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The Relationship Between Students' Learning Styles and their Preferred Teaching Strategies

The Case of Second Year Students at Erridouan Middle School

Dissertation submitted to University of Ghardaia for obtaining the

Master's Degree in Didactics

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Dedication

To the greatest father, the one whom God has blessed with dignity and majesty, my support, my unwavering shoulder, the one whose name I proudly carry, to the one whose prayers are the secret of my success.

My dear father.

To my angel in life, to the meaning of love, tenderness and selflessness, to the one whose smile is the essence of life and the secret of existence, to the person who always pushed me to reach my potential!

My dear mother.

To my sisters, my soulmates, my support and the core of my heart.

To my only brother, my support, and the companion of my path.

To my fiancé, thank you for being the source of inspiration, power, and encouragement.

To those who are close to the heart.... to every uncle, aunt.

To the friend who was there on difficult days like a rainy cloud, Sirine, I am very grateful.

Thank you to those who taught me a letter, held my hand, and were the best companions and teachers! Thank you to everyone who dedicated their time to me and uplifted me with their words.

I hope that this step is only the beginning of a long journey filled with success.

-Leila BAHEDDI-

Dedication

In the Name of Allah, The most Merciful, The Most Passionate

I dedicate this thesis to the unwavering support and love of my family and friends, who have been there for me throughout this journey.

The one who taught me the meaning of patience, to the wonderful woman in this world

My dear Mother

The person who always is proud of me, who had the most faith in me

My dear Father

My precious parents, who have given me love, strength and confidence. I am forever grateful and thankful for their love, efforts and sacrifices.

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To my partner in this journey, the person who I owe a lot of gratitude to, the girl who I wouldn't have made it this far without; Leila.

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Acknowledgments

Abstract

Recognizing the dynamics between students' diverse learning styles and their preferred teaching strategies is essential for fostering effective educational process. This dissertation aims to investigate the relationship between students' learning styles and their preferred teaching strategies. Hence, to conduct the current research, a triangulation approach was adopted, combining both quantitative and qualitative methods. The data collection process involved the distribution of a VARK questionnaire and Likert scale to a sample of 26 Second-Year middle school students to obtain an in-depth understanding of their learning styles and preferred teaching strategies. Additionally, it involved semi-structured interviews with three teachers to gain insights on their teaching strategies and to know about the teachers' awareness of different learning styles and their experiences in matching their teaching strategies to those styles. The findings indicated that there is a correlation between the students' preferred ways to learn and the teaching strategies that match them. Therefore, it was revealed that the visual learners learn better by implementing the visual aids such as demonstrations and charts. On the other hand, auditory learners prefer discussions and audio scripts. Also, read / write learners enjoy learning through reading instructions and taking notes. Furthermore, kinesthetic learners are fond of hands-on activities and real-world experiments. In addition to those unimodal learners, it was found that many students can be also bimodal and multimodal. However, it was noticed that the ARK learner expressed a dislike towards audio strategies. The research provides different implications for teachers as well as academic institutions.

Key words: Learning styles, Teaching strategies, VARK questionnaire, pedagogical programs, multimodal, bimodal, teachers' awareness.

List of Acronyms

LS: Learning Styles

NLP: Neuro-Linguistic Programming

VARK: Visual, Auditory, Reading /Writing and Kinesthetic

E-I: Extroversion-Introversion dichotomy

S-I: Sensing-Intuition dichotomy

T-F: Thinking-Feeling dichotomy

J-P: Judging-Perceiving dichotomy

GTM: Grammar Translation Method

TPR: Total Physical Response

TBI: Task-Based Instruction

CLL: Community Language Learning

GBL: Game-Based Learning

EFL: English as a Foreign Language

TBL: Team-Based Learning

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General Introduction

Introduction

Learning is a lifelong process that differs from one individual to another in terms of intelligence, social interaction and styles. However, these learning styles have made a great contribution in the field of psychopedagogy as each type requires a specific methodology. For that reason, teachers should be aware about those preferred ways of learning in order to select the suitable strategies that align with them. Thus, this can be achieved through conducting an analysis on their learners to identify their needs, lacks and styles. Moreover, it is crucial to study the existing bridge between teaching strategies and students' learning styles in order to reach the intended educational goals

Literature Review

Learning styles and teaching strategies are two concepts that have gained an importance in the educational area. They refer to the preferred ways of learning as well as the different teaching ways that are implemented during the courses.

Therefore, this literature review aims to present an overview of existing research on this topic. Many scientists divided learning styles into three categories. According to Fleming' model work 1987, the first type called the sensory styles which contains: visual, auditory, tactile and environmental. Moreover, in 1984 Kolb' s learning styles inventory provided another type known as the cognitive styles which included: analytic, global, reflective and impulsive. Similarly, Felder's Index of learning styles (1988) presented the third dimension called the personality styles such as active vs reflective, sensing vs intuitive and sequential vs global. Additionally, a research was made by Hakima Benbia (2012-2013) to study the ways of matching teaching methods and techniques to learning styles and strategies; that's to say, it tries to bridge the gap between teaching strategies and the students' preferred ways of learning. Furthermore, the researcher used both of questionnaire and classroom observation to collect necessary data. The results indicated that there are some differences between teaching and learning styles. In a similar view, a study was conducted by Lamia Oulad Moussa and Radia Adlani (2018-2019) investigated the students' learning styles and their impact on learning EFL .It seeks to determine whether educators are aware of their students' individual differences. To gather data, 30 questionnaires were filled out by students and 14 teachers' observations were made. The results of this study showed that the

students attested to the advantages of using learning styles in their educational process and the majority of them are auditory learners. Moreover, the findings indicated that teachers are aware about the individuals' preferences in EFL classrooms. Another study by Fatima Zahra Brihmai (2022-2023) and Amina Amieur examined the learning styles (VARK) to address children's learning needs. It aims to recognize the different learning styles and how they are treated by the third grades. Moreover, this study utilized the classroom observation and face-to-face interview. However, the results showed that most of the students are visual and auditory unlike read; write and kinesthetic learning styles are classified in the next rank.

In conclusion, many recent studies have focused on learning styles and the implementation of teaching methods that suit them without considering the importance of this relationship on meeting learners ' demands. Hence, our research will attempt to fill this gap by highlighting the relationship between teaching strategies and learning styles to meet the students' needs and its significance on their academic achievement.

Statement of the Purpose

The aim of this academic research is to inquire the relationship between students' learning styles and their preferred teaching strategies to meet the needs of different learners. Hence by examining this correlation, many insights will be gained regarding the teaching strategies that fit each learning styles to highlight their impact on the learners' academic performance.

Statement of the Problem

Recognizing the diverse learning styles is not an end. However, being aware about the relationship between the students' learning styles and their preferred teaching strategies is considered as a crucial element in the educational process. Nevertheless, there is a gap on how these two interact in different academic contexts and fields. Besides, some teachers adapt only one teaching strategy for all kinds of learners, neglecting their desired ways of learning.

Research Methodology

General Introduction

This study adapts a descriptive method to identify different teaching strategies and learning styles that are existed in the classroom. It aims to shed the light on the suitable teaching strategies that carter the students' preferences. Additionally, to ensure a comprehensive data collection, a mixed-method approach is employed which incorporate both quantitative and qualitative methods.

Data Collection Tools

The research tools used to gather data for this study are a questionnaire and a Likert scale which were administered to the students while an interview was conducted with the teachers. Hence, the questionnaire and the Likert scale were used to investigate about the students 'learning styles and their attitudes toward teaching strategies. On the other hand, the interview aimed to uncover the teachers' awareness of students' learning styles

The Sample

The population targeted by this study was the second year students of middle school in Erridouan private school with a total population of 53 students. However a random sample of 26 students was selected in order to respond to the questionnaires. Additionally, three teachers participated in this study by being interviewed as a part of a research. Moreover, the reason behind choosing this particular sample is to examine the relationship between the teaching strategies that are used in this school and the different learning styles which exist among the learners since they have been exposed to modern teaching approaches in their educational process.

Motivation

This research is a result for three main motives:

✔ First, teaching strategies and learning styles are two essential concepts in educational process especially in didactics domain.

✔ Second, investigating the significance of matching teaching strategies to learning styles is the best way to enhance both teachers and students to apply this method.

✔ Third, the teachers of Erridouan private school get used to diverse strategies in their teaching process to respond each learner' style.

Research Questions

The present research attempts to offer answers to the following question:
What are the preferred teaching strategies that align and carter to the diverse students' learning styles?

This question can lead to some sub questions:
1. How can teachers design and build a compound learning environment that adapts different learning styles and teaching strategies?
2. To what extent do teachers take students' learning styles into consideration?

Research Hypotheses

In line with the above questions, the study formulated three main hypotheses:
1. Learners prefer the teaching strategies that go along with their learning styles.
2. Using various strategies would result in a stimulating learning environment using peer activities and flexible resources.
3. Teachers extensively consider students' learning styles.

Research Objectives

1. Identify and categorize the various learning styles and preferences exhibited by learners in the targeted educational setting.

2. Identify the most effective teaching strategies for each learning style or preference, considering factors such as student demographics, subject matter, and educational context.
3. Analyze the relationship between the students learning style and their preferred teaching strategies.
4. Recognize the effect of the alignment between the learning styles and their equivalent teaching strategies on the students' academic performance.

Structure of the Dissertation

This present research is divided into two parts: theoretical and practical. The theoretical parts involve a literature review which is composed of two chapters. The first

chapter highlights the diverse models of learning styles and strategies that are adapted by the students in their learning process; however, the second one focuses on the theoretical foundations of the different ancient and modern teaching strategies. Additionally, the practical part includes one chapter that outlines the research design employed in the study and the analysis of the data that were collected from the questionnaire and the Likert scale that are submitted to the students as well as the teacher' interview. Moreover, this section suggests some pedagogical implications based on the research findings.

Limitations of the Study

While the research achieved its objective, it encountered unavoidable limitations. One notable limitation was the limited time frame which hindered applying a classroom observation. Sample Size and Diversity was another limitation, as the study had a small, homogeneous sample, it limited the generalizability of the findings to a broader population because it focused solely on a specific age group and educational level, the research was also carries out in an exclusive all girls' school.

Chapter One: Learning Styles

Introduction

Learning styles and strategies play pivotal roles in shaping how students acquire a second or foreign language, significantly impacting their learning capabilities. This chapter provides a comprehensive overview of various learning styles and strategies. Initially, it highlights the diversity among learners and delineates different learning styles and strategies, outlining various types within each category. Also, it discusses the implications of learner diversity on teaching methodologies, examining the traits of proficient language learners and the characteristics of effective learning strategies.

1.1 Definition of Learning Styles

Learning styles have been described as the natural tendencies demonstrated by individual learners (Olson, 2006). Many people have asked about the significance of the term "Learning styles"; a variety of different answers exists, but a formal response is that a learning style is a preferred way of thinking, processing, and understanding information. Each person prefers a pattern of thought and behavior that influences his or her learning process. (Allan et al., 2011).

Learning styles tend to facilitate the learning process and attaining proficiency in a specific domain. Dunn et al.(1987, p.11) define learning styles as *"the way in which each person absorbs and retains information and/or skills, regardless of how that process is described, it is dramatically different for each person.".* In other way, learning styles represent the pathway through which individuals acquire knowledge, regardless of how the learning process is explained, each person comprehends it differently, influenced by their unique learning styles. Based on the definitions, learning styles are techniques employed by individuals to enhance their learning experiences. Through an understanding of their personal learning processes, learners can enhance their efficiency in studying and by comprehending how and why they learn, they can significantly enhance their educational outcomes.

1.2 Types of Learning Styles

Considering individual learning styles is not a new concept. As far back as 334 BC, Aristotle noted that every child possesses distinct talents and abilities. Following Aristotle, numerous researchers began developing their own theories on learning styles. Among these

researchers; Kenneth and Rita Dunn (1975), David Kolb (1984) and Neil Fleming(1992). As a result, different theories were advanced. These models of learning styles, each offered different perspective on how individuals prefer to learn and process information. Some of the most well-known models include:

1.2.1 Dunn and Dunn's Learning Style Model

Since 1967, Rita and Kenneth Dunn have dedicated themselves to collecting and analyzing educational literature and research focused on human learning processes. Through their extensive efforts, they have uncovered a wealth of studies spanning nearly eight decades, consistently confirming the diverse ways in which students concentrate on, process, absorb, and retain new and difficult information. It is based on the theory that each student has his or her strengths as a learner (Mitchel, 2009). The model is represented through five stimuli, which are environmental, emotional, sociological, physiological, and psychological. Dunn and Dunn believed that each stimulus contains individual elements which contribute in mastering academic skills.

The Dunn and Dunn Learning Style Model (1984, as cited in Dunn and Burke, 2006) categorizes these preferences into five domains:

- Environmental LS is to take into consideration "the environmental stimuli", it refers to the physical conditions in which students prefer to learn, such as lighting, sound, temperature, and seating arrangements. Some learners prefer studying in a quiet place, or in a noisy place. Besides, there are other factors like light, temperature and design.
- Emotional LS relates to the emotional state or mood in which students learn best. This includes factors such as motivation, persistence, and responsibility.
- Sociological LS considers students' preferences regarding social interactions and learning environments. Some students may prefer working alone, while others thrive in group settings.
- Physiological LS Focuses on students' biological preferences, such as time of day, intake of food and drink, and mobility during learning activities.
- Psychological LS Examines cognitive preferences, including perceptual strengths; *auditory, visual, kinesthetic*, and environmental orientation; *impulsive, reflective*.

The Dunn and Dunn Learning Style Model suggests that by identifying and accommodating these individual preferences, educators can optimize the learning environment and enhance students' learning experiences. It emphasizes the importance of personalized instruction and differentiated teaching strategies to meet the diverse needs of learners.

1.2.2 Kolb's Learning Style Model

Kolb's Learning Style Model, developed by David A. Kolb, is a theory that describes how individuals perceive and process information. Kolb believes that *"learning is the process whereby knowledge is created through the transformation of experiences."* (Kolb, 1984, p.24). He explains that one must first encounter a new experience, and then reflects upon it. These initial steps prompt the emergence of fresh ideas through analysis and drawing conclusions from the reflection. Ultimately, the individual applies these new ideas to their surroundings. For example, teachers tend to lead children at primary schools based on observation where the teacher introduces a gardening project to the class, where each student is responsible for planting and caring for a small plant in the school garden. Later, students reflect on what they learned about the importance of sunlight, water, and soil nutrients for plant growth. From this task, students can later apply in real-world contexts, fostering both academic learning and practical life skills.

Furthermore, Kolb's model (1984) involves four learning styles: Diverging (feeling and watching), Converging (doing and thinking), Assimilating (watching and thinking), and Accommodating (doing and feeling). In Kolb's theory, people have a tendency to have one of these four distinct styles which impacts the way they learn.

1. Diverging Learners: Individuals with this style prefer concrete experience and reflective observation. They are imaginative and tend to view situations from multiple perspectives.

2. Converges Learners: Converges are best at finding practical use to theories and ideas and are good at solving problems and making decisions. Kolb suggests they prefer dealing with technical tasks than with social and interpersonal issues.

3. Assimilator Learners: Assimilators are best at understanding a wide range of information and organizing them into concise, logical form. They are more

interested in abstract ideas and concepts rather than people. They value more of the logical soundness of a theory than its practical value.

4. Accommodating Learners Accommodators learn primarily from 'hands-on' experience. They prefer to act on feelings rather than on logical analysis. In solving problems, they rely more heavily on people for information than on their own technical analysis. (Kolb, 1984, as cited in Sywelem et al., 2012)
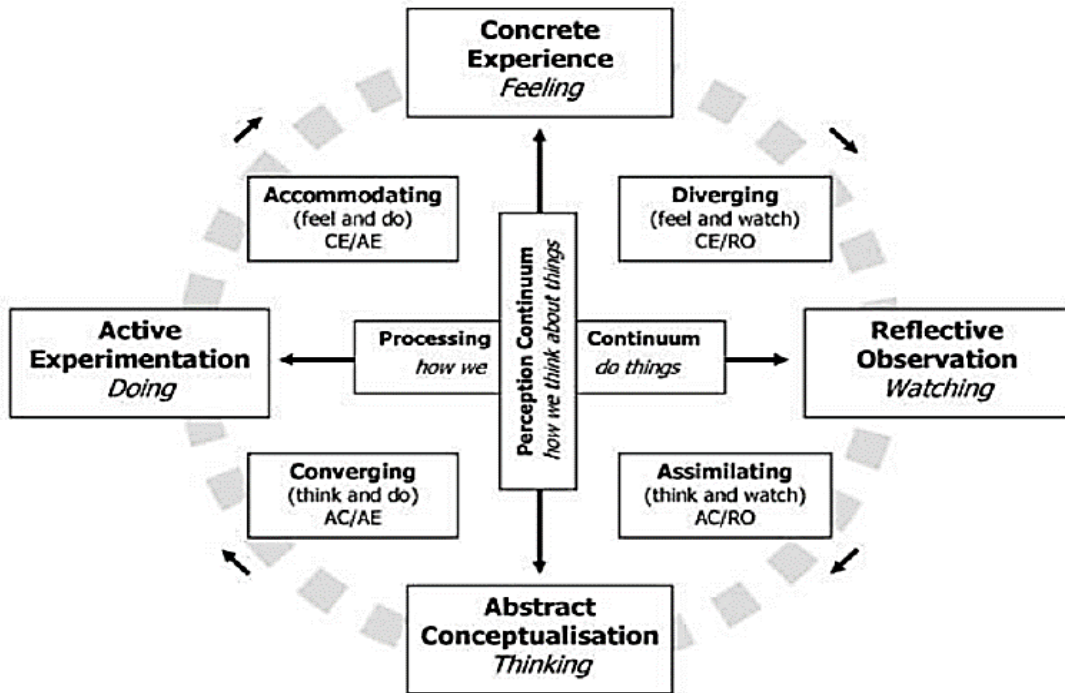
Figure 1. Kolb's Learning Styles (Kolb, 1984, as cited in Sywelem et al., 2012)

1.2.3 Neuro-Linguistic Programming (NLP)

Pritchard (2009) assumed that Neuro-Linguistic Programming NLP model deals with the influence of interaction on the learning process. Hence, many contributions revealed that NLP had three main learning styles: visual, auditory, and kinesthetic.

1.2.3.1 Visual Learners

Visual learners are those who prefer to grasp knowledge in visual ways. In others words, this kind of students engages in learning process when there is a visual reinforcement such

as diagrams, graphs, posters, and displays. In addition, they attempt to use the body gestures to think or describe events and they often look upwards while remembering information.

1.2.3.2 Auditory Learners

Auditory learners have a tendency to learn by listening to discussions, lectures, interviews, stories, and audio tapes in which they prefer to have a clear sequence of information with repetition and concise summaries. Furthermore, this category of learners attempts to incline their head and use eye movements during the phase of remembering.

1.2.3.3 Kinesthetic Learners

Kinesthetic learners are the kind of students who possess the ability to remember experiences and relate physical actions or feelings with their memories. Hence, they enjoy learning through physical activities, experiments, having trips, manipulating objects, and participating in different practices such as first-hand activities. However, the kinesthetic learners have difficulty to hold steady and often need some breaks during the classroom activities. With the development of NPL model, Fleming (2001, as cited in Pritchard 2006) argued that learning process has expanded to cover all the senses which are summarized in the VARK system: visual, auditory, reading, and kinesthetic. However, these learning styles can be used separately or in conjunction with each other. In overall, Neuro-Linguistic Programming (NLP) is a combination of three main parts: mind, language, and behavior. Thus, it aims to examine the relationship between our behavior and mental performance, in other words, it seeks to investigate how the ideas and thoughts can influence the actions and the interaction between people. Furthermore, NLP has contributed to the creation and the development of the VARK system.
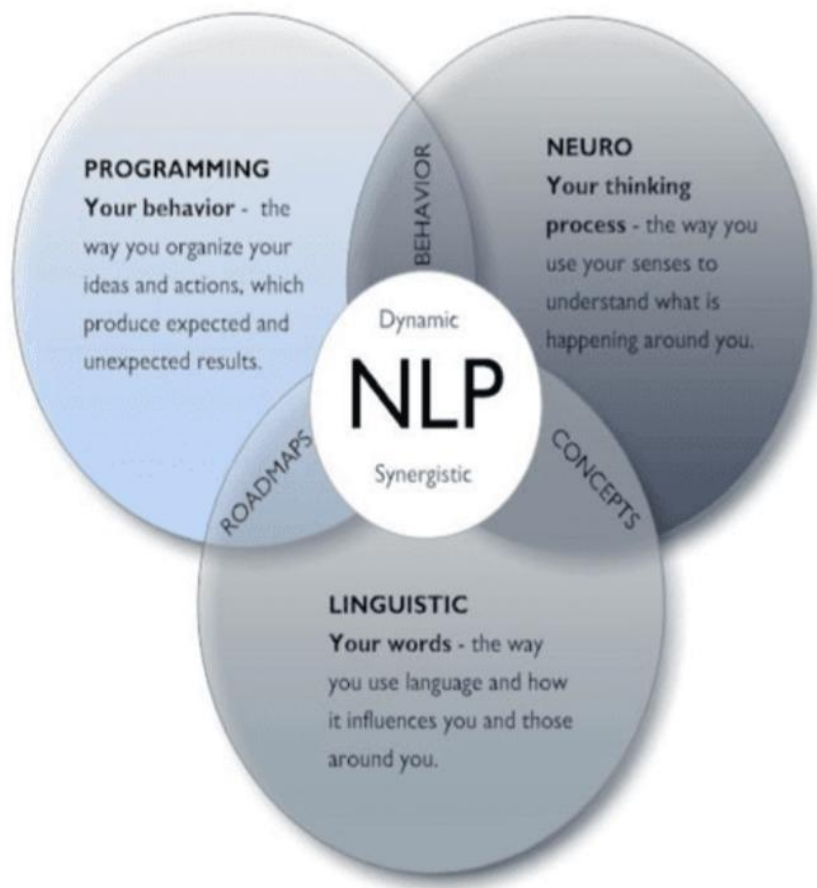
Figure 1: Neuro-Linguistic Programming (Kumar & Supriya, 2020)

1.2.4 Myers Briggs Type Indicator

MBTI (Myers Briggs Type Indicator) was created in 1942 by Isabel Myers and her mother Katherine Briggs. They were influenced by Carl Jung's theory of psychological types. It has two purposes: to determine the behavioral preferences of individuals based on four dichotomies proposed by Jung, whether in explicit or implicit, and present the sixteen personalities types that are raised due to the combination of these preferences (Braz & Sichman, 2022).

ISTJ
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ
Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ
Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

Figure 2: A chart with description of each Myers Briggs personality types (Beech, 2014)

1.2.4.1 Extraversion-Introversion (E-I) Dichotomy

Extensive people a tendency to interact with the outside world, motivated to take actions and open to new experiences. However, introverted people how like privacy and apply other ways of communication including writing or individual learning (Myers et al., 1998, as cited in Braz & Sichman, 2020).

1.2.4.2 Sensing- Intuition (S-I) Dichotomy

This dichotomy expresses how people interact with the outside world, that's to say, how they recognize people and things either by using their five senses or by using their intuition. This dichotomy expresses how people interact with the outside world, that's to say, how they recognize people and things either by using their five senses or by using their intuition. This dichotomy express how people interact with the outside world, that's to say, how they recognize people and things either through their five senses or by using their intuition (Myers et al., 1998, as cited in Braz & Sichman, 2020).

1.2.4.3 Thinking-Feeling (T-F) Dichotomy

It refers to two different sides: thinking and feeling model. The thinking model involves those who make their decisions by predicting the consequences and using logical and objective analysis whereas the feeling model expresses those who relates their decisions to their personal, emotional, and social values (Myers et al., 1998, as cited in Braz & Sichman, 2020).

1.2.4.4 Judging-Perceiving (J-P) Dichotomy

People with judging preference are made the decisions based on careful selection, structure, and planning of actions in order to achieve their ultimate goals. However, individual with perceiving preference are mostly rely on their senses and intuition when interacting with the external world. This leads to be more flexible and adaptable in drawing up their plans (Myers et al., 1998, as cited in Braz & Sichman, 2020). Basically, Myers Briggs indicator model aims to bridge a way between the individual and understanding their preferences by carefully analyzing different dichotomies such as extroversion vs introversion, sensing vs intuition, thinking vs feeling, and judging vs perceiving. Hence, by determining these four personality dichotomies, people can discover their tendencies and areas of improvement.
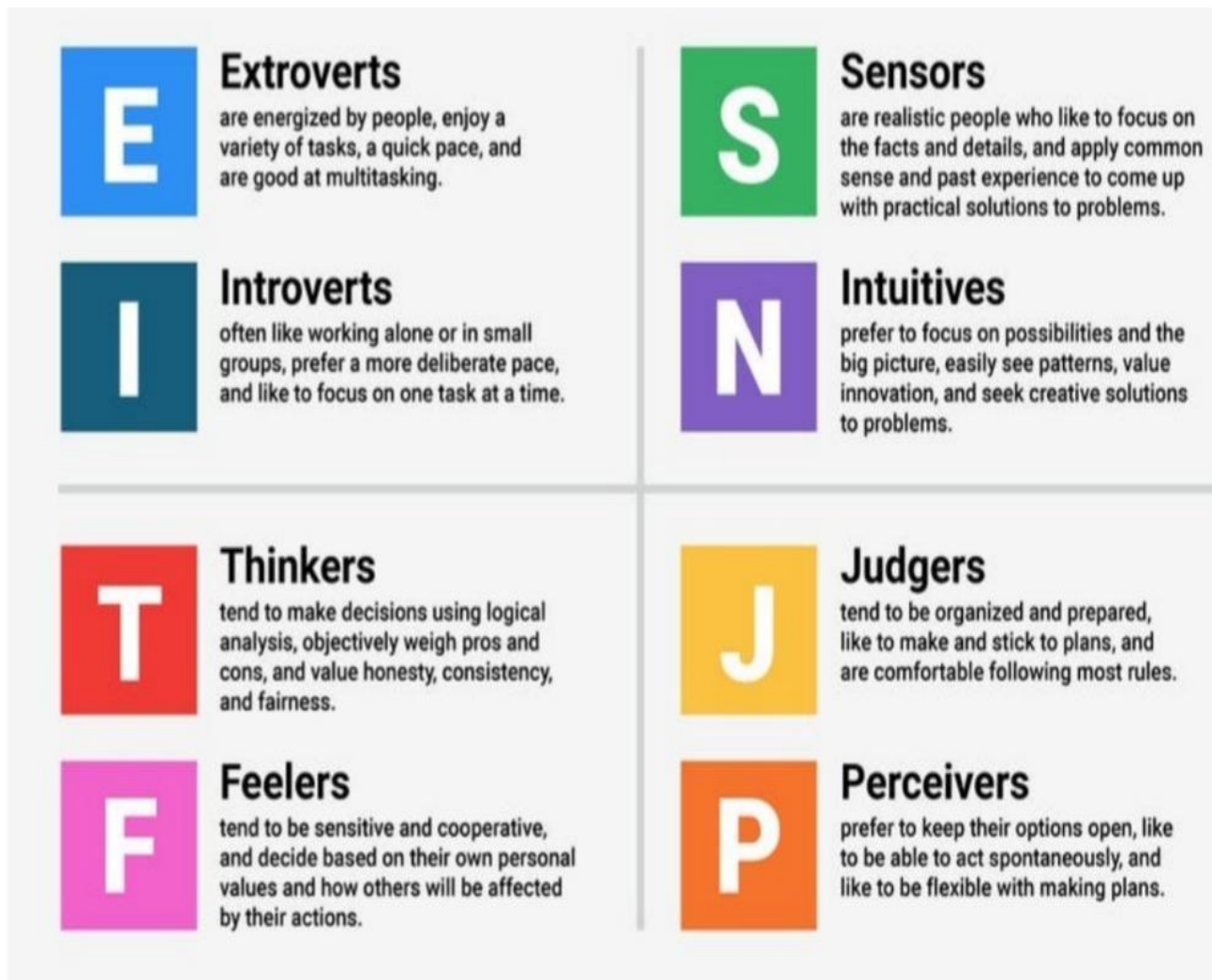
Figure 3: key personality types (Tieger & Barron-Tieger, 2007)

1.3 Learning Strategies

According to Oxford (1990, as cited in Ayan & Seferoğlu, 2017) the term learning strategies is referred to particular behaviors performed by the learners to facilitate the learning process, increase its pace, expand the enjoyment, encourage the learning autonomy, enhance the effectiveness, and promote the communication of ideas in different context. In addition , Hardan (2013) has included two views regarding the term learning

strategies. Hence, Ghani (2003) has stated that learning strategies play a significant role in facilitating the learning process and they are refer to different steps that are used by the learners to enhance their learning achievement. However, William and Burden (1997) argued that the learning strategies is the process of using different resources by the students in order to solve or finish a given task.

In brief, learning strategies are specific steps used to accomplish a task or enhance the learning acquisition in order to reach the ultimate goal. In addition, these procedures are designed for the sake of promoting the student-centered discipline and enhancing their achievements.

1.4 Types of Learning Strategies

Oxford (1990, as cited in Hardan, 2013) designed a classification for the language learning strategies. Thus, she distinguished two main types: direct and indirect strategies. Direct strategies deals with include memorization, cognitive, and compensation strategies while indirect strategies encompass Metacognitive, affective, and social strategies.

1.4.1 Direct Strategies

1.4.1.1 Memorization Strategies

Memorization strategies are some procedures that are used by the learners in order to recall facts that are required for a future language use. Furthermore, through the memorization, the individuals can store the information effectively and retrieve it when it is needed. the best example among this type of strategies is the use of semantic map which represents the association and the relationship between different words starting from a particular group of nouns or verbs.

In short, memory strategies are considered as a diverse technique used to recall information and enhance the memory performance.

1.4.1.2 Cognitive Strategies

Cognitive strategies are the strategies that help the students to utilize the target language or solve tasks effectively. They have different form such us: reasoning, analysis, and forming conclusions. Additionally, using drills to practice the language and searching about the explanation of complex words in dictionary. That's to say, cognitive strategies

refer to the mental operations that are employed to improve language learning and information processing, and problem- solving. These strategies involve structuring the knowledge and monitoring thinking in order to reach a high level of comprehension.

1.4.1.3 Compensation Strategies

Compensation strategies are used to recompense the lack of knowledge in the target language especially in term of lexicon. These strategies promote the students to practice the foreign languages orally and in writing regardless the limited vocabulary that they possess. As an example, they utilize the linguistics cues to infer meaning of the words and form them in order to overcome the vocabulary difficulties.

To be straightforward, compensation strategies are the procedures conducted to make up for a lacks or to tackle the difficulties in any skills in order to address the inadequacy.

1.4.2 Indirect Strategies

1.4.2.1 Metacognitive Strategies

Metacognitive strategies are used by the individuals to manipulate their learning process through focusing, structuring, planning, and assessing their learning. Thus, these strategies help the learners to be autonomous by planning their learning and make any possible adjustments. To illustrate, the students may review the pre-learned material and select the needed item. Hence, Metacognitive strategies empower the learners to take charge of their learning process and be responsible of it through using various techniques such as structuring, arranging, planning, and evaluating.

1.4.2.2 Affective Strategies

Affective strategies are the techniques that enable the learners to manage their emotions, attitudes, motivation and values. Furthermore, these strategies are proven to be workable for regulating their affections. As an example, laughing can be considered as a technique for relaxation whereas self- reward may serve as a means of encouragement to reach the desired positions. Broadly speaking, affective strategies encompass a variety of techniques that assist the students to control their emotions effectively for the sake of improving their learning achievement and personal growth such as self- motivation, anxiety reduction, and deep breathing.

1.4.2.3 Social Strategies

Social strategies are the techniques that promote the learners to immerse in the surrounding environment where the language skills can be implemented effectively. Moreover, these strategies play a vital role since the language patterns are created through the social interaction. For instance, asking questions to seek facts and cooperating with peers or speakers such as native and native like speakers to enhance their language skills

In broad sense, social learning strategies are the methods that the learners utilize to acquire the knowledge and skills through social interactions in which they have the
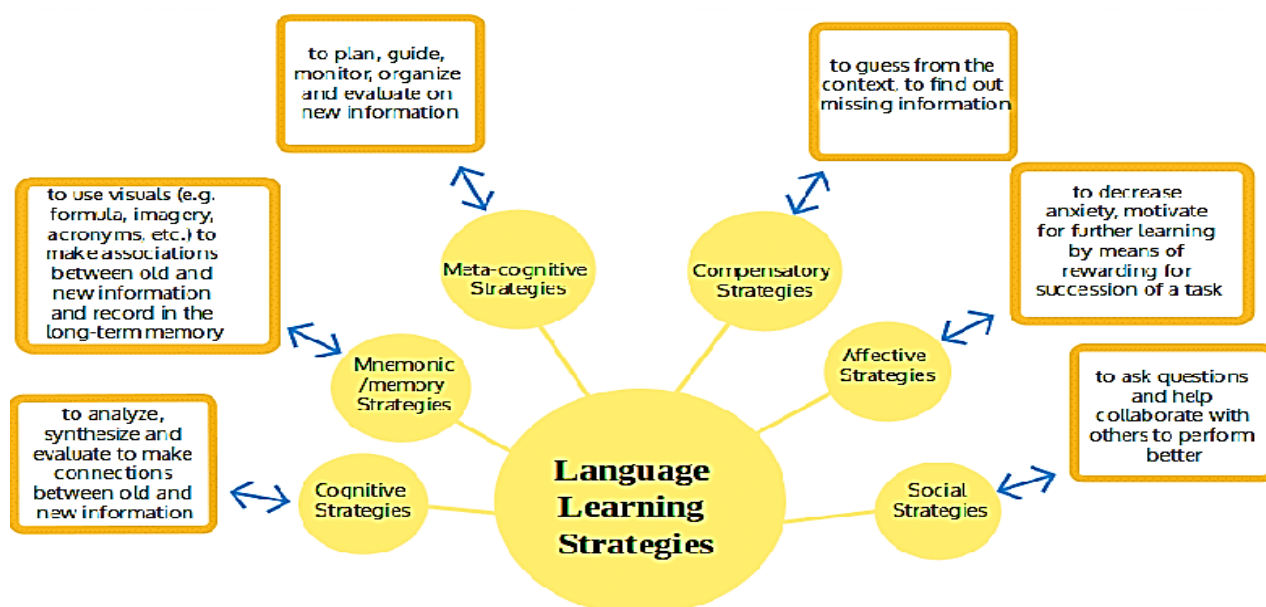
opportunity to exchange their experiences and work collectively to develop their language proficiency in various context.

Figure 4: Types of language learning strategies (Oxford, 1999, 2001, 2003)

1.4.2.4 VARK Model Questionnaire

The exploration of learner preference dates back to Aristotle and have more recently been the subject of study aimed at improving the learning environment and facilitating effective learning methods. In 1992, Fleming and Mills proposed that learners, regardless of age, exhibit consistent and distinct ways of responding in learning situations. This assertion has received support from both psychology and education literature over the last

four decades. Out of this perspective, the VARK preference mode questionnaire was developed to assist learners and instructors in identifying their preferred learning modalities. VARK stands for Visual (V), Auditory (A), Reading/Writing (R), and Kinesthetic (K) modes. The authors emphasize that some learners are unimodal, meaning they primarily favor one of the four modalities, while others are bimodal or multimodal

1.4.2.5 Integrating Teaching Strategies to Learning Styles

Matching teaching strategies to learning styles has gained a great debate in the field of education. Moreover; this issue was tackled by various scholars to validate the significance of this relationship on the learning environment. According to Kharb et al,. (2013) there was a transition from focusing on the teacher-centered methods to the learners-centered method which is called andragogy. Hence, this change highlighted the idea of recognizing the learning styles and baring teaching strategies that fit them which is not just an optional thing to be done rather than an important tool to foster the educational process and to provide a different teaching way to manage the preferable learning styles.

In addition, Cardino and Cruz (2020) explained the importance of this connection by taking mathematics as a scale for their study. They assumed that in order to promote an effective educational process, there is a need to bridge between learners; preferences ways of learning and teaching strategies. Hence, by identifying these learning styles, teachers can tailor their ways of teaching to what benefit the students and enable them to acquire knowledge and enhance their performance.

Conclusion

This chapter has discussed a general overview of the learning styles and strategies among EFL learners. Hence, it tackles the definition of learning styles and different existing models to highlight the learning differences that occur within the educational setting. Additionally, it provides the characteristics associated with each learning styles demonstrating that all the students are different in their learning process owing to their personality, attitudes, behaviors. Furthermore, this section has covered the learning strategies that help individuals in enhancing their language skills which are generally classified under the umbrella of cognitive strategies, metacognitive strategies, and socio-

affective strategies. Therefore, teachers' awareness about these learning styles and strategies plays a crucial role in shaping the learning process and fostering the teacher-student relationship.

Chapter Two: Teaching Strategies

Introduction

In education, the effectiveness of teaching techniques plays an important role in shaping the learning experiences of students. The constant quest for improved pedagogical approaches has led educators and researchers to explore and improve various methods to enhance the educational process. Choosing the right teaching methods is vital for creating an environment that encourages critical thinking, engagement, and remembering what is taught. As education focuses more on students being at the center of learning, there's a growing awareness of the importance of flexible and creative teaching approaches. This chapter delves into the realm of teaching methods and techniques, examining their significance, evolution, and impact on students' learning outcomes.

1.1 Definition of Teaching

The concept of teaching has been defined and interpreted by different researchers in various ways. According to Brubacher, "Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so" (as cited in Rajagopalan, 2019, p.05). That is to say, Teaching is a problem-solving process that helps the students to learn and find answers to certain questions.

Gage (2009) pointed out that teaching is the ability of enriching the learning process of individuals, it usually occurs through a direct communication between the teacher and learners, however, it can happen indirectly where both the teacher and the learners are in different locations. In this case, books' writers and computer programs' developers can also be considered as educators. In the same view, Impedovo and Iaquinta (2019) argued that teaching is the deliberate exchange of knowledge that is used in a particular field of study. In a broad sense, it is the process of developing the mental and personal growth of an individual through the guidance of another person.

To sum up, teaching is a process of sharing and transmitting knowledge, attitudes and values to the target audience by adapting effective methods to accomplish given objectives and meet the learners' needs.

1.2 Approach, Method and Technique

Notwithstanding approach, method and technique are interrelated, they have distinct meanings. According to Anthony (1963):

-An approach is "a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning".

-A method is "an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach ".

-A technique is" a particular trick, stratagem, or contrivance used to accomplish an immediate" (P. 286).

Therfore, Anthony suggested these explanations to make a clear distinction between the three main items Approach, method, technique by introducing the approach as the beliefs and theories about the language learning and teaching while the method represents the realization of these assumptions. However, the technique, on the other hand, refers to the specific steps used to apply a particular method.

1.3 Teaching Approaches

1.3.1 Traditional Approaches

They are referred to the classical methods that involve teacher-centered activities in which the teacher holds the authority in the classroom. Hence, The Grammar Translation Method (GTM), Direct Method and Audio-Lingual Method are among the well-known traditional methods.

1.3.1.1   Grammar Translation Method

Larsen-Freeman (2001, as cited in Tsegaye, 2023) stated that Grammar translation method is a method that is focused on literature to enhance the cognitive progress, get used to the grammatical rules of the foreign language and obtain the ability to use translation in the target language. The focus was mainly on the reading and writing at the expense of listening and speaking skills. In brief, Grammar translation method is a traditional method which uses translation as means to teach the foreign language grammar. Richard and Rodger (2014) stated the main characteristics of the Grammar -Translation Method as follow:

1. The aim of Grammar Translation Method is to read the literature of the foreign language in order to learn it using translation to get familiar with its morphology and syntax.

2. The focus was on reading and writing more than listening and speaking.

3. It uses a list of isolated words with their meanings in the mother tongue to be memorized.

4. Translation is used to focus on the sentence level in order to make the language learning more facilitated. However, this can be difficult for the students of secondary school.

5. Grammar translation method considered the accuracy as the basic standard of learning a foreign language.

6. The grammatical rules are taught through translation and in a deductive way using a clear explanation of the rules of the target language.

7. The mother tongue is used as a mean to clarify and to introduce new concepts in the second language.

1.3.1.2. Direct Method

The direct method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use another language to communicate. Since the Grammar translation method was not very effective in preparing students to use the target language communicatively, the direct method became popular. The direct method has one basic rule; no translation is allowed. Harmer (2007) stated that the direct method was the product of reform movement which was reacting to the restrictions of grammar translation. Instead of relying on translation, this approach emphasized interactive speaking between teachers and students. They would connect grammatical forms to studying objects or images to grasp their meanings. While maintaining focus on sentences, accuracy was all important in this method.

1.3.1.3. Audio-Lingual Method

Audio-lingual method is a teaching method that is based on the behaviorist approach. It tries to make the students learn a target language using repetition and drilling. Thus, it focuses more on listening and speaking skills to produce a correct pronunciation of a given structure. According to Alemi and Tavakoli (2016), Skinner's behaviorism theory was mainly focused on the reinforcement in relation to human actions. It was based on the idea that the correct behavior is promoted by a positive feedback whereas the errors are rewarded by a negative feedback. In addition, this approach is quite similar with direct

method, since both of them encourage the use of the target language and the practice of daily life conversations. During the 1950s and 1960s, Audio-Lingual Method was widely implemented but the emphasis was on the acquisition of daily life structures instead of understanding single words. However, these structures are prompted, recurrent, tested until students produce an authentic response.

1.3.2 Functional Approaches

The Functional Approaches contribute to the emergence of different methods including Total Physical Response (TPR) and Task-Based Instruction (TBI).

1.3.2.1 Total Physical Response

The teaching approach known as Total Physical Response (TPR) was conceived in 1977 by James Asher, an emeritus professor of psychology at San Jose State University in California. This method integrates various influences, encompassing developmental psychology, learning theory, humanistic pedagogy, and language teaching techniques introduced by Harold and Dorothy Palmer in 1925 (Richards & Rodgers, 2001). TPR is built on the idea that people are naturally wired to learn a new language in a specific order, much like how children pick up their first language. Prior to a child expressing more than basic words like "mommy" or "daddy," he has already internalized a sophisticated understanding, evident when the infant accurately follows commands such as "Tom, pick up your red truck and put it in your bedroom!". Since almost half of what young children hear are commands, TPR believes teaching a language through commands speeds up understanding and eventually leads to spontaneous speech once the person has grasped enough of the language (Asher & Adamski, 2000).

Richards and Rodgers (2001) think that TPR is a way of teaching language that combines speaking and physical activities. It uses actions to teach language skills. When it comes to learning a language, it's like how children naturally learn their first language. Asher and Adamski (2000) suggest that, in line with how our biology works for language, we should first understand before we speak, and understanding should be better than speaking. They think understanding is crucial for speaking to develop .They notice that when we talk to little kids, we mostly give them commands, and they react physically before responding with words. They believe we should use these processes when learning a new language (Asher & Adamski, 2000; Richards & Rodgers, 2001).

Asher and Adamski (2000) compare learning speech to learning to walk. They think trying to make someone talk before they're ready doesn't work. And when people do start talking, they will make many mistakes, but these mistakes will lessen over time. The way kids naturally learn language, it doesn't matter how old you are; the only important thing is how you pronounce words. If you're older than puberty and learning a new language, it's hard to sound exactly like a native speaker. But you still have a good chance of getting a satisfactory accent.

1.3.2.2 Task-Based Instruction

Seyyedi and Ismail (2012) define Task-based Instruction (TBI) as follows "Task-based is a kind of instruction in which language learners, performing activities, are engaged in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions. Tasks have been used for a broad range of instructional purposes, serving, for example, as units of syllabuses, activities for structure or function practice, and language focusing enhancements to content-based curricula" (p. 242) .

In other terms, TBI is a method that tries to enhance the communicative skills in the learning environment by providing tasks that promote the critical thinking and creativity to solve problems or a conduct a given project. Additionally, Nunan (1991, as cited in Hendariani, 2014) suggested five characteristics of task-based approach which are:

1. It focuses on enhancing the communicative skills in the foreign language through interaction.
2. It incorporates the authentic materials into the learning context.
3. It gives the chance to the learners to concentrate on both the language and the learning process.
4. It develops the students' experiences as an essential element that contributes in the learning environment.
5. It aims to bridge between learning the language in the classroom and its application in the real- life situations.
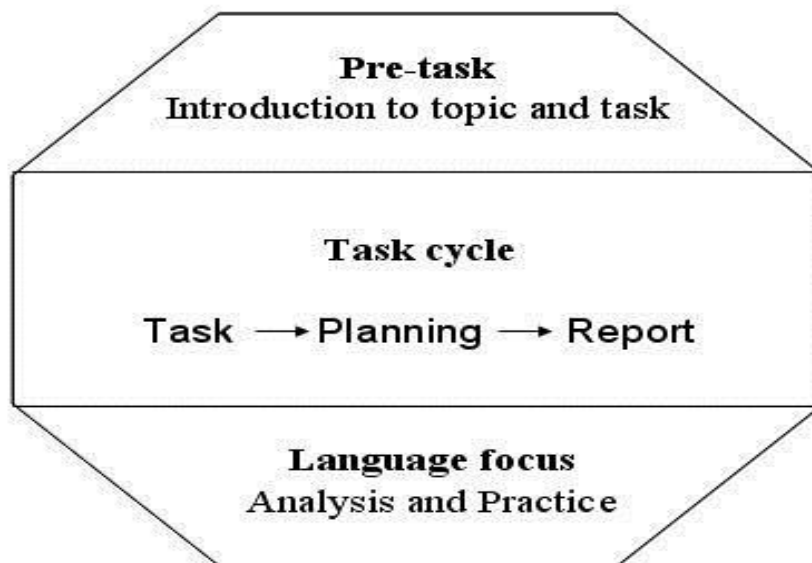
Figure 01: Task-Based Language Teaching (Ellis et al, 2019)

1.3.3 Humanistic Approaches

The Humanistic Approaches are divided into three methods: The Communicative Language Learning (CLL), The Silent Way and Suggestopedia.

1.3.3.1. Community Language Learning

The Community Language Learning (CLL) approach is a learner-centered method. It uses counseling-learning theory to teach language, and its main steps are based on the relationship between a counselor and a client (Richards and Rodgers, 2001). This approach focused on counseling techniques, emphasizing that students should view themselves not just as learners but as clients. The aim was to alleviate student anxiety by transforming the teacher-student relationship into that of a counselor and client. Richard and Rodgers (1986) and Curran (1976) state that teachers in the Community Language Learning (CLL) approach have a counselor's role. Their duty is to respond calmly and non-judgmentally, offering support to help learners better understanding their problems through order and analysis. They concurred that CLL teachers function in supportive capacities, providing target language translation and imitation upon students' request. Subsequently, students may initiate interactions, and the teacher monitors learner performance, offering assistance when needed. This process enables students to become more adept at accepting criticism,

and the teacher may directly intervene to correct errors. The teacher is also responsible for creating a safe environment where students can learn and develop. In this setting, learners feel secure and are free to concentrate on communication and learning tasks, without the apprehension of making mistakes in the presence of the teacher or their peers. In the CLL approach, learners become integral members of a community, acquiring knowledge through interaction with other community members. Learning is not perceived as an individual achievement but rather as a collaborative effort. Learners are expected to attentively listen to those with knowledge, freely express their intended meanings, repeat target utterances without hesitation, support fellow community members, openly share their emotions including frustrations, joy, and pleasure, and take on the role of counselors for one another. CLL learners are typically organized into circles comprising six to twelve learners, with the number of counselors varying from one per group to one per student (Curran, 1976).

1.3.3.2 The Silent Way

The Silent Way is a teaching method that was created by Caleb Gattegno in 1963. It is based on the learners' autonomy where the teacher maintains the silence and plays a passive role during the learning process. Yüksel and Caner (2014) emphasized that " Gattegno's Silent Way is based on the principle that teaching should be secondary to learning. In other words, the underlying learning theory holds that it is the learners' responsibility to control and direct their own learning, while teachers are there to present essential structures in order to raise students' awareness for learning "(p. 41). Hence, the silent way is a method that encourages the learner autonomy where the pupils hold are responsible for managing their learning process and developing their cognitive skills as well as the effective interaction in the classroom. Moreover, Richard and Roger's (2014) highlight the main principles of the silent method that strengthen the Gattegno's work:

1/Learning becomes easier when the learners take the part of the discovery or the creation rather than depending only on the low level of thinking such as memorization.

2/ Learning is more effective with the integration of the physical instruments.

3/ Learning is reinforced when there is an application of problems solving activities which are related to the targeted material.

1.3.3.3. Suggestopedia

Georgi Lozanov, a Bulgarian educator and psychiatrist, initially devised various methods that proved beneficial for individuals facing health challenges, at a time when alternative medicine was not extensively explored. In the 1970s, he introduced Suggestopedia as a means to facilitate the easier and faster acquisition of knowledge. This method operates on both conscious and unconscious states of the mind, a departure from the more conventional approaches in pedagogy (Ostrander et al., 1979).

Lozanov drew inspiration from yoga, particularly its emphasis on rhythmic breathing and states of concentration. He believed that breathing exercises played a crucial role in the personal development and deserved special attention. Additionally, he adopted insights from Soviet psychology, highlighting the significance of the learning environment. Lozanov emphasized the importance of maintaining a relaxed yet focused state during the learning process.

Suggestopedia shares similarities with therapy, especially in its use of music. Similar to music therapy, which is believed to invigorate individuals and bring order, music and rhythm are integral aspects of Suggestopedia. Like in music therapy, the incorporation of music in Suggestopedia aims to relax students while providing a rhythmic structure for presenting linguistic material.

While there are resemblances to hypnosis, Suggestopedia differs in its objective. Unlike hypnosis, which is often associated with memory retrieval, Suggestopedia aims to load the memory with necessary information (suggestion) and unload unwanted memories (desuggestion).

1.4 Teaching as Contemporary Process

Teaching is a dynamic process which witnessed different changes over the time. However, many traditional methods are rarely used owing to the emergence of the modern ways of teaching that has proven its effectiveness on the educational field. Mehta (2019, as cited in Alessa & Susan, 2023) has argued that "Traditional methods of teaching depend on the deductive methods of teaching, in which the teacher is the center of the classroom. The teacher is the only source of information. The teacher is the one who leads the class,

explains and writes the content on the board, students have to memorize and recite the information given, and students have to take in the decisions made by the teacher" (p.69). According to these methods, students lack decision making and problem-solving skills. Students learn just to pass exams and tests. Thus, in the classical methods, the teacher had the only authority to manage the classroom. However, the students used the low level of thinking such as memorization in complete neglect of their creativity and were evaluated according to their test scores. Khamzaev (2023) has assumed that teaching has undergone various changes over the time. Hence, teaching literature today is heavily depends on the use of technology such as project-based learning, advanced writing and other expriential teaching strategies.

In brief, the modern teaching was mainly focused on the students' active learning and their involvement in the educational atmosphere by adapting technology to enhance their understanding and curiosity to discover such science. On the other hand, the traditional teaching emphasizes the teacher-centred methods.

1.5 Definition of Teaching Strategies

Teaching strategies refer to the diverse and purposeful approaches educators employ to facilitate effective learning experiences in the classroom. These methods encompass a broad spectrum, ranging from tailoring instruction to accommodate diverse learning styles through differentiated instruction, to fostering active participation and critical thinking skills using techniques such as cooperative learning and inquiry-based learning. Classroom management, technology integration, and assessment practices are crucial components of teacher strategies, contributing to the creation of a positive and organized learning environment. Successful educators actively listen to students, provide constructive feedback, and utilize visual aids to enhance comprehension. Inclusive practices, cultural responsiveness, and flexibility in seating arrangements further contribute to the adaptability of teaching strategies. Ultimately, teaching strategies aim to engage students, promote understanding, and cater to the varied needs of learners, fostering an environment conducive to effective education.

1.6 Types of Teaching Strategies

1.6.1 Flipped Classroom

Sams and Bergmann (2014) as cited in (Ozdamli & Asiksoy, 2016) suggested an explanation for the concept of flipped classroom as "what is done at school done at home, homework done at home completed in class". Hence, unlike the traditional methods, this teaching strategy aims to promote a student-centered-learning where the learners are required to follow some instructional materials at home such as videos lectures, audio materials, texts book and other reading resources which are related to specific lesson. Then, once they come at school, they will have enough time to discuss and the teacher tries to work collectively with them in order to fix the misconception. Overall, teaching strategy allows the students to feel the sense of responsibility for their own learning and become motivated to obtain the knowledge as much as possible.

Similarly, FLN (2014) as cited in Ozdamli and Asiksoy (2016) claimed that flipped classroom has four principles called " The Four Pillars of FLAP ". However, " F " stands for flexible environmen," L" refers to Learning culture, " I " represents the term intenational content and " P " highlights the importance of the professional educators. Additionally, he attempts to explain each of those Initials as follow:

"F"(Flexible Environment): the flipped classroom strategy helps the teachers to build a new ways of learning as it promotes for the students to decide when and where they will learn. In addition, due to this strategy, the educators can expect and be acquainted with the learners' timeliness and assessment of their learning.

"L"(Learning culture): In the flipped classroom the learner-centered- approach is mostly adopted by delivering the session's time for discussion and give the students the chance to interfere their learning experience and provide then the scale to evaluate their learning personally and in meaningful way.

"I" (intenational content): flipped classroom teachers attempt to use the content which is based on promoting the fluency as well as the the ways of developing the students' comprehension

" P" (professional educators) : unlike the traditional approaches, the flipped classroom hold the teachers a great responsibility of observing the students' performance, assessing their progress and providing them with a feedback. (Moraros et al, 2015) summed up the the structure and setting of flipped classroom as shown in figure 2.
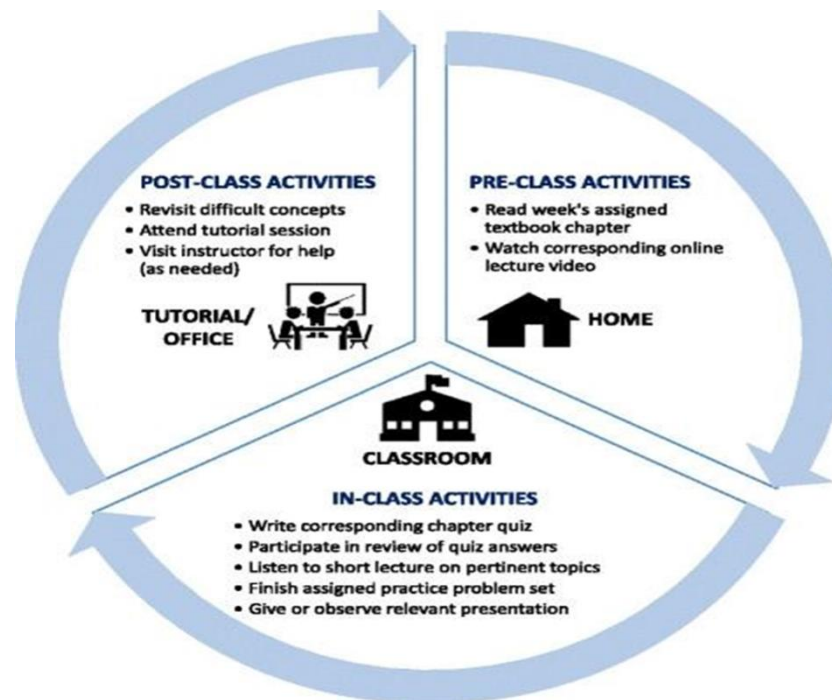
Figure 02: flowchart of the flipped classroom structure and setting (Moraros et al, 2015).

1.6.2 Project Based Learning

Williams (1998, as cited in Taşçı, 2015) defined project based learning as an approach that focuses on the students at the core of their learning process and uses real-life problems in order to make the students acquainted with. It requires the application of the students' creativity, imagination, and integration of the authentic life situations into the classroom.

Krajcik and Blumenfeld (2005) listed the key principles of Project-based learning as follows:

1/ Active construction: the learners are constructed the knowledge by relaying on their experiences with the real- world better than seeking guidance from teachers

2/ Situated learning: the students grasp the knowledge effectively when they are involved in the situation or in the area of experience.

3/Social Interaction: is the crucial element that enhance the learning process

4/Cognitive tools: they are essential elements such as graphs which help the students to arrange the data and even analysis them clearly.

1.6.3. Peer Learning

Boud et.al (2014) pointed out that peer teaching has took a crucial role in the educational process, it gives the opportunity to the students to engage in independent learning in which they share their thoughts, ideas and experiences. Besides, this strategy has proven to be workable for enhancing the students' critical thinking and allowing them to hold a collaborative effort to accomplish their goals.

Boud et.al (2014) asserted that the teacher should offer a kind of organization and guidance to the students avoiding all the things that may cause a mental block to them and encouraging them to act spontaneously and collectively. Additionally, the learners should be given the chance to solve a particular task and get a positive reward for their contributions. However, the teacher can diverse his activities using buzz groups, affinity groups, and solution and critics groups. Furthermore, he must explain his feedback after the tasks and use the scaffolding when it is needed. In overall, whenever the parents and the students recognize and are convinced about the importance of peer teaching, they will use it effectively in their learning process.

1.6.4. Self-Directed Learning

Self-directed learning is a way for individuals to take initiative and responsibility for their own learning. Self-directed students do not rely on traditional guidance or teachers, but actively seek help, set their own goals, and manage their own success. This approach allows individuals to tailor learning to their own needs, preferences, and pace, thus fostering greater autonomy and ownership over the learning process. Hiemstra (1994) has outlined the characteristics of self-directed learning as follows:

1) Individuals learners hold the responsibility for taking their decisions and choices in the learning process.

2) Self-directed is occurred in every person and learning situation which can be either a continuum or a characteristic

3) Self-directed does not refer specifically to the isolated learning but it can be also in collaboration.

4) Self-directed learners have the ability of transmitting knowledge and skills from one situation to another

5) Self-directed can incorporate various activities and resources such as independent reading, participation in study group, internships, online conversations, and reflective writing activities.

6)Teacher can support self- directed learning by different activities including dialogues, providing resources, giving feedbacks, enhancing critical thinking.

7) Some educational institutions are offering different strategies to encourage self-directed learning through open-learning systems, individual study options, developed course offerings, and other original programs.

1.6.4. Demonstration

Waruwu et al (2023) claimed that demonstration is a strategy that is used by the teacher to provoke a process, situation or object which is involved in the lesson. It emphasis the use of oral explanation to allow students to observe in order to grasp the intended meaning.

Mohana and Kumar (2013) listed three characteristics of the demonstration strategy as follows:

1) Preparing the demonstration ahead of time is essential for helping the demonstrator to be confident and allow him to predict any challenges during certain tasks in order to manage the lesson effectively.

2) The teacher should know the purpose of the demonstration and its goals and objectives.

3) The demonstration should obtain the active participation of both the teachers and the students. Moreover, the teaching should help students arrange, adjust, and act out the experience. Therefore, the demonstration is a teaching way that is used to facilitate the things to the learners by illustrations and exemplifications.

1.6.5. Game Based Learning

Game-Based Learning (GBL) is a teaching strategy that incorporates games, both digital and non-digital, into the instruction of knowledge and skills. In this instructional approach, games serve as tools for delivering educational content to learners in various

subjects (Mz & Yue, 2008). While the primary focus is on integrating games into teaching, the intention goes beyond enhancing the enjoyment of learning; it is specifically crafted to introduce learners to the essential content necessary for achieving educational objectives. Essentially, a game is described as an activity with defined rules, objectives, and an element of enjoyment (Tuan & Doan, 2010). Consequently, Game-Based Learning is influenced by a crucial aspect of games-enjoyment. This pedagogical approach facilitates the creation of learning environments that deviate from the seriousness associated with traditional teaching methods (Kim et al, 2015). By reducing learners' anxiety and stress, Game-Based Learning allows individuals to acquire knowledge while experiencing enjoyment, often unaware that they are engaged in learning (Druckman, 1995).

Furthermore, integrating games into teaching serves to obscure dull and uninteresting learning content, thereby boosting learners' attention and motivation (Whitton, 2012).. Games contribute to establishing a positive atmosphere and learning environment, capturing learners' attention and fostering engagement in tasks. Additionally, the heightened attention and motivation observed in learners can be attributed to the challenges inherent in gaming, as competitive feelings are stimulated when individuals strive to overcome games or outperform fellow players. Beyond individual benefits, games also serve as a catalyst for communication among learners. Interactions become integral as learners collaborate to achieve game objectives, enhancing interpersonal communication skills (Zapata & Awad-Aubad, 2007). Consequently, Game-Based Learning is recognized as a learner-centered approach, with learners actively engaged and motivated to participate in learning activities (Ghazal & Singh, 2016).

Figure 3 below shows how and when learning takes place in a games-interacted education. According to Pivec et al., (2004), the main characteristics of an educational game are that the lesson content correlates with the features of the game. The main characteristic is that the game must motivate the students so that they are eager to repeat the cycle. During repetition, students are expected to exhibit emotional or cognitive behavioral changes through interactions shown during the game.
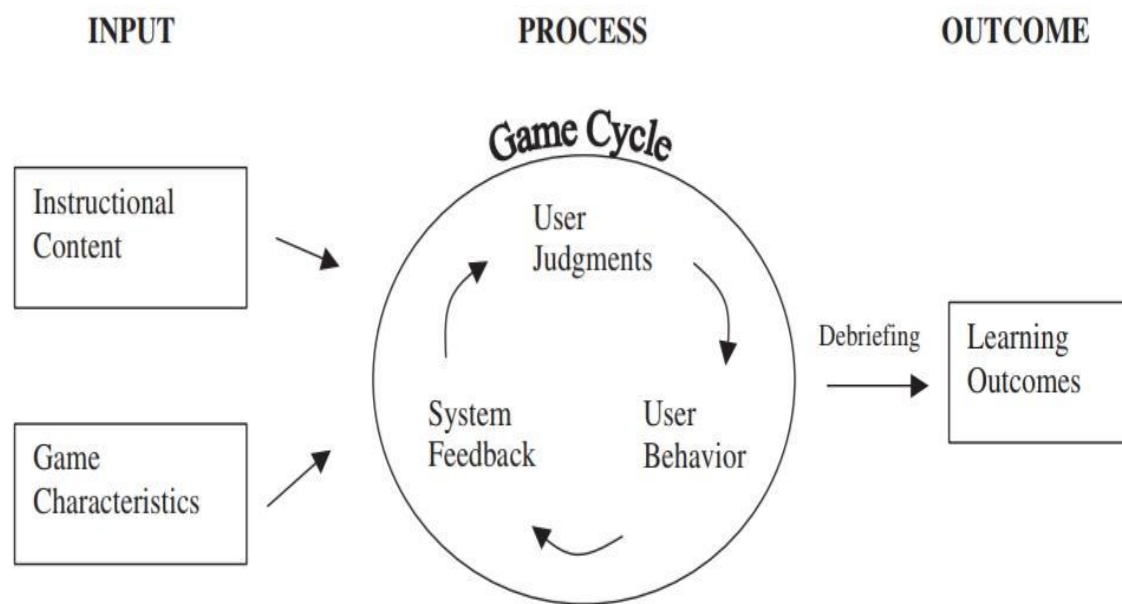
Figure 03: Input-Process-Outcome Game Model (Garris et al., 2002)

1.6.6 Podcasts and Audio Recording

Nowadays, technology plays a pivotal role by enhancing and simplifying various aspects of our lives. Particularly in education, technology introduces innovative methods to assist both educators and learners, streamlining the learning process. Among these technological advancements, podcasts emerge as a noteworthy contribution.

Podcasts are a type of digital content, which provides numerous categories of audio and video programs that contain a record. Accessing podcasts necessitates internet access and the use of technological devices. Additionally, they are accessible for downloading or uploading by anyone. Moreover, podcasts can be utilized with various digital audio formats and are compatible with nearly all MP3 players or portable digital audio devices, as well as desktop computers or laptops from any brand. The word "podcasting" is an amalgam of the word broadcasting and the name of the popular MP3 player from Apple Computer called the "iPod". (Meng, 2005).

According to (Schreiber et al, 2010), "One of the emerging technologies in higher education is a combination of an audio recording of a lecture with video images of an accompanying Microsoft PowerPoint™ slideshow. This combination has been referred to as a video podcast computer-based learning or audio/visual rich media presentations".

Utilizing video podcasts in the English as a Foreign Language (EFL) classroom serves as a valuable teaching tool due to its accessibility and alignment with students' areas of interest. Dyson (2008) maintain that "podcasts allow anywhere, anytime learning. They permit students to access educational materials at home, while travelling to university or work, or doing any activity they choose" (p.17). Constantine (2007) discusses the incorporation of podcasts in the EFL classroom, emphasizing their utility even for beginners. All learners of a foreign language can gain advantages from podcasts by dedicating just six minutes per day to listening. A podcast effectively aids students in preparing for assessed work and imparts valuable guidance on portfolio creation and presentations. Given its ability to capture the interest of the new generation, integrating podcasts into education is highly crucial. Proper utilization by educators can enhance students' listening skills significantly. A podcast represents a new technological resource for instruction with immense potential to boost motivation and engagement among EFL learners during listening tasks. Introducing innovative activities and teaching techniques captures students' attention and enhances their focus. Additionally, podcasts often cover contemporary topics and real-life events, making listeners more interested and aiding in the development of their listening skills. The goal of English language teaching is to provide learners with opportunities to be exposed to the target language, which can be achieved via podcasts. To elaborate on that, Figure 04 below shows taxonomy of the use of podcasts for language learning:

Figure 04: Taxonomy of uses of podcasting for language learning, (Rosell-Aguilar, 2007, p. 476)

1.6.7 Literature Circles

Literature Circles are small classroom-based student reading and discussion groups. They combine the skills of reading, writing, speaking, and listening. Discussion is often guided by response to what students have read. Often discussions focus on characters, events, the author's craft, and personal experiences. Literature circles provide students with a way to deeply understand what they have read through structured discussion and extended written response. Literature circles offer teachers a means to cultivate passionate and enthusiastic readers by incorporating three key elements (Fountas & Pinnell, 1994, as cited in Avcı, 2018). The first element is shared experience, wherein students engage in a collective encounter that fosters collaborative learning and understanding. The second element involves exposing students to rich text, allowing them to develop interpretations across various layers of meaning. Lastly, literature circles emphasize the importance of personal responses, encouraging each child to contribute to discussions. This strategy helps readers appreciate their unique perspectives, share insights with others, and broaden their overall understanding of the text.

Students engage in the exploration of the meaning through four primary paths: (a) talking, (b) writing, (c) reading, and (d) visual and performing arts. All four paths are important to establish a foundation for literacy analysis. Students usually use more than one mode of expression to explore the meaning of their text. However, talk is the central path that is used in literature circles (Fountas & Pinnell, 1994, as cited in Avcı, 2018).

1.6.8 Small Group Discussion

Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a small member of humans, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz & Greg, 2000, as cited in Septia et al., 2022). Engaging in small group discussions offers students the chance to take the initiative, engage in face-to-face interactions, participate in dynamic exchanges, and practice negotiating meaning during extended conversations. Additionally, it facilitates problem-solving techniques, active communication, team collaboration, and increased student participation in decision-making processes. Morever, Ningsih et al,. (2021) claimed that small group discussions is a teaching strategy that involves participants sharing information, expressing opinions, and providing suggestions to solve problems .To sum up, a small group discussion typically involves three to five students gathering to interact and share insights on teaching and learning materials to fulfill the learning objectives. The discussion process is crucial for fostering students' engagement. Those who might be passive in traditional teaching methods, such as lectures, tend to become more interested and active when employing the small group method. This is because it allows them to engage in discussions with their peers, especially regarding text types in the English subject.

1.6.9 Team-Based Learning

Team-based learning (TBL) is an instructional strategy involving multiple small groups in which learners must actively participate. The instructor acts as both facilitator and content expert as necessary. This strategy inspires student motivation by instilling a sense of accountability to both themselves and their peers. It exposes them to diverse thought processes focused on a common problem. Instructors frequently enhance motivation and create an enjoyable, game-like atmosphere by organizing students into teams and encouraging friendly competition through various classroom learning activities. The strategy is flexible enough to be implemented in classes of varying sizes including large lecture courses, and students have reported growing in their creative thinking and oral communication through TBL (Huggins et. al, 2015).

Conclusion

This chapter discussed the general meaning of teaching which was tackled from different perspectives to highlight the various teaching methods and strategies. Moreover, it stated some traditional strategies that were used in the classical teaching methods and were replaced by the modern strategies to meet the needs of the learners. Furthermore, there was a clear distinction between teaching methodologies in the past and the current time in which the emphasis was shifted from the teacher-centered instruction to the student-centered one.

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Chapter three: Research Methodology and Data Analysis

Introduction

After discussing the literature review of learning styles and teaching methods, this chapter will shift its focus to the practical part of the research. It aims to investigate the validity of the hypotheses and provide detailed information about the research design and methodology including the sample and the research tools that are implemented in the study. Lastly, this section will conclude by analyzing the collected findings and underlining the significant implications of the research.

1. Research Design

This study employed a mixed-method approach incorporating both quantitative and qualitative method. Hence, a semi-structured interview was conducted for the sake of gathering pieces of information about teachers' awareness of learning styles and their experiences with some teaching strategies. Furthermore, two different questionnaires were submitted to the learners including the VARK questionnaire and the Likert scale. The first questionnaire aimed to identify their learning styles whereas the second one is used to determine the students' preferred teaching strategies. Furthermore, a descriptive analytical approach was adopted to describe, analyze and discuss the relationship between the students' learning styles and their preferred teaching strategies.

2. The Sample

The population targeted by this study was the second year students of middle school in Erridouan private school with a total population of 53 students. However a random sample of 26 students was selected in order to respond to the questionnaires. Additionally, three teachers were also interviewed as a part of the present research. Moreover, the reason behind choosing this particular sample is to examine the relationship between the teaching strategies that are used in this school and the different learning styles that exist among the learners since they have been exposed to modern teaching approaches in their educational process.

3. Data Collection

3.1 Students ' Learning Styles (The VARK Questionnaire)

To carry out this study, the learners were provided with the VARK questionnaire suggested by Fleming in 1987. Moreover, this questionnaire was administered to the students in order to uncover their learning styles through responding to 16 questions. However, each question consists of different choices that aligned with the characteristics of visual, auditory, read/write and kinesthetic learners. Therefore, this research tool helped the students to apply their imagery and select the most suitable options that fit their preferences.

The VARK questionnaire, a tool for assessing learning preferences, comprises 16 multiple-choice questions, each offering four options. These options align with the four sensory modalities assessed by VARK: visual, aural/auditory, read/write, and kinesthetic. Students can choose one or more options that reflect their preferred sensory modalities for absorbing new information.

3.2. Students Preferred Teaching Methods (Likert Scale)

In addition to the VARK questionnaire, a Likert scale was designed for the learners to get their impressions and opinions regarding ten different teaching strategies.

The Likert Scale is typically consists of a set of statements or items, and respondents are asked to rate their agreement or disagreement with each statement using a range of response options. The reason for using such a tool is to sort out the preferred teaching strategies of the learners. The response options on a Likert scale are often presented in the form of a 5-point or 7-point scale, although in this research the 5-point scale was the one that was applied. The presented teaching strategies in this scale are: Flipped Classroom, Project- based Learning, Peer Learning, Self-directed Learning, Demonstration, Game-based learning, Podcasts and Audio Recordings, Literature Circles, Small Group Discussion, Team-based Learning. The most common Likert scale options are: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree.

3.3. Teachers' Interview

As far as the teachers' awareness of students' learning styles is concerned, a semi-structured interview, consisting of three sections, was conducted. The first section gathered the general information of the teachers including their gender, qualifications and experiences. However, the second section aimed to explore their experiences with the students' learning styles. The last section revolved around discussing the teaching strategies and their relation with the students' learning styles. Finally, the main goal of this interview is to know about the teachers' awareness of the learning styles and gain insights about their experiences in tailoring their strategies to fit the students' learning styles.

4. Data Analysis
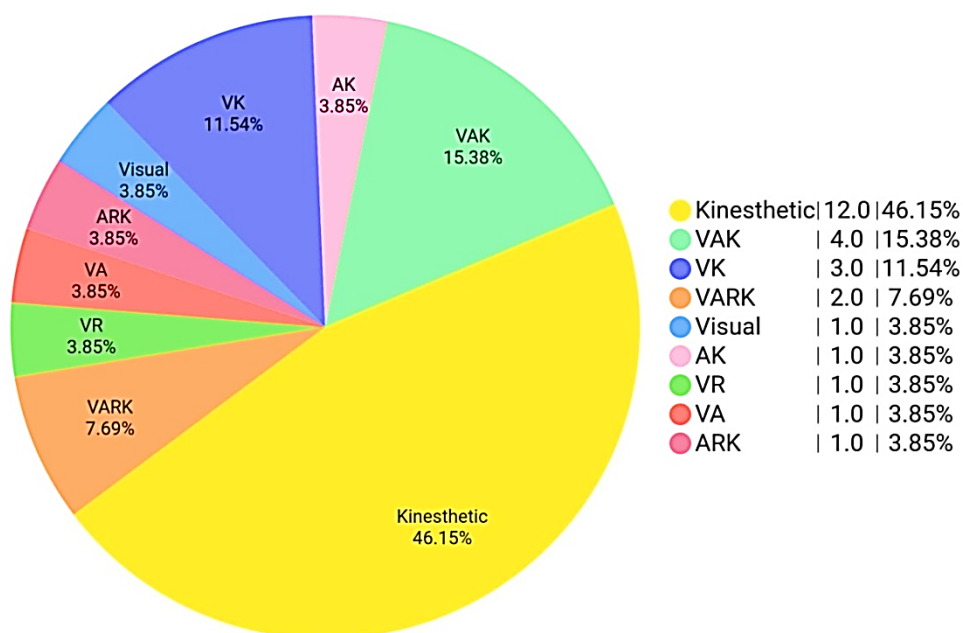
Figure 3.1: *Students' learning styles*

4.1.   The VARK Questionnaire Analysis

Figure 3.1 shows that (46.15%) of the students are kinesthetic. In contrast, (15.38%) of them possess a visual, auditory and kinesthetic (VAK) learning style while (11.54%) of the students are bimodal and have a visual kinesthetic (VK) learning style. On the other hand, (7.69%) of the students are multimodal and have all the four learning styles of the VARK

model. In addition, there is an equal percentage of (3.85%) among the students who exhibit these learning styles: Visual, auditory and kinesthetic (AK), visual and read/write (VR), visual and auditory (VA), and visual, read/write and kinesthetic (ARK).

From the above figure, it is crucial to say that each learner has a special learning style. However, some students can be unimodal or bimodal or multimodal as mentioned in Chapter 1.

4.2. Likert Scale Analysis

A Likert scale is a commonly used as rating scale in survey research to measure respondents' attitudes, opinions, or perceptions towards a particular statement or item. It can be effectively utilized to assess learners' preferred teaching strategies. On the other hand, according to the VARK model, the students' learning styles are dependent on how they prefer to perceive/receive information.
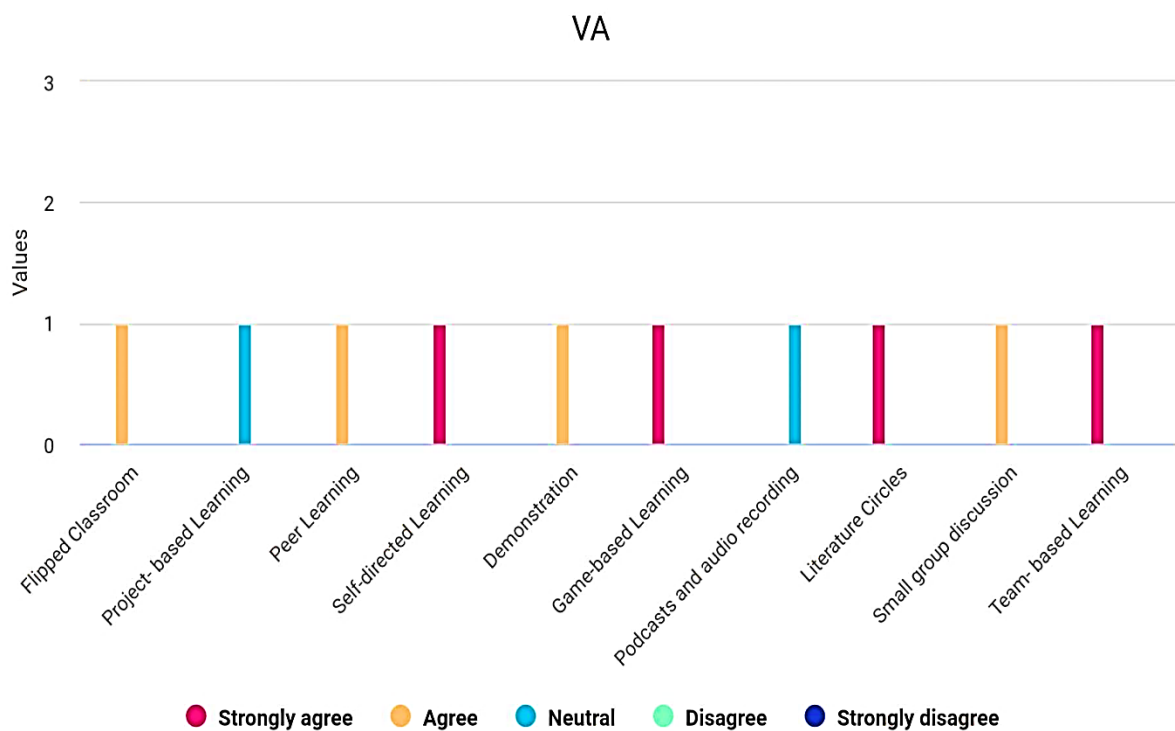

Figure 3.2: Preferred teaching strategies for the VA learner.

Based on the chart above, it shows that the one student who is classified as VA learner had multiple opinions on the different teaching strategies:

1. **Strong Agreement:**

The learner chose 4 teaching strategies Self-directed Learning, Game-based Learning, Literature Circles and Team based Learning, as the most effective for her learning process.

2. **Agreement**

The student also agreed on 4 other strategies expressing on how much valuable they are for her learning: Flipped Classroom, Peer Learning, Demonstration and Small Group Discussion.

3. **Neutral:**

The student remained neutral towards Project-based Learning and Podcast and Audio Recordings.

4. **Disagree:**

The Learner however, didn't show any disagreement on any of the suggested teaching strategies.

In general, it can be summarized that the VA learner favored some group teaching methods such as Self-directed Learning, Game-based Learning, Literature Circles and Team based Learning, while also agreeing on other strategies which also involve teaching in a group setting such as: Peer Learning and Small Group Discussion, the learner also agreed on Flipped Classroom and Demonstration. So it can be said that the student leaned towards strategies that fulfill her Visual learning style.

However, the learner stayed neutral regarding the other teaching strategies: Project-based Learning and Podcast and Audio Recordings which do not go along with her Audial learning style.
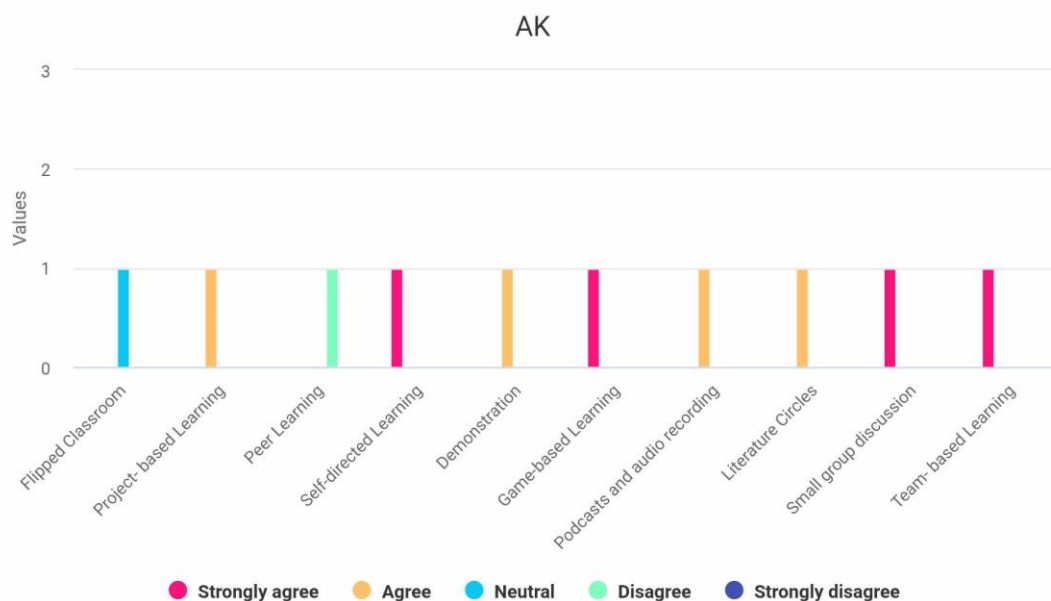
Figure 3.3: Preferred teaching strategies for the AK learner.

According to the chart above, the analysis of the students' learning styles revealed that the AK learners which are limited to one student had a variety of opinions regarding the teaching strategies:

1. **Strong Agreement:**

The learner strongly agreed on Self-directed Learning, Gamed-based Learning, Small-group Discussion and Team-based Learning expressing its beneficial in her educational activities.

2. **Agreement:**

The learner chose to agree that these strategies: Project-based Learning, Demonstration, Podcast and Audio Recording and Literature Circles to be reliable learning strategies.

3. **Neutral:**

The student stayed neutral towards Flipped Classroom strategy.

4. **Disagree:**

In addition, the learner chose to disagree with Peer Learning showing her disapproval towards this strategy.

Overall, the learner with the Auditory and Kinesthetic style leaned towards some teaching strategies that fit with their learning style such as: Game-based Learning and Podcast and Audio Recording.
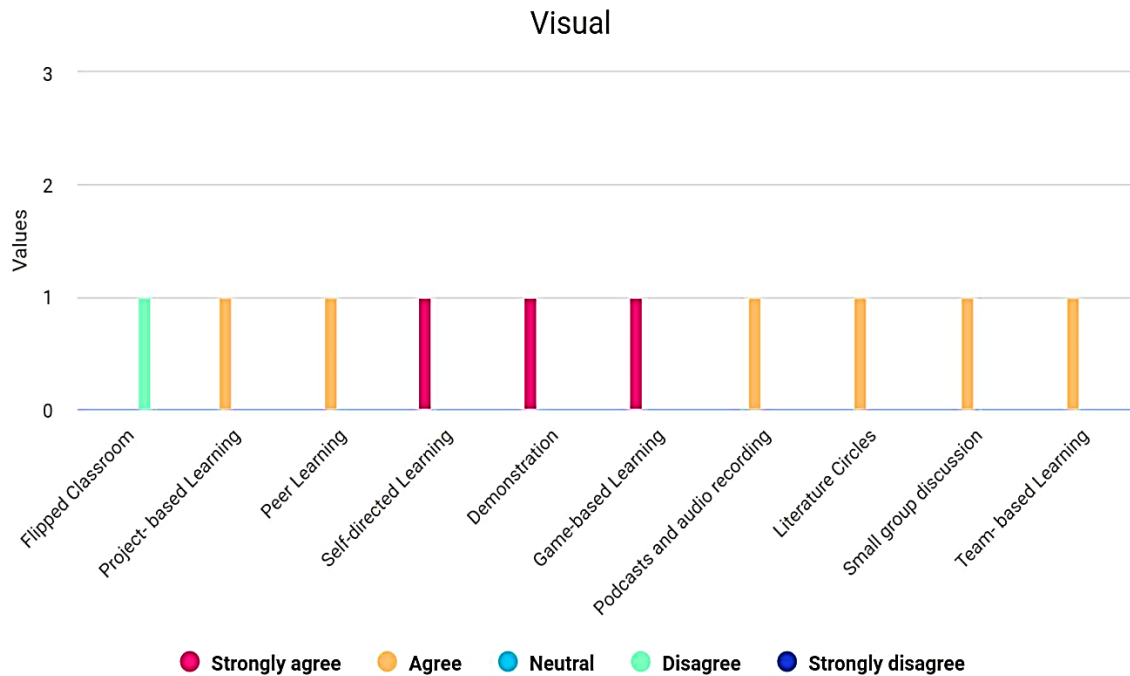
Figure 3.4: Preferred teaching strategies for the visual learner.

As it is shown in the chart above, the learner who is characterized with Visual learning style:

1. Strong Agreement:

The learner has shown strong agreement towards three teaching strategies: Self-directed Learning, Demonstration and Game-based Learning, choosing them as the most suitable for the learning process.

2. Agreement:

The student also demonstrates an interest in: Project-based Learning, Peer-learning, Literature Circles, Podcast and Audio Recordings, Small-group Discussion, Team-based Learning, and this shows that this learner leans towards many strategies.

3. Disagreement:

The Visual student disagrees on one strategy which is: Flipped Classroom claiming that it doesn't affect her learning experience.

Ultimately, it can be noticed that the Visual learner had interest in some visual teaching strategies such as: Demonstration.
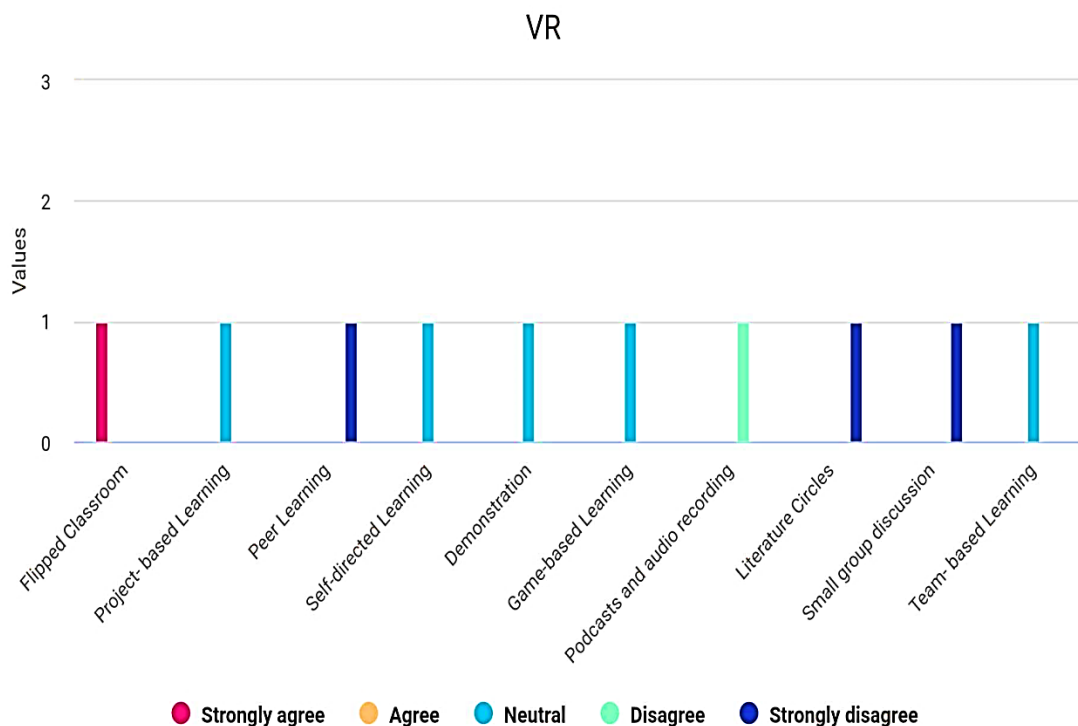
Figure 3.5: Preferred teaching strategies for the VR learner.

As it is shown in the chart above, the one learner who fit in the VR category has shown these qualities:

1. Strong Agreement:

The student has shown strong agreement to one strategy which is: Flipped Classroom, indicating how much it helps her in her learning journey.

2. Neutral:

The learner also showed her unbiased opinion towards five strategies; Project-based Learning, Self-directed Learning, Demonstration, Game-based Learning and Team-based Learning as she stated her objectivity towards them.

3. Strong Disagreement:

The Visual and Reading/Writing learner strongly disagreed on: Peer Learning, Self-directed Learning, Literature Circles and Small-group Discussions, showing her disinterest in these strategies and their effectiveness.

To outline the analyze above, it can be said that the Visual and Reading/Writing student has shown interest in only one specific strategy which is Flipped Classroom, and that can be reflected on both of her learning styles; Visual and Reading/Writing. However, this particular student has shown no interest in any other strategy such as Literature Circles or Demonstration.
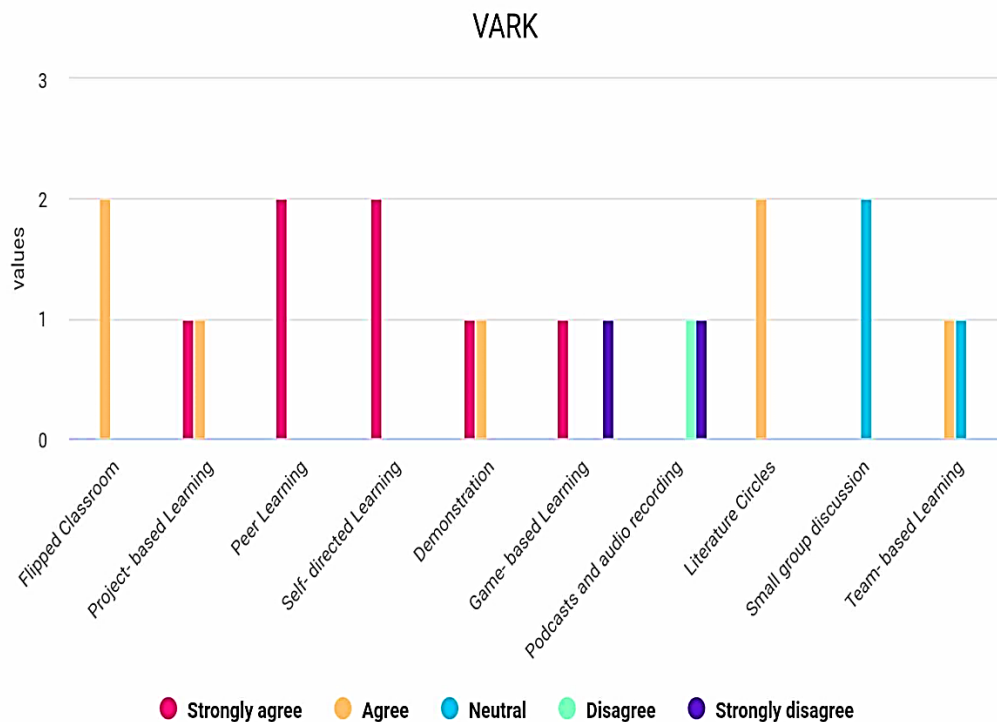
Figure 3.6: Preferred teaching strategies for VARK learners.

Based on the provided chart, it can be observed that the two students who were classified as VARK learners shared similar views on certain teaching strategies while they differed on others:

1. Strong Agreement:

  - Peer Learning: Both students strongly agreed that peer learning is effective for their learning process.

Self-directed Learning: They both strongly agreed that self-directed learning is beneficial for them.

  - Demonstration: Both students found demonstrations to be highly valuable for their learning.

- Podcast and Audio Recordings: They both strongly agreed that podcasts and audio recordings on its effectiveness.

2. Agreement:

Both students agreed that the flipped classroom strategy and literature circles are very helpful for them.

3. Divergent Opinions:

- Game-based Learning: One student strongly disagreed while the other strongly agreed regarding the effectiveness of game-based learning.

- Podcasts: While one student agreed, the other disagreed regarding the usefulness of podcasts for learning.

Team-based Learning: Both students held a neutral or disagreeing stance towards team-based learning.

4. Neutral:

- Small Group Discussion: Both students remained neutral towards small group discussions.

Overall, it can be inferred that the VARK learners favored active learning strategies such as peer learning, self-directed learning, demonstrations, and audio resources like podcasts. Moreover, they also were also in agreement regarding the flipped classroom and literature circles. However, they had divergent opinions on game-based learning and podcasts, and team- based learning. Furthermore, the learners held a neutral view towards small group discussion. Hence, all these chosen strategies are corresponding with their learning styles.
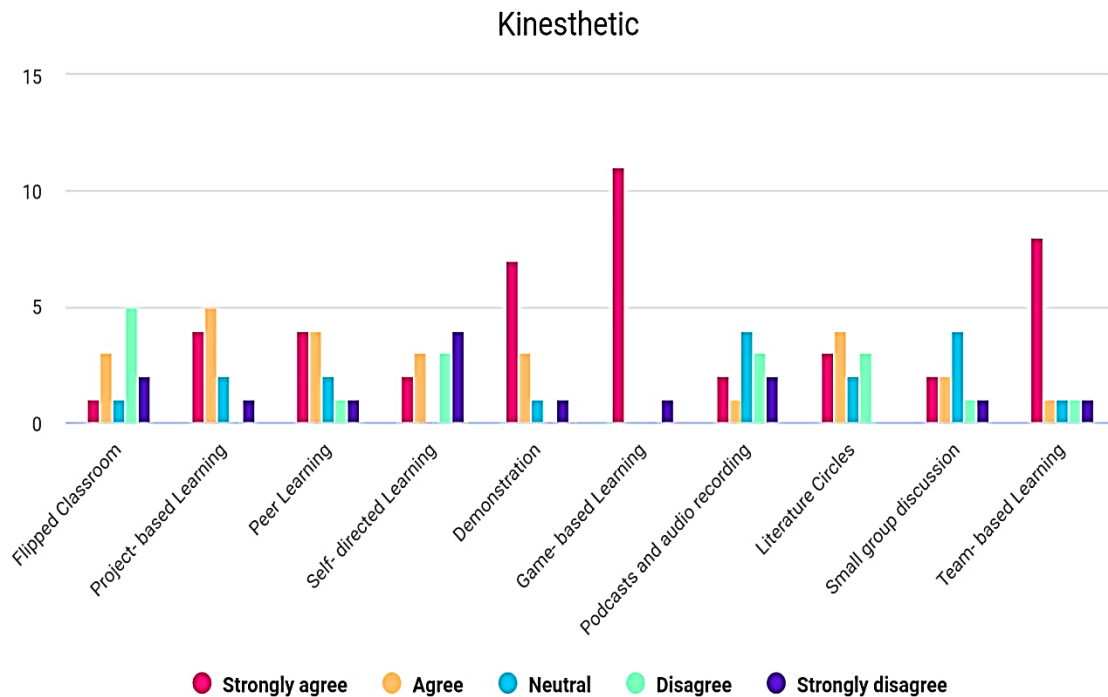
Figure 3.7: Preferred teaching strategies for kinesthetic learners.

The chart depicts that the kinesthetic learners had varying perspectives on specific instructional strategies:

1. Strong Agreement:

- Game-based learning: The majority of students (11 out of the total) strongly agree with game-based learning. This suggests that they find this strategy effective and helpful for their education.

- Team-based learning: Eight students strongly agree that team-based learning is extremely helpful in collaborative and cooperative learning environment.

- Demonstration: Seven students strongly agree with demonstration as a learning strategy as they appreciate the use of visual aids for learning.

- Project-based learning and peer learning: In both project-based learning and peer learning, four students express strong agreement due to its proven effectiveness in acquiring knowledge.

- Self-directed learning, podcasts, audio recordings, and small group discussions: Two learners strongly agree with these strategies, namely self-directed learning, podcasts, audio

recordings, and small group discussions, as they provide fruitful insights in improving learning.

- Flipped classroom: Only one person chose to strongly agree with flipped classroom strategy. Hence, this highlights its importance in terms of pre-learning content outside the educational setting.

2. **Agreement:**

- Project-based learning: Project-based learning is supported by five students owing to its valuable outcomes.

- Peer learning and literature circles: Both peer learning and literature circles are favored by four students as effective strategies.

- Flipped Classroom, self-directed learning, and demonstration: These strategies are preferred by three students as they found it applicable for them.

- Small group discussion: Only two students agree that small group discussions are beneficial in their educational activities.

-Podcasts and audio recordings and team-based learning: One student each found the use of podcasts and audio recordings, as well as team-based learning to be a reliable learning strategy.

3. **Neutral:**

- Podcasts, audio recordings and small group discussion: As far as these strategies are concerned, four students remained neutral towards these strategies.

- Project- based learning, peer learning and literature circles: Two students chose to maintain neutral towards these strategies

- Flipped classroom, demonstration and team-based learning: Only one student in each strategy expressed a neutral stance towards these teaching strategies.

4. **Disagreement:**
- Flipped classroom: In regards to the flipped classroom strategy, five students are opposed to it.

- Self-directed learning, podcasts and audio recordings, and literature circles: three learners express their disapproval with these strategies.

- Peer learning, small group discussion, and team-based learning: As for these strategies only one student disagreed with them.

  5. **Strong Disagreement**

- Self-directed learning: a notable group of students (four students) expressed strong disagreement towards this strategy.

- Flipped classroom, podcasts and audio recordings: Two students held firm disapproved these teaching strategies.

- Project-based learning, peer learning, demonstration, small group discussion, and team-based learning: Regarding strategies, only one student outright rejected these teaching strategies.

  To summarize, game-based learning receives a strong agreement from the majority of kinesthetic students as it goes more with their learning style. Furthermore, team-based learning and demonstration strategies also garnered significant support, emphasizing the benefits of collaboration and visual aids in the learning process. As a result, this validates the relationship that exists between the selected teaching strategies and the kinesthetic learning style. Additionally, project-based learning and peer learning were found to be effective by a smaller but still notable group of students. Moreover, self-directed learning, podcasts, audio recordings, and small group discussions were seen as fruitful strategies by a couple of learners, indicating their potential for enhancing learning outcomes. However, the flipped classroom strategy had limited endorsement, with only one kinesthetic learner supporting it. Interestingly, there was agreement observed for project-based learning, peer learning, literature circles, flipped classroom, self-directed learning, and demonstration among smaller groups of students. Additionally, a number of students remained neutral towards certain strategies, including podcasts, audio recordings, small group discussions, project-based learning, peer learning, literature circles, flipped classroom, demonstration, and team-based learning. Moreover, some student strongly disagreed toward some strategies in which four students rejected self- directed learning while two students oppose both of flipped classroom, podcasts and audio recordings. However, different teaching strategies such as project-based learning, peer learning, demonstration, small group

discussion, and team-based learning were disapproved by one student. Furthermore, some student strongly disagreed toward some strategies in which four students rejected self-directed learning while two students oppose both of flipped classroom, podcasts and audio recordings. However, different teaching strategies such as project-based learning, peer learning, demonstration, small group discussion, and team-based learning were disapproved by one student. On the other hand, disagreement was expressed towards the flipped classroom strategy by five kinesthetic students, and disapproval was voiced for self-directed learning, podcasts, audio recordings, and literature circles by three learners. Moreover, it is worth noting that only one student disagreed with peer learning, small group discussions, and team-based learning.
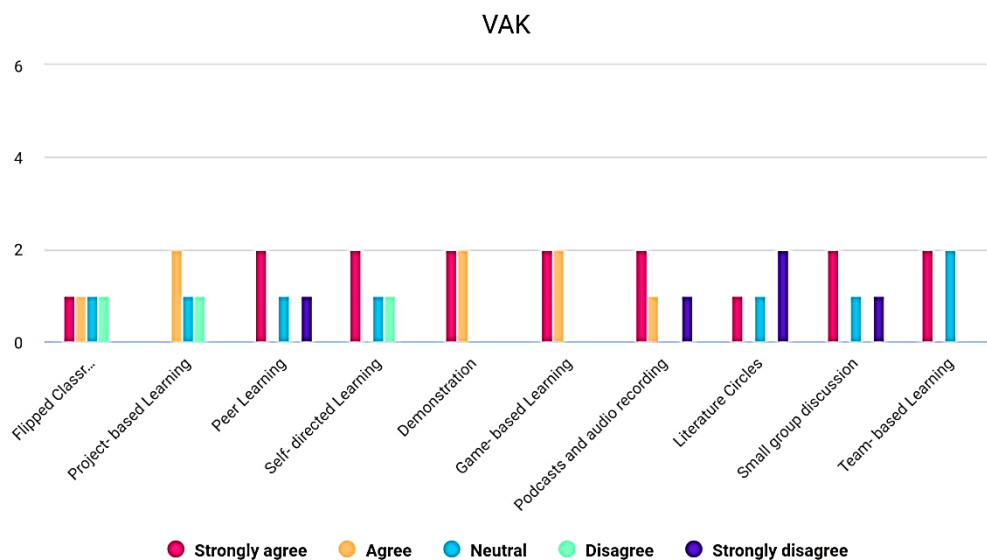
Figure 3.8: Preferred teaching strategies for VAK learners.

The Four VAK learners express different opinions and attitudes toward different teaching strategies according to their own learning styles.

1. **Strong Agreement:**

 - Two students strongly agreed with the following teaching strategies: peer learning, self-directed learning, demonstration, game-based learning, podcasts and audio recordings, small-group discussion, and team-based learning.

 - Only one student strongly agreed with the use of flipped classroom and literature circles as teaching strategies.

2. **Agreement:**

- Two students agreed with the following teaching strategies: project-based learning, demonstration, game-based learning, and podcasts and audio recordings.

- Only one student supported the use of flipped classroom and podcasts and audio recordings as teaching strategies.

3. Neutral:

- Two students chose to remain neutral towards the team-based learning strategy.

- Only one student remained neutral towards the use of flipped classroom, project-based learning, peer learning, self-directed learning, literature circles, and small group discussion as teaching strategies.

4. Strong Disagreement:

- Two learners strongly disagreed with the implementation of literature circles.

- Only one learner expressed strong disagreement towards the use of peer learning, podcasts, audio recordings, and small group discussion as teaching strategies.

5. Disagreement:

- Only one learner opposed the use of flipped classroom, project-based learning, and self-directed learning as teaching strategies.

The feedback provided by the students reflects different levels of agreement with the teaching strategies discussed. In terms of strong agreement, two students strongly agreed with a wide range of strategies, including peer learning, self-directed learning, demonstration, game-based learning, podcasts and audio recordings, small-group discussion, and team-based learning. Hence, this indicates that the preferred teaching strategies are aligned with their learning styles. However, there is less agreement when it comes to flipped classroom and literature circles, with only one student strongly agreeing with their use. This suggests that these strategies may not have resonated as strongly with the majority of students. In terms of agreement, two students expressed agreement with project-based learning, demonstration, game-based learning, and podcasts and audio recordings. This indicates a general alignment among these students regarding the value of these strategies in supporting their learning experiences. Additionally. There is also a neutral stance from two students towards team-based learning. Similarly, one student remained neutral towards a variety of strategies, including flipped classroom, project-based

learning, peer learning, self-directed learning, literature circles, and small-group discussion. Regarding strong disagreement, two learners strongly disagreed with the implementation of literature circles. This indicates a clear rejection or dissatisfaction with the use of literature circles as a teaching strategy. Furthermore, one learner expressed strong disagreement towards the use of peer learning, podcasts, audio recordings, and small group discussion as teaching strategies. Regarding the disagreement, only one learner opposed the use of flipped classroom, project-based learning, and self-directed learning as teaching strategies. This indicates a difference in opinion or preference, where this student does not see these strategies as effective or suitable for their learning style or needs.
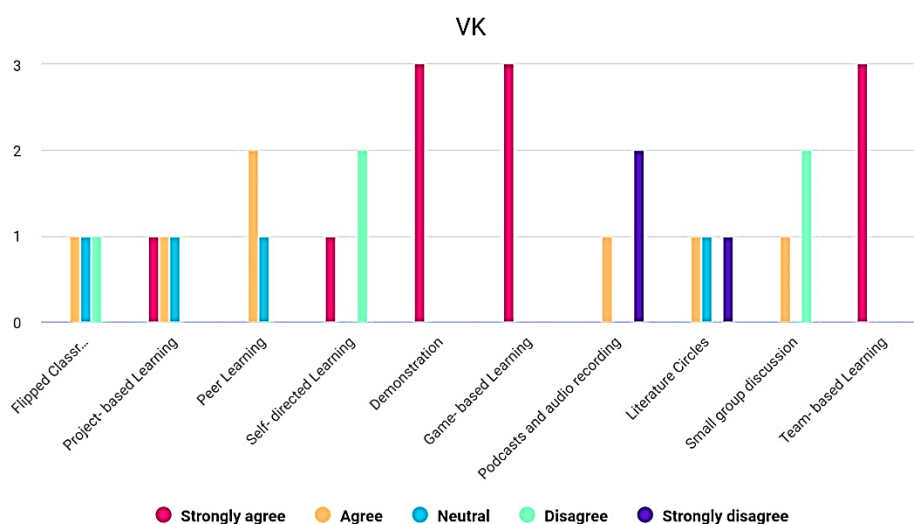
Figure 3.9: Preferred Teaching Strategies for VK learners.

The chart demonstrated that the students identified as a VK learners had varying viewpoints regarding particular instructional strategies:

1. **Strong Agreement:**

- All the students unanimously agreed on the effectiveness of demonstration, game-based learning, and team-based learning.

- In terms of project-based learning and self-directed learning, one student each expressed complete agreement with these teaching strategies.

2. **Agreement**:

- Two learners agreed on the benefits of peer learning.

- Regarding the following strategies: flipped classroom, project-based learning, podcasts, audio recordings, literature circles, and small group discussions, only one student each showed their agreement with these strategies.

3. Neutral:

- For flipped classroom, project-based learning, peer learning, and literature circles, one student each remained neutral towards these strategies.

4. Disagreement:

- In the case of flipped classroom, only one student disagreed with its effectiveness.

- Both self-directed learning and small group discussions were opposed by two VK learners.

5. Strong Disagreement:

- Two learners strongly disapproved of the use of podcasts and audio recordings as teaching strategies.

- Regarding literature circles, only one student strongly disagreed with this strategy.

6. Disagreement:

- In the case of flipped classroom, only one student disagreed with its effectiveness.

- Both self-directed learning and small group discussions were opposed by two VK learners.

Overall, it seems that there were varying perspectives among the students regarding different teaching strategies, with some showing strong agreement, others in agreement, some remaining neutral, and some expressing disagreement or strong disagreement. Hence, there was a general consensus and strong agreement on the effectiveness of demonstration, project-based learning, and team-based learning. As a result, this is related to their VK learning style in which they emphasize on the use of both visual aids and hand-on activities. Furthermore, there was also agreement on the usefulness of peer learning, as two students expressed positive views about it. On the other hand, there were mixed responses regarding strategies like flipped classroom, podcasts, Audio recordings, literature circles, and small group discussions. In each case, only one student agreed, while one student remained neutral. Additionally, two students disapproved of the use of podcasts and audio recordings, while one student strongly disagreed with the use of literature circles

Furthermore, there were some disagreements as well. One student disagreed with the effectiveness of the flipped classroom strategy, while two students opposed self-directed learning and small group discussion.
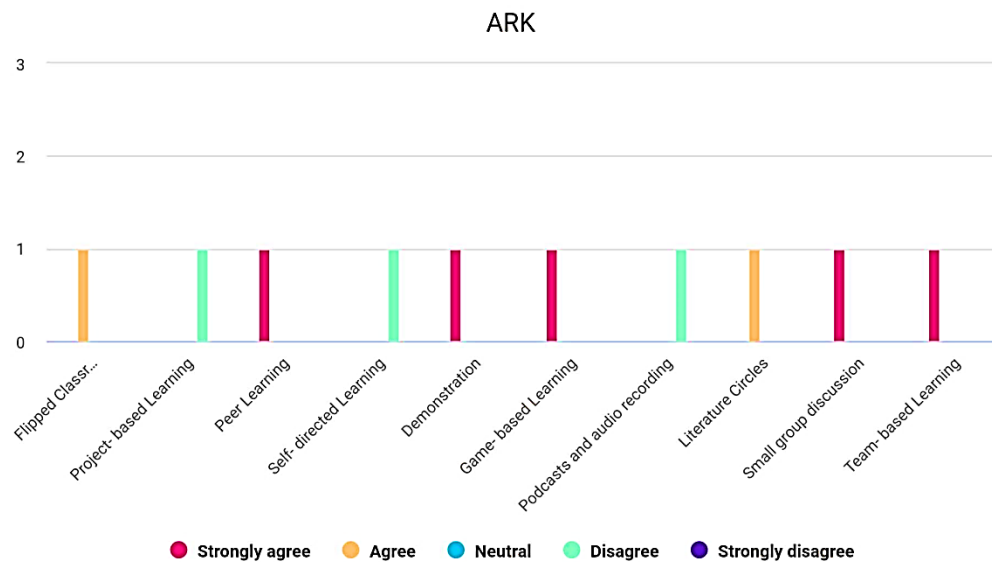
Figure 3.10: Preferred teaching strategies for ARK learners.

The chart illustrates that the student classified as an ARK learner held differing opinions on specific teaching strategies.

- **Strong Agreement:**

The student fully agrees with the effectiveness of peer learning, demonstrations, game-based learning, small group discussions, and team-based learning.

- **Agreement:**

Regarding flipped classroom and literature circles, the student responded positively to these strategies.

- **Disagreement:**

The student expressed objection about project-based learning, self-directed learning, podcasts, and audio recordings.

In short, the student strongly supported the active and collaborative learning strategies like peer learning, demonstrations, game-based learning, small group discussions, and team-based learning as she recognize the effectiveness of these strategies in promoting

engagement, interaction, and the practical application of knowledge. The student also agreed with the use of flipped classrooms and literature circles, appreciating their potential to deepen understanding and encourage critical thinking. However, the student expressed disagreement with project-based learning, self-directed learning, podcasts, and audio recordings. Thus, the data suggested that the student preferred learning strategies that align with both of read/write and kinesthetic learning style. Also, it is worth noting that although the student possesses an auditory learning style, she opposed the use of podcasts and audio recordings.

4.3 Teachers' Interview Analysis

Section one: General questions.

1) Teachers' Gender:

Guided by the available data, the interviews were conducted with three teachers consisting of two male (T1 and T2) in addition to one female (T3).

2) Teachers' qualifications and experiences:

Based on the gathered data, there was a variance in the qualifications and experiences of the teachers. Therefore, the first teacher (T1) holds a Bachelor's degree and has been teaching English for ten years. However, the second teacher has a Master's degree in translation and has five years of teaching English experience. Additionally, the last interviewee (T3) holds a Master's degree in English didactics and has also been teaching English for two years.

In brief, it is noticed that the teachers are long-experienced in teaching English. Hence, they may be well-informed about the individual differences that are existed among the students such as the learning styles.

Section Two: Learning styles

1) Do you think that there are some differences in terms of learning styles?

All the teachers chose to respond affirmatively to the question about their familiarity with the term learning styles. Hence, this determines that they possess a basic understanding of the different learning styles.

2) Do you notice the VARK model in your classroom?

Building upon the collected data, the three teachers agreed on the existence of the VARK model among the students. Therefore, this indicates that the educators are acquainted with the VARK model and aware about the learning styles of their students.

3) How do you reveal about the visual, auditory, reading and kinesthetic learners?

The teachers were asked about the way they adopt to reveal about the VARK model of learning styles in their classroom. Hence many different views were collected. According to T2 " I used to prepare tests with different activities of what they have seen to discover the dominant learning styles they have". However T2 claimed "I used to observe the behavior of my students during each session in order to become familiar with their learning styles ". Furthermore, T3 declared «By incorporating various teaching strategies such as visual aids, auditory explanations, written materials, and hand-on activities, teachers can recognize their reactions to these strategies and identify their learning styles.

It is worth mentioning that all these techniques are effective in identifying the students' learning styles either through implementing such different quizzes and activities that are aligned with the curriculum (T1), through the classroom observation (T2) or by using different teaching strategies including visual, auditory, and written resources as well as tactile activities (T3).

4) How can these different learning styles affect the teaching strategies?

The learning styles can affect the teaching strategies as well as the lesson development. Hence T1 assumed that " The learning styles can help us in distinguishing between the students' individual learning styles (The VARK model) thus adopting our lesson accordingly". In addition, T2 expressed a similar argument; he believed that "being aware about the learning styles can help the teacher in attracting his students' attention and deliver the lesson in an effective way". Furthermore, T3 said "different learning styles impact the teaching strategies by promoting teachers to vary their approaches, materials, activities, and assessment to cater to students' preferences.

The obtained findings showed that the majority of the teachers yield to the conclusion that the learning styles have a crucial role in facilitating and developing the lesson plan. However, T1 emphasized the importance of the learning styles in differentiating between

the students' ways of learning whereas T2's statement sheds light on the significance of recognizing the learning styles in fostering the teacher-students relationship. In the other hand, T3 believed that the learning styles help the teachers to design their strategies to meet the the students' desires and preferences.

Section Three: **Teaching strategies**

1) Describe your teaching style?

The teachers were given the opportunity to express their teaching styles. Thus, T1 stated "I generally focused on the interactive way of teaching". Moreover, T2 described his way of teaching as "a mixture between designing project, team learning, and game based learning. Furthermore, T3 represented her teaching style as combination of incorporating technology, group work, discussions, hand-on activities, and games.

The results obtained suggest that the teachers are eager to use multiple strategies such as team work, project based learning and games during the educational process. Consequently, it can be inferred that the three educators are aware about the various learning styles of their pupils and they are actively striving to raise the students' interaction and participation in the classroom.

2) What are the most important things that you take into consideration before starting your lesson?

There are many aspects that should be considered before starting a lesson. T1stated "I usually focus on the revision of the previous lesson and state the objective clearly. Besides I care about the quality of the lesson I have to provide as well as the quality of the students I have (the extent to which they will interact and understand the lesson)". However, T2 declared " I always focus on three main points: the different learning styles of my pupils, the language that I'm using must be clear and easy to understand and creating an appropriate teaching atmosphere to motivate them". However, according to T3, "before starting teaching, it's important to consider factors such as understanding your students' needs, setting clear objectives, planning engaging lessons and creating a positive learning environment ".

This shows that each teacher has different perspectives on the important factors that should be considered before the giving a lesson. As a result, all the teachers agreed that it

is important to set a clear objective to the upcoming lesson and ensure a comfortable learning environment to enhance the students' engagement. However, T1 highlighted the importance of making revisions before moving to the next lesson whereas T2 focused on the significance of recognizing the learning styles and the nature of language used. On the other hand, T3 emphasized two main aspects including the students' needs and the lesson planning.

3) How do you differentiate your teaching strategies to achieve the learner's needs??

Another question that addressed the teachers was about the way of vary the teaching strategies to achieve the students' learning needs. Hence, T1 declared " I generally focused on varying and changing the way I give the information or the examples such as using visual aids and actions for the visual learners". On the other hand T2 claimed "I usually use the cooperative learning in which my pupils can find the opportunity to interact with each other and join different activities". Additionally, T3 assumed "I adapt my teaching according to the students ' learning styles and I offer varied content .In addition, I usually provide choices to my pupils and use flexible activities".

Hence, all the teachers vary their teaching strategies to meet the different learning styles through several actions. T1' statement indicates that he usually tried to use flexible resources such as visual and audio aids while T2 emphasizes on the cooperative learning to foster the sense of confidence and collaboration among the learners. Moreover, T3 differentiates her teaching strategies to suit the learning styles of her students. Consequently, this indicates that the teachers are caring about the various learning styles of their pupils.

4) Do you adopt technologies and games in teaching?

According to the teachers' answers, both T1 and T2 incorporate technology and games in teaching. On the other hand, T3 said that he doesn't use these kinds of resources during his sessions. As a result, this highlights that although some teachers are attentive to the students learning styles, they may not necessarily use technology and games to cater the students' preferences.

5) What teaching strategies do you find most effective?

Every teacher finds some teaching methods that are more helpful and effective than the other. Therefore, T1 declared "I prefer to use both of cooperative learning and Inquiry-based learning to develop the students' curiosity and to invest their talents". However, T2 said "I'm interested in using the interactive and fun strategies". Additionally, T3 asserted " I think both of project based learning and game based learning are useful in my classroom because all of my pupils enjoy learning through games and understand better when they are involved during the lessons"

It shown that the dominant teaching strategies that were chosen by the teachers mostly depend on the learners- centered approach in which students are at the heart of their learning process. T1 relies on both cooperative learning and Inquiry-based learning to develop their creativity whereas T2 focuses on implementing interactive and enjoyable strategies to foster the relationships between the students and break the ice between them. Moreover, T3 prefers to apply both of project based learning and games to inspire and encourage the students.

6) What are the expected outcomes from using a unified teaching strategy for all students?

The aim of this question is to uncover the expected results behind adapting one single strategy for all the students. Hence, According to T1 " if you use only one teaching strategies, you will never arrive into good results " whereas T2 claimed "I think that using a unified teachers strategy for all the students can not address all the learning styles. Additionally, T3 suggested "It may not effectively address the diverse leaning needs and preferences of students, potentially leading to disengagement and limited learning outcomes for some individuals.

Based on the gathered data, it is commonly acknowledged by T1, T2, and T3 that employing a standardized teaching strategy for all students may not always cater the students' individual needs and may not capture the interest of each student.

7) How do you ensure that all the students are enjoying and participating in your classroom?

The teachers were asked about the way they know if the students are enjoying and interacting in the classroom. Therefore, T1 declared "I find that they are enjoying and understanding their lectures through their marks and through the discussions". However, T2 claimed "by showing their interest and through their facial expressions, I can ensure that my students are enjoying my lesson. On the other hand, T3 assumed "from the facial expressions and their active participation I can deduce that they understood the lesson".

Therefore, it is shown that each teacher possesses his own perception regarding the students' reactions during the lessons. Therefore, T1 notices the students' enjoyment in learning through their academic scores and discussions. On the other hand, both T2 and T3 confirm that the students' satisfaction can be observed through their facial expressions and active involvement.

9) How do you balance between the uses of different teaching strategies?

There exist different ways of balancing between different teaching strategies. According to T1 "we change between the strategies when we find difficulties in fixing information ". Moreover, T2 suggested "Each strategy must be used in its right place and this depends on the lesson framework, as I have said, as well as the lesson objectives ". On the other hand, T3 claimed "Balancing between teaching strategies involves considering students' needs, learning objectives, and the content of the lesson.

Hence, the teachers provided several possibilities for balancing between various teaching strategies. T1 can adapt and adjust different teaching strategies depending on the challenges of language acquisition. However, T2 highlights the impact the lesson framework and the lesson objectives on the selection of effective teaching strategies while T3 supports this viewpoint by taking into consideration both of the students' needs and the lesson objectives as well as the lesson content when choosing and combining appropriate teaching strategies.

10) Have you observed any challenges or limitations in adapting your teaching strategies to cater to diverse learning styles?

Teachers were questioned about the challenges and the limitations that may arise when matching between teaching methods and students' learning styles. Thus, T1 declared "it takes more time to finish or pass into other competencies". Additionally, T2 assumed "The limited time available for teaching makes it difficult to consider and accommodate all the

different learning styles ". Moreover, T3 stated many challenges including: resource limitations, classroom management issues, assessment difficulties and poor timing".

In light of the data collected, both T1 and T2 claimed that time constraints is considered as the main challenge in aligning the teaching strategies to cater to diverse learning styles. However, T1 argued that due to the time restrictions, teachers are unable to address all the learning styles as they have specific competencies to be covered while T2 suggested that most of the teachers are constrained by time which prevent them from considering all these learning styles. Furthermore, T3 supposed different limitations such as a lack of materials, challenges in classroom management, difficulties in assessing each student individually, and a lack of time.

11) What recommendations do you have for teachers regarding this topic?

At the end of the interviews, teachers suggested some pieces of advice and recommendations:

According to T1,"Teachers should be aware of the learners' differences and strike a balance between the uses of teaching methods without focusing on one single strategy". While T2 suggested that "Teachers should be flexible as well as creative and they should strive to recognize the students' learning styles".

Furthermore, T3 supposed that "To prioritize understanding students' individual needs, preferences and strengths, and then incorporate a variety of instructional approaches, provide choices and create a supportive environment".

Based on the gathered data, teachers provided several recommendations regarding the relationship between learning styles and teaching strategies. T1 highlighted the importance of using diverse teaching strategies rather than relying on one approach. Moreover, T2 emphasized on the significance of the flexibility and creativity in teaching as well as having knowledge about the students' learning styles. Additionally, T3 set different pieces of advice such as understanding the students' individual needs, their desires and strengths, adapting different teaching strategies, offering options and ensure a motivational environment.

5. Discussion of the Findings

This study aims to explore the correlation that exists between the students' learning styles and their preferred teaching strategies. Therefore, three main hypotheses were submitted as a primary answers to the research questions. These hypotheses were investigated using three different research tools including: The VARK questionnaire and a Likert scale which were administered to the students in addition to the teachers' interview .

The findings that were gathered from the linking between the Likert scale and the VARK questionnaire uncover that the students consistently choose teaching strategies that correspond with the learning styles.

The Visual and auditory (VA) learner was found to be leaning towards teaching strategies that implement visual aids such as demonstration and flipped classroom. However, she didn't show interest in auditory strategies such as podcast and audio recording and that contradicts with what was mentioned in chapter 1. Moreover, auditory and kinesthetic (AK) learner expressed her agreement towards strategies that fit with her learning style such as game-based learning and podcast and audio recording. The visual learner (V), on the other hand was keen on demonstration and this reflects on her personal learning style. Furthermore, the visual and reading/writing student (VR) chose to agree on one strategy that gathers both of her learning styles which is flipped classroom as it was mentioned in chapter 2. Regarding the VARK learners were compatible with different teaching strategies that meet all four learning styles. Game-based learning has attracted attention from kinesthetic learning (K), and this perfectly suits with the previously mentioned learning style. Additionally, visual, auditory and kinesthetic learners (VAK) selected the strategies that correspond with their learning styles; demonstration, podcast and audio recording and game-based learning. Meanwhile, visual and kinesthetic learner (VK) agreed on the use of certain strategies such as: demonstration, game-based learning and team-based learning and this conveys the relationship between these strategies and the learners' learning styles. Finally, the learner that fits in the audio, read/write and kinesthetic learning styles (ARK) found that these teaching strategies: Literature circles, flipped classroom, game based learning and team based learning are sufficient with her read/write and kinesthetic learning styles, while she avoided choosing podcast and audio recording as a strategy that matches with her auditory style.

Based on the obtained results, it can be noticed that all the students chose the teaching strategies that align with their learning styles except the audio, visual and kinesthetic (ARK) learner chose all the strategies that fit her but she didn't pick podcasts and audio recordings strategy. As a result this can be interpreted as the learner might have been influenced by a prior experience or limited success with podcasts and audio recordings. Thus, she may have been hesitant to choose them again. On the other hand, the ARK student may find other strategies that carter to her auditory style more effective for her learning.

The collected answers form the teachers' interview indicated that all teachers are acquainted with the VARK model that exists among their students. Additionally, the educators mentioned that they regularly adjust their teaching strategies to fit the learners' needs. Furthermore, during the analysis of the essential factors that should be considered prior to a lesson, learning styles emerged as a critical component. Teachers highlighted the importance of identifying and acknowledging each student's unique learning style. Overall, teachers believe that learning styles significantly benefit students' learning within their classrooms and these strategies facilitate quick comprehension and retention of information among learners. Consequently, learners exhibit increased enthusiasm for studying English, and at the same time helping these teachers to be aware and also improve their teaching strategies.

Conclusion

This chapter attempted to present the data collected from the research tools including the VARK questionnaire, the Likert scale and the teachers' interviews that were discussed using the descriptive analytical approach. As a result, the findings confirmed the validity of the hypotheses that revolved around the students' learning styles and their preferred teaching strategies. Consequently, many recommendations were provided for teachers as well as academic institutions to foster the educational process. First, it highlights the importance of teachers being aware of the diverse learning preferences exhibited by their students. Second, this research highlights the importance of adapting diverse teaching strategies that promote the interaction of all the students in the educational process. Third, it emphasizes the needs for additional pedagogical programs and teachers' training to equip them with the important strategies that carter the students' learning styles.

General Conclusion

Understanding how students learn best is essential for effective teaching. The present dissertation investigates the relationship between students' learning styles and their preferred teaching strategies. By exploring this connection, it aims to provide insights into how educators can better tailor their approaches to meet the diverse needs of learners. Through the interviews and questionnaires which included the VARK questionnaire and the Likert scale, it was found that students have varied learning styles; visual, auditory, kinesthetic, reading or even multi learning.

The main aim of the study revolves around examining how learners' individual learning styles influence their preferences for specific teaching strategies, and vice versa. The study was also conducted in Erridouan middle school with 2MS students to investigate the effectiveness of various teaching strategies in accommodating different learning styles, the impact of matching teaching strategies to learners' preferences on educational outcomes.

This dissertation comprised three main chapters, with each one focusing on a distinct aspect of the study. The first chapter tackled the diverse learning styles that are set by different scientists and their specific characteristics that distinguish each type from the other. The second chapter dealt with the various teaching strategies that are applied in EFL classrooms to highlight its relationship with the students' learning styles. The third and final chapter is dedicated to the analysis and interpretation of the collected data.

The following research questions were addressed:

- What are the preferred teaching strategies that align and carter to the diverse students' learning styles?

This question can lead to some sub questions:

- How can teachers design and build a compound learning environment that adapts different learning styles and teaching strategies?
- To what extent do teachers take students learning styles into consideration?

In order to give an answer to the aforementioned research questions, this research was based on the following research hypotheses:

- Learners prefer the teaching strategies that go along with their learning styles.
- Using various strategies would result in a stimulating learning environment using peer activities and flexible resources.
- Teachers extensively consider students' learning styles.

After analyzing the Likert scale results, it was found that the preferred teaching strategies that were selected, match with the students' learning styles, hence, the first hypothesis which claims that "learners prefer the teaching strategies that goes along with their learning styles" is partially confirmed due to the exception that was faced with the ARK learner. Regarding the second hypothesis which claims that "using various teaching strategies would result in a stimulating learning environment such as peer activities and flexible resources" was supported through the obtained responses from the teachers' interview in which they confirmed that implementing such different strategies including collaborative learning and flexible resources would enhance their learning process and create a supportive environment that allows all the students to participate. Therefore this hypothesis is deemed valid. Moreover, while investigating the key factors that should be considered before a given lesson, the term learning styles were classified as one of the most important elements since the teachers emphasized on the significance of recognizing each student's individual learning style. Therefore, based on these findings, the hypothesis which suggests that "Teachers are extensively considered students' learning styles" is confirmed.

Also, while aligning teaching strategies with students' learning styles can enhance learning effectiveness, it is crucial to recognize the limitations of a rigid approach; the education process needs to be flexible, catering to different learning styles including visual, auditory, and kinesthetic approaches. The research also revealed that empowering students to identify their own learning styles and preferences, can enable them to become active participants in their education. Equipping students with the tools to self-regulate their learning experiences fosters autonomy and cultivates a growth mindset, laying the foundation for continuous learning and personal development. Instead, educators should create inclusive learning environments that incorporate a range of teaching strategies, allowing students to engage with material related to different strategies and facilitating their overall learning experience. By acknowledging and accommodating diverse learning styles, educators can foster a more personalized and effective educational experience for their students.

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Appendices

Appendices

Appendix A

Students Questionnaire

You're kindly requested to deliver your responses on the submitted questionnaire as it plays a crucial part of our research. The main objective of this study is to investigate the learning styles that are existed in your English class and collect your attitudes regarding the given teaching methods. Keep assured that all your data will be kept confidential and will only be gather to further the research study.

Your valuable contributions are instrumental in the success of our research project.

Choose the answer which best explains your preference and check the box next to it. Please check more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. I need to find the way to a shop that a friend has recommended. I would:

☐ use a map.

☐ write down the street directions I need to remember.

☐ ask my friend to tell me the directions.

☐ find out where the shop is in relation to somewhere I know.

2. When I am learning I:

☐ read books, articles and handouts.

☐ see patterns in things.

☐ use examples and applications.

☐ like to talk things through.

3. I want to suggest fund-raising options for a sports team. I would:

☐ list details about different options.

☐ focus on fund-raising options that I know will work.

☐ compare graphs of different fund-raising options.

☐ question others who have been involved with fundraising.

4. After reading a play, I need to do a project. I would prefer to:

☐ write about the play.

☐ act out a scene from the play.

☐ draw or sketch a scene from the play.

☐ read a speech from the play.

5. I want to learn how to take better photos. I would:

☐ ask questions and talk about how to achieve interesting effects.

☐ use the written instructions about what to do.

☐ use examples of good and poor photos showing how to improve them.

☐ use diagrams showing how different camera settings work.

6. I want to find out about a house or an apartment. Before visiting it, I would want:

☐ a discussion with the owner.

☐ to view a video of the property.

☐ a plan showing the rooms and a map of the area.

☐ a printed description of the rooms and features.

7. When choosing my subjects to study, these are important for me:

☐ Using words well in written communications.

☐ Working with designs, maps or charts.

☐ Applying my knowledge in real situations.

☐ Communicating with others through discussion.

8. I want to learn to do something new on a computer. I would:

☐ follow the diagrams in a manual or online.

☐ start using it and learn by trial and error.

☐ read the written instructions that came with the program.

☐ talk with people who know about the program.

9. I want to learn how to play a new board game or card game. I would:

☐ listen to somebody explaining it and ask questions.

☐ use the diagrams that explain the various stages, moves and strategies in the game.

☐ watch others play the game before joining in.

☐ read the instructions.

10. I have finished a competition or test and I would like some feedback. I would like to have feedback:

☐ using a written description of my results.

☐ using examples from what I have done.

☐ from somebody who talks it through with me.

☐ using graphs of my results.

11. When learning from the Internet I like:

☐ interesting written descriptions, lists and explanations.

☐ interesting design and visual features.

☐ audio channels where I can listen to podcasts or interviews.

☐ videos showing how to do or make things.

12. I want to find out more about a tour that I am going on. I would:

☐ talk with the person who planned the tour or others who are going on the tour.

☐ watch videos to see if there are things I like.

☐ use a map and see where the places are.

☐ read about the tour on the itinerary.

13. I prefer a presenter or a teacher who uses:

☐ demonstrations, models or practical sessions.

☐ handouts, books, or readings.

☐ question and answer, talk, group discussion, or guest speakers.

☐ diagrams, charts, maps or graphs.

14. A website has a video showing how to make a special graph or chart. There is a person speaking, some lists and words describing what to do and some diagrams. I would learn most from:

☐ reading the words.

☐ watching the actions.

☐ listening.

☐ seeing the diagrams.

15. I have a problem with my knee. I would prefer that the doctor:

☐ gave me something to read to explain what was wrong.

☐ described what was wrong.

☐ used a plastic model to show me what was wrong.

☐ showed me a diagram of what was wrong.

16. I want to assemble a wooden table that came in parts (kitset). I would learn best from:

☐ diagrams showing each stage of the assembly.

☐ written instructions that came with the parts for the table.

☐ watching a video of a person assembling a similar table.

☐ advice from someone who has done it before.

Appendix B

People's Democratic Republic of Algeria
Ministry of Higher Education & Scientific Research
University of Ghardaia
Faculty of Letters & Languages
Department of English Languages
Specialty: Didactics
2023/2024

Students' Likert Scale

Dear students,

This Likert scale questionnaire on teaching styles is essential part of our thesis. It is designed to learn about your views on different teaching methods. Hence, using the Likert scale, we can measure how much you agree or disagree with statements about teaching practices.

All your responses will be kept strictly confidential and used solely for research purposes. Your honest feedback is immensely valuable for our research.

Thank you for your time and thoughtful participation.

	The teaching method	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
01	**Flipped Classroom**					
02	**Project- based Learning**					
03	**Peer Learning**					
04	**Self-directed Learning**					
05	**Demonstration**					
06	**Game based learning**					
07	**Podcasts and audio recordings**					
08	**Literature Circles**					
09	**Small Group Discussion**					
10	**Team-based Learning**					

Appendix C

People's Democratic Republic of Algeria
Ministry of Higher Education & Scientific
Research
University of Ghardaia
Faculty of Letters & Languages
Department of English Languages
Specialty: Didactics
2023/2024

Semi-structured interview for teachers

Dear teachers,

This interview conducted with teachers of English in Erridouan private school. The aim of this academic research is to gather data concerning the teachers' awareness about the students' learning styles and their experiences about tailoring their teaching methods to meet the learning needs. Hence, we are kindly asking you to concise your responses. Your contribution will be treated with all confidentiality and applied only for certain research purposes.

We appreciate your assistance and consideration.

Sincerely.

Section one: General questions:

1/ Gender: Male   Female

2/ What are the credentials that you have?

3/ How long have you been teaching?

Section two: Learning styles:

1) Do you think that there are some differences in terms of learning styles?

Yes ☐   No ☐

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2) Do you notice the VARK model of learning styles in your classroom?

Yes ☐   **No** ☐

3) How do you reveal about the visual, auditory, reading, kinesthetic students?

4) How can these different learning styles affect the teaching methods?

<u>**Section three:**</u> Teaching methods:

1) Describe your teaching style?

2) What are the most important things that you take into consideration before starting your lesson?

3) How do you differentiate your teaching strategies to achieve the learner's needs?

4) Do you adopt technologies and games while you are teaching?

Yes ☐   No ☐

5) What teaching strategies do you find most effective?

6) What are the expected outcomes from using a unified teaching method for all students?

7) How do you ensure that all the students are enjoying and participating in your classroom?

8) How do you balance between the use of different teaching strategies?

9) Have you observed any challenges or limitations in adapting your teaching strategies to cater to diverse learning styles?

10) What recommendations do you have for teachers regarding this topic?

الملخص   **Abstract**

الملخص

إن التعرف على العلاقة الديناميكية بين أنماط التعلم المتنوعة للطلاب واستراتيجيات التدريس المفضلة لديهم خطوة ضرورية لتعزيز العملية التعليمية الفعالة. وتهدف هذه الأطروحة إلى التحقق من العلاقة بين أنماط التعلم لدى الطلاب واستراتيجيات التدريس لمفضلة لديهم. بالإضافة إلى ذلك، يرمي هذا البحث إلى فهم المحاذاة أو العلاقة المحتملة بين تفضيلات الطلاب واستراتيجيات التدريس المستخدمة من قبل المعلمين. وعليه، تم اعتماد منهج ثلاثي التي تشمل الجمع بين الأساليب الكمية والنوعية. تضمنت عملية جمع البيانات توزيع استبيان فارك (VARK) ومقياس ليكرت (Likert) على عينة مكونة من 26 طالبا من السنة الثانية المتوسط للحصول على فهم متعمق لأنماط التعلم واستراتيجيات التدريس المفضلة لديهم. إلى جانب ذلك، تم تنظيم مقابلات شبه منظمة مع ثلاثة معلمين للحصول على رؤى حول استراتيجيات التدريس الخاصة بهم للتعرف على وعي المعلمين بأساليب التعلم المختلفة وخبراتهم في مطابقة استراتيجيات التدريس الخاصة بهم مع تلك الأساليب. أشارت النتائج إلى وجود علاقة بين طرق التعلم المفضلة لدى الطلاب واستراتيجيات التدريس التي تستخدمها المدرسين وتطابقهم معا، حيث تبين أن المتعلمين البصريين يتعلمون بشكل أفضل من خلال استخدام الوسائل البصرية مثل العروض التوضيحية والرسوم البيانية. ومن ناحية أخرى، يفضل المتعلمون السمعيون المناقشات والنصوص الصوتية. ومع ذلك، فإن متعلمي القراءة / الكتابة يستمتعون بالتعلم من خلال قراءة التعليمات وتدوين الملاحظات. علاوة على ذلك، فإن المتعلمين الحركيين مغرمون بالأنشطة العملية والتجارب الواقعية. بالإضافة إلى هؤلاء المتعلمين الأحاديين، فقد وجد أن العديد من الطلاب يمكن أن يكونوا أيضًا ثنائي ومتعددي الأساليب. ومع ذلك، فقد لوحظ أن متعلم ARK عبر عن عدم إعجابه باستراتيجيات التعلم الصوتية. يوفر البحث توصيات مختلفة للمعلمين وكذلك المؤسسات الأكاديمية. أولاً، يؤكد على وعي المعلمين بأساليب التعلم المختلفة لتلاميذهم. ثانياً: يسلط هذا البحث الضوء على أهمية تكييف استراتيجيات التدريس المتنوعة التي تضمن تعاون جميع الطلاب في العملية التعليمية. ثالثًا، يبرز الحاجة الى البرامج التربوية الإضافية وأيضا تكوين المعلمين ليكونوا مجهزين بالاستراتيجيات المهمة التي تدعم أساليب التعلم تلك.