characterize an individual), show that, 5 from the Sample with (16.7%) their answer disagree, 3 with (10%) their answer strongly disagree, 3 neutral, and 4 with (13.3%),15 with (50%) agree and strongly agree respectively with Cumulative Percent agree (63.3%) this indicate that most of the sample study agree to the statement , this means that its important that language teachers are aware of the different factors that characterize an individual.

Items (5) learning strategies and learning style should equally be considered in SLA and SLL

Table (4 -20)

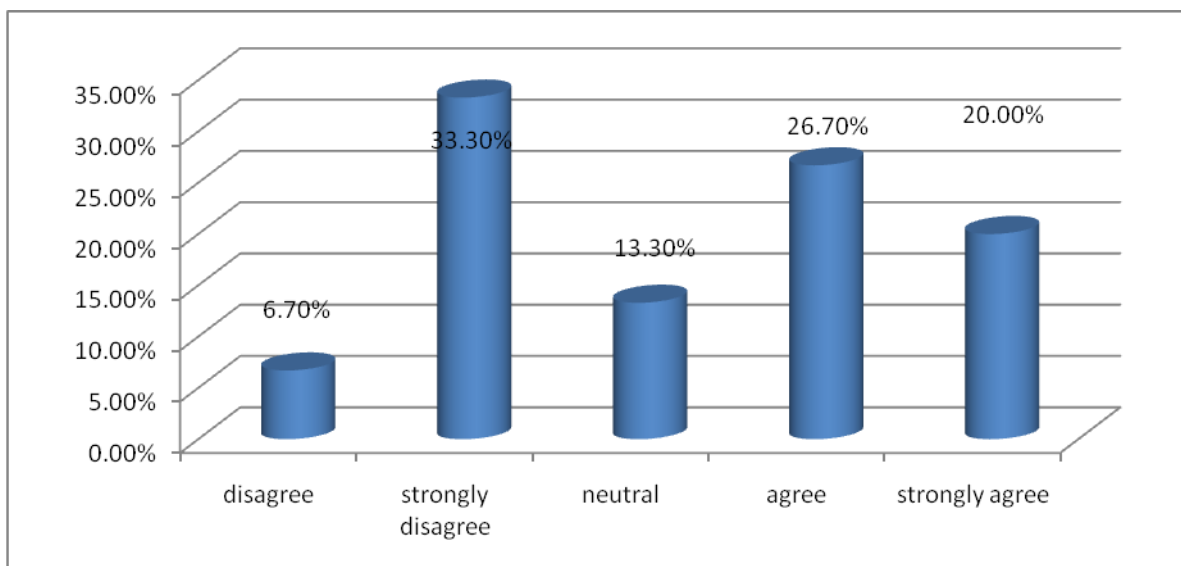| Valid	Frequency	Percent
Disagree	5	16.7%
strongly disagree	5	16.7%
Neutral	3	10.0%
Agree	4	13.3%
strongly agree	13	43.3%
Total	30	100%

Figure (4 -4) .

Sources: prepared by researchers with SPSS 2020

Table and figure (4 - 20) and for the items (its important that language teachers are aware of the different factors that characterize an individual), show that, 5 from the Sample with (16.7%) their answer disagree, 5 with (16.7%) their answer strongly disagree, 3 neutral, and 4 with (13.3%),13 with (43.3%) agree and strongly agree respectively with Cumulative Percent agree (53.6%) this indicate that most of the sample study agree to the statement , this means that learning strategies and learning style should equally be considered in SLA and SLL.

One-Sample (T) test:

Table(4 -15) Mean and Std. Deviation and One-Sample (T) test for the third hypothesis.

Statement	Mean	Std. action	T
Many Language Teachers and learners a very little knowledge in learning style.	3.70	1.418	14.293
learning style are not restricted to language ing only they can make reference to rent fields	3.63	1.520	13.096
when using one learning style all the time ers will learn better.	3.20	1.297	13.511
it's important that language teachers are e of the different factors that characterize an idual	3.70	1.579	12.835
learning strategies and learning style ld equally be considered in SLA and SLL	3.50	1.592	12.042

Table (9) show that the mean and Std. Deviation for the hypothesis three the mean for all statement is greater than standard mean (3), also the different between high and low Std. Deviation (1.297– 1.592) is less than one .so that researcher respondent in the positive direction of the study, this indicated that the first hypothesis is achieved, If people are aware of the importance of learning style then they may learn better.

CHABTER FIVE

MAIN FINDINGS, RECOMMENDATIONS, CONCLUSION AND SUGGESTIONS FOR FURTHER STUDIES

CHABTER FIVE
MAIN FINDINGS CONCLUSION ,
RECOMMENDATIONS, AND SUGGESTIONS FOR
FURTHER STUDIES

5.0 Introduction

This study dealt with the Investigating EFL Teacher's Perceptions of the Role of Learning Styles in EFL Classroom role of learning styles in foreign language and the effect of that in understanding English language .below there are main findings recommendation conclusions and suggestions for further studies.

5.1 Main Findings

1/ learning styles help students to communicate and learn better

2/ using different speech styles affect students' communication abilities.

3/ recognizing different speech styles help students in enhancing better languagelearning.

4/ exploiting different style makes students understanding of the Englishlanguage better

5.3 Conclusion:

This study aimed investigating EFL teacher's perceptions of the role of learning style in EFL classroom. The Researcher comes out with the following findings that learning styles help students to communicate better, visual and auditory learners have a better learning opportunity than other learners with different styles as well as using one learning style all the time gives a better learning outcome**.**

5.2 Recommendations:-

Based on the main findings of the study, the researcher recommends the following teachers should apply new teaching strategies and modern techniques for teaching styles or registers. in addition teachers should introduce students to different styles and their importance in mastering the English language and teachers should give intensive practice to develop students' ability on using allforms of style

5.4 Suggestion for further studies:

1/ Investigating teaching learning styles approaches and their effect n learning English language as a second language.

2/exploring then difficulties encountered by the ESL students in understanding learning styles.

3/investigating the different speech styles in different social contexts and their effects on English .

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Questionnaire

This questionnaire is a part of an MA study entitled **'Investigating EFL teachers perceptions of the role of learning styles in EFL classroom '** It is designed to find out about your honest views for this study. Therefore, respectfully and patiently the researcher request you to respond to all the statements that are listed below carefully and sincerely. Your responses will be kept strictly confidential and they will be utilized for academic purposes only. So, please put a tick in your choice. Your cooperation is appreciated.

If students of foreign language study learning styles then they will communicate better.

No	Statements	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1-	All language teachers should be well acquainted with the different kinds of learning styles.					
2-	Learning styles should be taught within the given courses.					
3-	Teachers should draw attention to the kinds of learning styles that play greater roles in making student learn faster and communicate better.					
4-	Visual and auditory learners learn faster and communicate better than verbal, physical, solitary and social learners.					
5-	Each language field requires specific learning styles.					

Living in different social communities would affect students choice of learning styles.

No	Statements	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1-	Each language learner should be aware of the type of learning style that is suitable for them.					
2-	It is not difficult to recognize someone's learning style and where they are from by observing the way they speak.					
3-	Speech style is the same word wide and it helps speakers to choose the suitable style when they are talking.					
4-	It's a most for every language teacher to know their students learning needs of learning styles.					
5-	All learning styles can be workable and effective when applied correctly and reliably by teachers.					

If students are aware of the importance of learning styles then they may learn better.

No	Statements	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1-	Many language teachers and learners have a very little knowledge n learning styles.					
2-	Learning styles are not restricted to language learning only they can make reference to different fields.					
3-	When using one learning style all the time learners will learn better.					
4-	It's important that language teachers are aware of the different factors that characterize an individual.					
5-	Learning strategies and learning styles should equally be considered in SLA and SLL.					