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The Visual, Auditory, Read/Write, Kinesthetic Language Learning Style for  
Learners : Appropriateness and Outcomes.

A Case of Third Year English Students in the University of Mohamed Kheider  
Biskra.

A dissertation submitted to the Department of Foreign Languages in partial requirement for  
the fulfillment of Master degree in Sciences of Language.

**Supervisor:** Mr. Bechar Maamar

**Candidate:** Benmeddour Amna

**Board of Examiners:** Mr. Segueni Lamri

Mr. EL-Hamel Lamjed

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## *Dedication*

الحمد لله سبحانه وتعالى.

*Praise to God the Almighty*

*My deepest gratitude goes to all my family for their support and for offering me the best conditions for working at ease.*

*Special thanks to my dear parents, for whom I owe all my success:*

❖ *my father, without whom we could not and we cannot live independently, and*

❖ *my mother, without whom our life would have no sense, no taste, and no value.*

*To my sisters: Afaf, Sabrine, Anfel, and Abrar.*

*To my best friends: Samira, Rima, and Rabiaa.*

*Last but not least, I thank my friends: Talia, Amina, Dalal, and Meriem.*

*Also, I thank all the friends whom I have known at the university of Biskra and with whom I had good moments.*

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### **Abstract**

This research intends to investigate the realization and awareness of the Visual, Auditory, Read/Write and Kinesthetic (VARK) learning style among EFL teachers and learners at the University of Mohamed Kheider of Biskra. Basically, the research is based on the observed problem among EFL learners. Therefore, people learn differently, and so do the language learners. EFL students learn English as a foreign language through similar approaches, and they are exposed to the same environment: classroom, teacher(s), lessons, activities, and tests, etc. However, they approach foreign language learning -which is English in this case- at the same time with different learning styles; that is, their output is not the same, in terms of different achievement levels. Indeed, they are distinguished as visual, auditory, kinesthetic learners as well as learners that prefer learning through reading/writing. Hence, the aims of this research can be reached through attempting to solve the problem. Therefore, the aims of this study is to investigate the outcomes of VARK learning styles that third year students of English Field at the University of Mohammed Kheider deal with, and to support the teachers to effectively deal with those different styles that they confront in their classes. In addition, among the aims that we intend to reach is to suggest some learning strategies that better fit the EFL learners as well as to suggest some teaching techniques for EFL teachers to establish satisfying EFL learners' needs such as motivation, mastering the language, autonomy in learning and so on. Hence, the present research is based on one main hypothesis that shall be tested and verified. Therefore, the research hypothesis is that if the realization of VARK style affords appropriate outcomes then learner's needs will be satisfied. Accordingly, the use of quantitative research as an approach is adopted to acquire and gather data for this study. Moreover, the researchers plan to derive information from any material

relevant to their field of interest which is a new and fresh area in their department as far as they are concerned. In addition, they will adopt quantitative analysis of the data gathered. The results of the research and the data gathering will be included in the thesis. The obtained results highlight the frequency and value of being aware of the VARK learning style among the English field members. They reveal that most of participants cannot be considered as being aware of the term "VARK" learning style as a type among the learning styles. On the basis of these findings, pedagogical advice and some suggestions are presented to the teachers of English as foreign language, as well to the EFL learners. However, it would be important that such topic is investigated more deeper.

## List of Abbreviations

**VARK:** Visual, Auditory(Aural), Read/Write, Kinesthetic.

**%:** Percentage.

**e.g.,:** For example.

**EFL:** English as a Foreign Language.

**i.e., :** In other words.

**L2:** Second language.

**LMD:** License Master Doctorate system.

**LSI:** Learning Style Inventory.

**SLA:** Second Language Acquisition.

**UMK:** University of Mohamed Kheider Biskra.

**NLP:** Neurolinguistic Programming.

## Key Words

**Brochures:** booklet containing information or advertisements (*Oxford 51*).

**Chart(s):** diagram, graph, etc giving information (*Oxford 68*).

**Demonstrations:** act of showing how something works or is done (*Oxford 118-119*).

**Diagram(s):** drawing, design or plan used for explaining or illustrating something (*Oxford 123*).

**Flip(-Charts):** make something move, especially through the air, by hitting it lightly (*Oxford 169*).

**Graph(s):** diagram showing the relationship of two or more sets of numbers (*Oxford 194*).

**Inventory:** detailed list of all goods or furniture in a building (*Oxford 235*).

**Logos:** printed design or symbol that a company, organization, etc uses as its special sign (*Oxford 260*).

**Map(s):** drawing or plan of the earth's surface, showing countries, towns, rivers, etc (*Oxford 269*).

**Projector:** apparatus for projecting pictures onto a screen. (*Oxford 352*)

**Visual displays:** words, pictures, etc shown on a computer screen (*Oxford 129*).

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# **General Introduction**

## **Introduction**

Learning English as a foreign language is different from learning and studying another subject. Therefore, an EFL situation involves EFL teachers and EFL learners for one objective which is satisfying EFL learners' needs such as motivation, autonomy in learning, etc. However, studying the subject from learning style angle is the interest of this research. As it can be found in next chapters, a precise learning style is taken into account; that is, the VARK learning style.

Basically, the present work is an attempt to investigate whether EFL teachers of Biskra University are aware of the VARK and whether they realize the VARK learning style among the styles that they know. In addition, the attempt enrolls the EFL learners. That is, EFL learners are assumed to realize their VARK learning style and try to adopt the suitable strategies.

### **1. Statement of the problem**

People learn differently, and so do the language learners. Language learners learn English as a foreign language through similar approaches, and they are exposed to the same environment: classroom, teacher(s), lessons, activities, and tests, etc. However, they approach foreign language learning -which is English in this case- at the same time with different learning styles; that is, their output is not the same, in terms of different achievement levels. Indeed, they are distinguished as visual, auditory, kinesthetic learners as well as learners that prefer learning through reading/writing.

### **2. Significance of the study**

This study is an attempt to help EFL students to realize and use their learning styles and accomplish the style(s) that better works for them. Concerning which kind of outcomes that the diversity of styles afford, teachers are also meant to know their learners' preferred

styles in order to deal with them in terms of adjusting their teaching techniques. Besides, both teachers and learners would be satisfied if they appreciate the outcomes according to their needs.

### **3. Aims of the study**

The aim of the study is to investigate the outcomes of V.A.R.K learning styles that third year students of English Field at the University of Mohammed Kheider deal with, and to support the teachers to effectively deal with those different styles that they confront in their classes. In addition, among the aims that we intend to reach is to suggest some learning strategies that better fit the EFL learners as well as to suggest some teaching techniques for EFL teachers to establish satisfying EFL learners' needs such as motivation, mastering the language, autonomy in learning and so on.

### **4. Key Terms**

Learning styles, VARK, EFL learners, University of Mohammed Kheider, Third Year LMD students, EFL teachers, EFL teaching, Appropriateness and outcomes, EFL students' needs, EFL learners, and Learning strategies.

### **5. Research Questions**

This thesis attempts to answer the following questions:

1. To what extent those VARK learning styles are preferred?
2. Which outcomes do EFL learners get (from preferring VARK style); are they appropriate for them?
3. Do teachers realize and consider their learners' diversity of styles?
4. Can teachers adjust their teaching techniques to those styles?

## **6. Hypothesis**

The present research is based on one main hypothesis that shall be tested and verified. Therefore, the research hypothesis is that if the realization and the implementation of VARK style affords appropriate outcomes then learner's needs will be satisfied.

## **7. Methodology**

The use of quantitative research as an approach is adopted to acquire and gather data for this study. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and fresh area in their department as far as they are concerned. In addition, they will adopt quantitative analysis of the data gathered. The results of the research and the data gathering will be included in the thesis.

## **8. Research tools**

The main research tools which have been relied on during the research procedure are questionnaires to be submitted to both EFL teachers and learners, and library research.

## **9. Research limitations**

The research will deliberately focus on:

1. Finding out factors/causes leading to preferring VARK both by teachers and learners.
2. Finding and providing solutions to cater for EFL teachers to benefit from the study.
3. Encouraging EFL learners to further explore the issue.

## **Chapter One:**

### **VARK Learning Styles for EFL Learners.**

## **Introduction**

The VARK learning style is a style identified among many other learning styles. However; each style concerns learning any subject, and so concerns learning English as a foreign language. In addition, learners of the four preferences differ in terms of being visual, auditory, read/write, and kinesthetic learners. Learners of the four preferences are characterized variably from the style to some suggested strategies that may be suitable for this or that preference.

### **1.1 Learning styles**

#### **1.1.1 Definitions**

Learning involves both of teachers and students. As it is known, teachers may agree as they may disagree on their opinions about their learners. Some teachers would say that s/he treats his/her learners the same way, because they are the same. All of them are here to learn the same material, and all of them are exposed to the same teacher and his/her explanation. However; on the other hand, others would say that learners are different despite the fact that they are in the same situation, as it can be noticed. For the teachers who believe that learners are different, it can be due to how learners react in the class.

Therefore, it has been claimed that "in one sense, all students are different; in another sense, all students are the same" (Wallace 20). Therefore, teachers may notice that learners whom they are teaching in the same classroom and taking the same lesson are different, and they "certainly learn in different ways"(Wallace 20). Teachers, also may notice learners according to their years of teaching. Moreover, they may simply distinguish their learners from observation and their own experiences (Wallace 20).

In other words, there is a tendency for teachers to recognize their learners as a collaborative group than as individuals, when it comes to first sessions. Therefore, they may import the way in which learners are different. Thus, learners differ not only in their physical appearance but also in their style. Hence, learning styles appear to be the main interest of both teachers and researchers (Shunk 305). Subsequently, learning styles have been identified in different ways but they are considered from the same angles; that is, they are considered to be the same conception with different expressions.

It has been suggested that learning style is the approach which an individual chose to approach a learning task (Skehan 237). This proposed identification can be considered the simplest and concise one among many others. Other definitions can be referred to as Shipman and Shipman 1985; Sigel and Brodrinsky 1977 (cited in Shunk 305), Messick 1994 (cited in Shunk 305), and Sternberg and Grigorenko 1997; Zhang and Sternberg 2005 (cited in Shunk 305). Claxton and Ralston 1978 (qtd. in Griffiths, *Lessons from Good Language Learners* 49), Kinsella 1995 (qtd. in Griffiths, *Lessons from Good Language Learners* 49), Keefe 1979 (qtd. in Brown 120), Skehan 1991 (qtd. in Brown 120), and Brown (118-119). Campbell et al. 1996, Dunn 1981, Kolb 1984 (cited in Renuga and Vijayalakshmi 2671). In addition to Keith Willing 1987 (cited in Sársody et al. 33).

All of the mentioned scholars agreed on the perception that learning styles are different preferences of learners which they rely on when learning something, including in this case, EFL. And to consider learning styles better, the essential definition of learning styles is as has been written: "individuals learn best in many different ways and the lecturer needs to be aware of this" (Doyle and Robson 6). Though, it is hard to be aware of them because they are, as Felder and Brent also defined them, "characteristic cognitive, affective,

and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (58).

In short, the learning styles were defined to be various personal approaches. Subsequently, they are taken and categorized as models in the present research.

### **1.1.2 Learning styles as categories and models**

Many researchers were interested in learners as individuals, more precisely, in their learning styles. Thus, various learning styles were provided from different points of view. Learning styles have been categorized as:

a/ Cognitive learning styles: which involve analytical learners who like to notice grammar differences through contrastive analysis; synthesizing learners who like to make syntheses of the situations they are enrolled in; concrete/sequential learners who are assumed to prefer the gradual learning of concrete/real language items; and the intuitive/abstract learners who are believed to prefer abstract language items (Tarone and Swierzbina 5).

b/ Sensory/Perceptual learning styles: this category is said to include sensory modality preferences. Therefore, sensory modality preferences represent the idea that "we prefer to learn through our senses"; sensory modality preferences includes kinesthetic (and they are found as kinaesthetic, or enactive), visual (they can be found as iconic), and auditory (they are found as aural, symbolic) (Shunk 306). In addition, other researchers believed that sensory learning styles are made of visual (learners prefer learning through pictures, charts, reading materials), auditory/aural (learners prefer learning through tapes, lectures, conversations), and tactile/kinesthetic (learners prefer learning through moving, manipulating, drawing) (Tarone and Swierzbina 5).

Though, researchers relied on styles inventory when they investigated about learners' learning styles. For instance, each style' inventory seems to be a reaction to a preceding one. Therefore, the styles inventories include:

1. The Myers-Briggs Type Indicator
2. Kolb's Experiential Learning Model
3. Oxford & Chamot, and
4. Neil Fleming (Shunk 306).

In an attempt to investigate the diversity among learners, those inventories are found for one objective which is distinguishing learning styles and categorizing them. To organize them differently, many researchers were interested in determining the students' learning styles and they tried to identify them through some indicators and inventories as the previous selected ones, in addition to The Felder-Silverman Model (Felder and Brent 58).

On the other hand, Hawk and Shah mentioned that learning style models are provided differently by other researchers as Gregorc and Ward 1977; Gregorc 1979,1985; Kolb 1984; Felder and Silverman 1988; Dunn and Dunn 1975; Dunn, Dunn, and Price 1982,1989; Entwistle and Tait 1995; Fleming 2001; and Duff 2004 (2). Moreover; among the models provided, there is VAK which is categorized as preferred learning style. That is, VAK learning methods are preferred and are taken into account. According to S. Davies, the acronym VAK stands for: Visual, Auditory and Kinaesthetic respectively (79).

To present the main point in a narrower manner, it should be considered that "there are many models on learning styles that can be identified from earlier studies. Among them are models that emerged from earlier researchers, such as learning styles models by Salmes,

Felder-Silverman, Dunn and Dunn, Kolb, Honey and Mumford, and VARK (Visual, Aural, Read or Write and Kinesthetic)" (Othman and Amiruddin 655). That is, amongst the provided categories of learning styles, the present work is a consideration and highlight of the sensory/perceptual styles (refer to 1.1.2.b.).

To highlight the VARK style, it is necessary to pass by the VAK model which is preferred and concerned with in the present work. According to NLP (Neurolinguistic Programming), the preferences of VAK are known as the preferred primary representational system (Molina, Canado, and Agulló 40). Moreover, Woolcock pointed out that "it is important to bear in mind that all of us learn things through at least three of our five senses, one of which is usually dominant. We learn by hearing (Audio), as in lectures, seminars and discussion sections; we learn by seeing (Visual), as in reading and observing; and we learn by doing (Kinesthetic), as in performance ..." (14).

Concerning the VARK learning style as a model, it is designed by Neil Fleming as a form of questionnaire in the first place. Therefore, the questionnaire was suggested to provide the learners with a profile of their learning preferences. The preferences are thought of to be an approach through which people "take in and give out" information ("V.A.R.K: Visual, Aural/Auditory, Read/Write, Kinesthetic" 1).

In other words, Neil Fleming is the one who provided the LSI ( i.e., VARK Learning Style Inventory), in Lincoln University in New Zealand, 1992. According to him, VARK is an acronym which, as it was mentioned previously, stands for Visual, Aural, Read/Write and Kinesthetic which in its turn sometimes can be found as kinaesthetic in other sources, modes of learning (Fleming and Mills, 1992; cited in Allen, Swidler, and Keiser 1256).

### 1.1.3 VARK Learning style

It is an acronym that represents and is devised into four categories of learners, namely: Visual, Auditory, Read/Write and Kinesthetic as it was mentioned before (refer to 1.1.2 learning styles models ).

First of all, and before mentioning the VARK as being a learning model, Fleming mentioned in his article "Facts, Fallacies and Myths: VARK and learning preferences" that naming the style is of debate. He even titled this point as "Learning Style or Learning Preference" (December 2012, 1), but he suggested that the name does not matter since it concerns learning. He wrote, "VARK is about [learners] and their learning and it focuses on modalities that they might prefer when learning. The questions are formed with an emphasis on learning ..." (1).

It appears that VARK style is an extension of VAK model, however, when comparing the acronyms one to another, one would ask the question: "what is the difference between them?". Indeed, Fleming mentioned the question "where does Read/Write come from?". He estimated that the very old distinctions which used the three part VAK modalities appear to have no known designer. Thus, he was convinced that there was a fourth learning modality and introduced Read/Write for learning strategies based on preferring text. He also maintained that his suggestion meant separating Read/Write from the visual modality where was previously placed. Furthermore, he believed that visual modality is concerned with "symbolic representations" of information found in graphs, charts, maps, logos, and diagrams (Fleming, December 2012, 2).

VARK learning style was discussed by many researchers, among them, Bendarik and Fränti (2), and Marcy (118). Those researchers were interested in the term as a representative acronym of four distinguished modalities or preferences, as it can be mentioned sometimes.

Moreover, as it can be noticed in her article, Marcy has described the VARK style as a way in which the learners best acquire the information, and she illustrates: "for example, does the student learn best by listening, reading, visualizing, or experiencing?" (118). Thus; in an attempt to categorize the learners, related to the previous example (the question that has been mentioned by Marcy), learners are observed as they differ in their modalities as for some "cannot remember words or sentences unless they see them written down" while others are "less dependent on the written word" (Stevick 2).

Apparently, Othman and Amiruddin wrote in their article that VARK learning style model was modified from the VAK model. The classification of students into four modes is based on senses which are visual, aural, reading and kinesthetic. They classified the reading and kinesthetic as a single preference. Besides, they maintained that "the name of the model itself, originated from those senses prefix letters (V, A, R and K)" (655).

To sum with a single and concise idea from the different definitions and claims, learning styles, including the VARK style, appear to be learners' personal characteristics. Learners' characteristics determine how the learning process should take place. To simplify, Williams and Burden claimed that "... learners bring many individual characteristics to the learning process which will affect both the way in which they learn and the outcomes of that process" (88). Therefore, EFL learners differ in their attitudes towards learning. It can be observed that some learners find it comfortable to learn through seeing and/or watching, and listening without taking notes unlike others who do not feel comfortable if they do not write anything on their note-books (McKay and Tom 3-4).

From the agreements of several researchers on the VARK concept as a preferred learning style, it can be summed that this concept involves four preferences which are visual through eyes, auditory or aural through ears, read and write which is mostly associated with

academic situations, and kinesthetic through participation and practice. So, how exactly do these sensory preferences differ from one another?

## 1.2 VARK learning style modality

Janvier and Ghaoui (3) based their work on the Fleming's VARK learning style model. They named the styles as "modes of taking in information" which stands for Visual (Iconic), Auditory (Echoic), Read/Write and Kinesthetic. Besides, they classified learners as:

1. "The Visually orientated prefer to receive information, via their eyes...",
2. "The Aural orientated prefer hearing information",
3. "The Read/Write orientated prefer information displayed as words", and
4. "The Kinesthetic orientated [prefer] 'learning by doing', learning by simulated real-world experience and practice".

### 1.2.1 VARK styles and EFL learners

By saying that learners prefer different styles, it is considered that they differ in the preference of learning modes which are identified to be seeing, hearing, doing and interacting. Therefore; most of those modes seem to be described as self-explanatory (McKay and Tom 19). However, those modes will be referred to as visual, auditory, in addition to read/write mode and kinesthetic respectively.

In an attempt to relate the preferences to EFL domain, it is assumed that EFL learners may have different preferences to adapt to different learning materials. However, the variety of preferences may be related to and may be the result of personality (Griffiths, *Lessons from Good Language Learners* 57).

As the name of those modes suggests, learners differ in their preferences and can be categorized within the four coming next styles to relatively answer the question of how do those preferences seem dissimilar.

#### **1.2.1.1 Visual ( V )**

In Fleming's view (1995; cited in Allen, Swidler, and Keiser 1256), these learners attend to information through visuals as graphs and charts. According to many researchers, the learners who prefer the visual mode tend to depend more on their eyes to grasp and remember the information which they are learning. Therefore; among the researchers who worked on VARK learning style, Maysore Narayanan mentioned in his article, the proverb which says "a picture is worth a thousand words" (3). He mentioned the proverb, and it is selected in the present work, to supplement the notion that visual learners learn better through their eyes. That is, they learn better through a visual mode, through diagrams, graphs, and charts that are associated with and drawn to clarify and illustrate the concerned material(s). For example, from another view, the visual learners have a tendency to work with maps that could be associated when studying places and events, as well with charts, graphs, diagrams, brochures, flow charts, highlighters, different colours, and pictures (Hawk and Shah 7).

Thus, EFL learners may attend lectures with an expectation to see some of these features associated with the information. It was emphasized that besides the identification of this category, this mode is also named Graphic (G) and it excludes pictures or photographs of reality, movies, videos or Power Point presentations.

Also, "when a whiteboard is used to draw a diagram with meaningful symbols for the relationship between different things that will be helpful for those with a visual preferences. It must be more than mere words in boxes that would be helpful to those who have a

Read/Write preferences" ("The VARK Modalities" par.2). Though, EFL learners may be characterised to have some problems. Visual learners are believed to be "easy to be disturbed or change in focus by movements or actions, whereas, noise usually do not bother them" (Drago and Wagner 2004; qtd. in Othman and Amiruddin 656). Mainly; visual learners are described as learners who tend to prefer seeing and studying charts, drawings, and other graphic information (Brown 129).

From another view, students of visual learning style prefer "seen or observed things, including ... diagrams, demonstrations, displays, handouts, ... flip-charts, etc. These [learners], as they are observed, will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions, or watching someone else do it first. These are the [learners] who work from lists and written directions and instructions" ("VAK Learning Styles Self-Assessment Questionnaire" 5).

Moreover, the visual learners are also described in the work entitled "V.A.R.K: Visual, Aural/Auditory, Read/Write, Kinesthetic" as a preference. This preference is concerned with maps, spider diagrams, charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that instructors use to present what could have been represented in words. However; movies, videos or Power Point presentations are not considered to be visual (par. 1) as it was mentioned previously (refer to 1.2.1.1 Visual (V)).

In other words, it is suggested that visual learners "would rather see information presented in a visual rather than in written form" (Cherry par.4). This can be described in terms of preferring seeing the teacher's body language and facial expressions, sitting near the front of the class, thinking in pictures, and learning through visual displays. For instance, they prefer visual displays such as handouts, diagrams; illustrated text books, overhead transparencies, interactive whiteboards, and flip charts (S. Davies 79).

### 1.2.1.2 Auditory (A)

They are also called Aural learners, and they are learners who rely most on their hearing sense. Unlike the visual learners (or visuals), they prefer to explain new ideas to others, attend lectures and discussion groups, and use stories and jokes (Hawk and Shah 7). From a selected point of view, Narayanan(3), also mentioned the auditory preference in his work. The learners who prefer the auditory mode tend to prefer group discussions where they can discuss and express what they think about the information that they attend to. For instance, these learners learn better through discussion in either orientations, whether with teachers or with classmates (Allen, Swidler, and Keiser 1256).

Furthermore, they were mentioned to prefer listening to lectures (Brown 129). In other words, auditory learners appear to prefer transferred information through listening either "to the spoken words, of self or others", or, "of sounds and noises". And it is estimated that "these [learners] will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the [learners] who ... can remember all the words to songs that they hear!" ("VAK Learning Styles Self-Assessment Questionnaire" 5).

The auditory learners are seen to have auditory strength on which they rely when they intend to learn, for example, an EFL. That is to say, auditory learners tend to acquire and retain more by depending on their auditory preference which indicates that the learner is "most responsive to verbal rather than to written communication" as Wolf (125) put it. Thus, these learners are believed to remember the information not by reading documents or taking notes, but when they listen to someone speaking. They prefer any kind of spoken information; for e.g., they may read documents but when they read them out loud and hear the sounds associated; besides, they prefer conversations and discussions (Wolf 125).

In addition, students prefer the information to be "heard or spoken"; therefore, they (students) prefer lectures, tutorials, group discussion, speaking and talking things through. Besides, talking out loud and talking to a oneself (yourself) ("V.A.R.K: Visual, Aural/Auditory, Read/Write, Kinesthetic" 1). These learners are also observed to find it comfortable to listen to the information rather than to deal with it with their eyes. Ghaedi and Jam also discussed in their article on the sensory learning styles that are presented by Reid (1995), they added the idea that auditory students prefer to listen to recorded books unlike the visual and kinesthetic learners (1233).

Though aural learners are assumed to be better listeners, they tend to suffer from their preference. That is; aural learners are observed to learn foreign language fast, and have good vocabulary (Armstrong 2004; cited in Othman and Amiruddin 656), but they are remarked to be easily interrupted by noise (Drago & Wagner, cited in Othman and Amiruddin 656).

To re-compile this second preference; as they are dissimilar to visual learners, auditory learners prefer verbal lectures, discussions, talk things through, and listen to what others say. They may understand the stimuli through remembering a featured speech through the tone of voice, pitch, speed and other nuances. However; they may remember a written information as they do with the spoken information only if they hear it while seeing it (S. Davies 79).

### **1.2.1.3 Read/Write (R)**

To begin with, this modality/ preference was not mentioned only in few works. It is believed that this preference is adopted by most teachers and students. They have a tendency to possess a strong preference for being able to write well and read widely ("The VARK Modalities" par.4). Therefore, reading students are labelled note takers according to Drago and Wagner (2004) as cited in Othman and Amiruddin (656). On the other hand, Sellers et al. has referred to read/write preference as "verbal learners" (6).

In addition, learners of this category prefer the information in forms of words. They prefer "text-based input and output"; they also prefer reading and writing in whichever form as lists, Power Point, dictionaries and quotations ("V.A.R.K: Visual, Aural/Auditory, Read/Write, Kinesthetic" 1). Apparently, learners of this category may happen to be mistaken with the visual learners. Hence, these learners tend to remember information best if it is presented for them in word forms such as text-based materials (Cherry par.8).

As they are named read(R) including write learners, i.e. read/write, they are assumed to find it easy to learn through words, i.e., in terms of writing and reading essays, taking notes, reading and writing reports, and any other kind of "encoded" information (Allen, Swidler, and Keiser 1256). Also, as it is mentioned earlier, read (including write) learners who prefer learning through reading and writing can be characterized as Narayanan maintained:

Academics prefer this category of read and write. It is all too well known that instructors ask the students "Read Chapter 7 from the textbook before coming to next class meeting." Some other instructors ask the students to write a 400 word essay about a particular topic. ... The input to the student is text-based and the output from the student is text-based. (3)

In other words, they have their own way. They learn through lists, essays, reports, text books, definitions, printed handouts, readings, manuals, Web pages, and taking notes (Hawk and Shah 7).

#### 1.2.1.4 Kinesthetic (K)

It is estimated that "[learners] with this as a strong preference learn from the experience of doing something and they value their own background of experience ..." ("The VARK Modalities" par.5). Therefore, these learners may learn the language better if they do something physical, e.g., participation. For instance, they will not ameliorate their English grammar unless they participate in the classroom and they write something on the board. Mainly, these learners prefer the information to be real or simulated. They prefer the information to be in relation to reality as concrete personal experiences, examples, practice or simulation.

Kinesthetic learners are characterized, according to some researchers, to prefer "physical experience-touching, feeling, holding, going, practical hands-on experiences. These [learners] will use phrases such as 'let me try', 'how do you feel?', and [they] will be best able to perform a new task by going ahead and trying out learning as they go.[They are learners] who like to experiment, hands-on, never look at the instructions first!" ("VAK Learning Style Self-Assessment Questionnaire" 5). On the other hand, most of EFL learners tend not to be kinesthetic. For instance; according to Drago and Wagner, kinesthetic learners are passive in class (cited in Othman and Amiruddin 657).

Though, this kind of learners is not the same as the previous kinds; these learners find it comfortable to learn through trial and error, through doing things to understand them (Hawk and Shah 7). Therefore, it can be mentioned that in addition to the previous models, kinesthetic learners prefer learning through doing physical activities such as participating in role playing (S. Davies 79).

In accordance with the different styles, learners differ in their strategies.

### 1.2.2 Suggested strategies for EFL learners

Learning strategies also seem to be the concern of several researchers, they are defined and categorized as any other characteristic that concerns learners. Therefore; Lee wrote: "people do not understand everything when they are born, but have to learn everything so that they are able to understand. Take learning English for example; not everyone can understand it, but some non-native speakers can use the language very well" (133). This author agreed that learners differ in their strategies of their learning alongside their preference (Lee 133).

Also; Lee maintained that Wenden (1987 a: 7-8) estimated: "learning strategies are the various operations that learners use in order to make sense of their learning" (qtd. in Lee 133). Keeping the light on learning strategies, Oxford (1990) also has provided a definition of learning strategies whereby she claimed: "[strategies] are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations" (qtd in. Lee 133). Besides; Ekmekçi, Atli, and Yaman, from the other side, have summarized the learning strategies according to Oxford (1990:11) that they refer to characteristics that teachers want to stimulate in students to enable them to become more proficient language learners (37). They added that strategies (from O'Malley and Chamot, 1990) are considered as tools for active self-directed involvement needed for developing L2 communication ability.

Also they admired that learning strategies are found to be related to the level of proficiency. And they cited Rubin's and Wenden's (1987:6) view of learning strategies as "behaviours [which] learners engage in to learn and regulate the learning of a second language" (qtd. in Ekmekçi, Atli, and Yaman 38). Learning strategies seem to be of importance, and many researchers described and defined them. Besides the aforementioned

scholars, Griffiths ("Language Learning Strategies" 43) mentioned the definition of learning strategies by Rubin.

Relying on the notion that strategies should be chosen in a way which serves the preferred style, some learning strategies are suggested for each modality.

### **1.2.2.1 Visual learners**

Learners who are enrolled in this category are characterized by preferring the information to be showed to them. As Wolf stated: "[they] often say 'show me' since they learn and remember best when they see and read the information first" (215). Furthermore, Wolf devised the visual strengths into two types : visual pictures and text. He believed that learners who prefer the visual modality may learn and remember best when they can refer to illustrations, flowcharts or graphs. However, Wolf assumed that if these learners do not get access to visual materials they tend to "create their own images either on paper or in their minds" (215).

Therefore, visual students are advised to rely on some of these strategies. They may use visual materials such as charts and maps; they may use colour to highlight texts and their own notes or use handouts. They may look carefully at headings and patterns of topics; they may brainstorm using illustrations as well as they can use multi-media where possible. Moreover, they are suggested to study in a quiet place away from visual disturbances or they can try to visualize information ("The Learning Guide" 1). Mainly, learning EFL as a visual mode concerns learning with what they prefer to remember through their eyes. The visual learners are advised to get in touch with an "intake [to take the information in]" in terms of underlying; different colours; highlighters; flow charts, charts, graphs; posters slides; text books, with diagram pictures; lecturers who use gestures and try to make a scene for the language ("VARK Learning Styles Self-Assessment Questionnaire" 6).

### 1.2.2.2 Auditory Learners

Unlike the visual learners, auditory learners have some strategies that best fit their preference. The students may participate frequently in discussions and debates, as they can make speeches and presentations. In addition, making notes, reading text aloud, creating mnemonics to aid memory, discussing their ideas verbally, and speak onto an audiotape and listen to their own ideas played back may be as useful strategies for them ("The Learning Guide" 1-2).

It seems that auditory strength is the one preference which is more relied on. Apparently, EFL learners interact with language through listening, and it can benefit them. Among the researchers who worked on this, Christian Wolf is selected first. Wolf(215) recommended some strategies for this category. He mentioned the strategies in a way which he advises pupils to select the strategies that they may think will work best for them. The strategies are put in a form of a list as follows:

- 1- Record meetings, lectures, or presentations in order to listen to them again.
- 2- Read memos and information out loud.
- 3- Repeat to yourself (aloud or internally) the information you just heard.
- 4- Listen to someone summarizes a lengthy document.
- 5-Listen to books on tape (Wolf 215).

On the other hand, other strategies are provided for those learners, though these strategies slightly differ from the previous ones. That is, the learning of aural methods may be better through where learners attend lectures as well as tutorials, discuss topics with other students such as friends, or classmates. Also, learners are encouraged to discuss topics with

their lecturers more than they think they should, and to explain new ideas to other people. They are supposed to benefit and learn better if they describe the overheads, pictures and other visuals to somebody who was not there ("VAK Learning Styles-Assessment Questionnaire" 6).

### **1.2.2.3 Read/Write Learners**

As it was mentioned, the Read/Write style was derived from the visual mode when it was first considered with VAK learning style/mode (refer to 1.1.3 VARK learning styles 3). However; some strategies are suggested to work with this mode better than the visual preference, though they are few. The strategies for this mode can be referred to as advice for reading learners. They, learners, can rewrite theories and principles into their own words, make lists to help them access information, and they can reorganize maps and diagrams into words. Therefore, they are advised to either work with past exam papers or use multiple choice question papers ("The Learning Guide" 2).

### **1.2.2.4 Kinesthetic Learners**

Kinesthetic preference is different from the other three preferences regardless of the inclusion, probably, of some of them. Thus, kinesthetic learners may work with applications of conceptions to help with particular theories, use pictures and photographs in their studies, and participate in discussions. Kinesthetic learners are also suggested to write practice papers and to use bright colours to highlight their notes which they took ("The Learning Guide" 2).

In addition to those strategies, these learners are advised to use the following or some of them as an intake: examples of principles, real-life examples, applications, and hands on approaches such as computing. Moreover, they can learn through trial and error like learning grammatical issues or pronunciation, and they also may work on previous exam papers ("VAK Learning Style Self-Assessment Questionnaire" 6).

## Conclusion

This chapter, was an introduction and description of the VARK learning style for language learners and teachers. Initially, the VARK learning style was presented as a style among many styles that learners can have. Then, the term was described and defined in a specific manner. That is; after presenting the styles in general, the VARK learning style was defined as a set of modalities and each modality was presented as a partial preference. Therefore, learners differ in their preferences according to the four letters which the acronym is based on. Visual, Auditory, Read/Write, and Kinesthetic learners differ in the strategies in accordance with their preferences respectively.

Hence, some strategies were suggested for EFL learners to adopt according to their preferences. Also, the strategies were suggested for EFL teachers to understand the differences among their students, and to try to help them in a way or another. Consequently, EFL teachers may help their learners by means of the teaching techniques. Teachers may consider the differences among the EFL learners and may try to adjust their teaching techniques to meet the learners' needs.

**Chapter Two:**  
**Appropriateness and Outcomes**

## **Introduction:**

This second chapter is a consideration of the appropriateness of VARK learning style. That is, knowing and being aware of the language learning style, which is VARK learning style, may afford appropriate outcomes. Appropriate outcomes can be considered as changing what can change such as learners' beliefs, attitudes, and strategies. In addition, teachers' beliefs, views, and techniques may change as well.

However, learners vary in their preferences as well as they vary in their success in degrees. Researchers often have debates about the idea that some language learners are successful than others. As a response, Strevick claimed that "success depends less on materials, techniques,... and more on what goes insides and between the [learners and teachers] in the classroom" (1980:4, qtd. in Arnold 26). Therefore; teachers are also concerned with the VARK learning style, but in their own way.

### **2.1 VARK learning styles and EFL teachers**

Since the VARK learning style is derived from the VAK model by adding the fourth preference which is R, then, considering this style is a result of considering the original one. Woolcock admires the consideration of VAK style by teachers as stating:

... incorporating some A, V, and K learning into [teachers'] course syllabus not only makes for a more interesting class but, pedagogically speaking, also helps to maximize the learning potential of each student. (14)

Therefore, teachers differ in the way they consider their learners. In other words, teachers differ in their beliefs about everything that concerns learners inside the classroom such as learners' needs and learners' preferences.

### 2.1.1 Teachers' beliefs and views

It is suggested that learners are seen and thought of to be similar in one hand, and different on the other in most of Second Language Acquisition (SLA) research studies (Abhakorn 187). Among the varieties that can be distinguished between learners are learning styles. Therefore, learning styles in addition to others are assumed to be indicators of the ways in which the learners approach language learning process (Abhakorn 187).

Moreover, Abhakorn cited Cook (2001) as pointing out that being aware about how language learners do learn may be of help for teachers and involve them to "make any teaching method more effective and help them put their hunches on a firmer basis" (187). Also, Ehrman et al. (2003, cited in Abhakorn 187) suggested that when distinguishing learners as individuals in terms of learning the language, then, "the more [teachers] gain sense of how many different ways [they] can understand the complex system of language learning and teaching" (Abhakorn 187).

Teachers may have different and various views about learners, and they may change their views according to the situation. However, teachers should consider the learning styles in order to design and select the best method to deal with most, if not all, of the learners. Ekmekçi, Atli, and Yaman mentioned that Peacock (2001) re-examined Reid's (1987) hypothesis suggesting that all students have their own learning styles, learning strengths and weaknesses, and a mismatch between teaching and learning styles may cause learning failure, frustration, and lack of motivation (77).

Therefore, teachers may consider the diversity in classroom as an important aspect. Kierkegaard (cited in Felder and Brent) emphasized that it is important for teachers to consider the differences they may have in class. Kierkegaard estimated that "instruction begins when you, the teacher, learn from the learner. Put yourself in his place so that you may

understand what he learns and the way he understands it" (57). Teachers may believe that considering the learning styles, including VARK style, is for the sake of the importance of the learning process. Therefore; it is emphasized that "nowadays, one of the main objectives in foreign language learning area is to enhance awareness about students' personal differences and their possible influence on the learning process and accordingly, on learning results" (Ghaedi and Jam 1233).

Hence, there are some principles of differentiated instruction; however, teachers may only consider the principal feature. It is contended that there is no "how to" technique for the model differentiation of instruction. This may be because of teachers' awareness of individuals and their ability to "translate it into classroom practices in many ways" ("Culturally Responsive Differentiated Instructional Strategies" 2).

Thus, teachers may find themselves just not agreeing on their treats of their students because students do behave differently from one session to another. Therefore, teachers' awareness of the diversity of their learners' preferences may take place through noticing learners' performance. It was written in the article "Culturally Responsive Differentiated Instructional Strategies" that "when teachers teach students the thing in the same way, usually the result is that some students" get it "and some don't" (5). Accordingly, teachers may believe that giving a perfect lesson is what matters before considering learners as different individuals.

Teachers may exhibit their different opinions due to what they have gained from their teaching profession. Teachers' profession in teaching is not free from facing problems. Among the problems that teachers face is presenting a lesson whilst knowing that this or that lesson is concerned with students of different levels and preferences. Therefore, teachers may not be able to give a lesson at a pleasant mood unless they select the suitable technique; also,

unless the learners themselves are able to adapt some workable strategies that fit their styles (Harmer, *How To Teach English* 137).

Furthermore; teachers, as they differ in their views, may assume that they are the first and most important help that students rely on and trust while learning EFL. Though, other teachers may view that learners may deal with their preferences by applying some suitable strategies. They may get help from teachers as Harmer assumed, and teachers may guide learners to recognized strategies and methods by discussing the issue with them (*How To Teach English* 10). On the other hand, teachers may notice that learners are responsible of their learning, and there is no need for teachers' help. In this sense, teachers' job is just giving the lesson.

Therefore, learners may be thought of as they improve themselves whether by themselves or by the help of their classmates; they may do this before they want from the teacher to do it for them. For instance, they may create circumstances in which they learn better. Creating circumstances make learners find opportunities as Weinstein observed, "by becoming opportunistic learners, we also begin to gain insights into how and in what circumstances we learn best -a useful insight to have when face new challenges or worries, for it means we can reproduce the circumstances which will help us to learn faster and better... . If I discover I learn best by listening to others, I again create those circumstances..." (47).

On the contrary; teachers may believe that they are the responsible of the learning process, however, some would view that the differences among learners may be tiresome regardless of its joy and the level of the instruction. Therefore, teachers may think that "[they] seem to be teaching some students and missing others" (Laird R. O. Edman, qtd. in D. Dunn, Halonen, and Smith 35). Moreover, in order that teachers' efforts to reach all the

learners make sense, Sellers et al. pointed out: "no teacher can make all students happy all the time; partly because of the diversity of learning styles in any class..." (7). That is, when teachers differ in their beliefs, the common and basic belief is about the diversity among learners.

Most of the researchers, whose beliefs are chosen to supplement the present work, are experienced teachers. Thus, their beliefs are considered from their teaching experience. Therefore, teachers may be aware that no single preference among the students is the best. Felder and Brent estimated that "one learning [preference] is neither preferable nor inferior to another, but is simply different, with different characteristic strengths and weaknesses" (58). Therefore, teachers may consider the diversity among learners as problem not for the teachers but for the learners themselves.

Although it is agreed that if teachers vary their techniques of presenting the lesson, learners will benefit, and it is worthy to mention that learners may suffer when they do not feel comfortable with the teachers' method. These learners may struggle in learning the new material and may not learn it at all. As it is confirmed by Gregoric (1985 a, b; cited in Renuga and Vijayalakshmi) that learners, may feel that it is impossible for them to learn when teachers do not present the material in the learners' preferred mode (2672). Furthermore; according to Renuga and Vijayalakshmi, "most students express a marked preference for a particular learning style and they are usually unable to process information if it is presented in the format of a non-preferred style"(2674). For example, a visual learner would be, probably, easily bothered if the lecture is about dictation only. Or, the auditory learners also will be bothered if the teacher is just lecturing without giving any chance for discussion. And so the kinesthetic learners will be bothered from the right beginning of the session.

Teachers may believe and have an opinion that they should prepare and present a good lesson. Therefore; the teacher, in order to reach all the students, should plan a good lesson. By doing this, the teacher is challenged to be responsible of involving all the pupils of all styles without exception in an effective learning situation that the teacher provides to them (S. Davies 80). Consequently, concerning the lesson preparation, the teacher may be convinced that his/her responsibility is to encourage the learners to get "access to language data through such activities as active listening, role play..." (Richards 68). Basically, there is no consensus about the teachers' opinions. Thus, a teacher can be evaluated as effective, successful, and good teacher if s/he treats learners the way they prefer. In other words, if s/he accommodates the different preferences of learners as it is assumed by S. Davies: "if you are going to become a successful teacher and ensure that pupils in your class succeed, you need to be aware of preferred learning styles" (76).

In short, there is a contradiction among the teachers' beliefs and views. Some would agree that teachers have nothing to do with their learners' styles. On the other hand, others would believe that teachers should do something about the variety of learners. They think that they should adjust their techniques. However, many teachers may not have any background knowledge about the students who attend the courses. Also, teachers may realize that they cannot adapt their way of teaching to be suitable for all learners (Bendarik and Fränti 1). So, how can this issue be solved?

### **2.1.2 Teachers and teaching techniques**

This part of the research is an emphasis of the teachers' realization of the learners' differences and the way in which to deal with them.

According to Renuga and Vijayalakshmi, "some students process information more effectively by using visual learning style, just as others rely more heavily on either auditory

style, read/write learning style or kinesthetic style of learning" (2674). Concerning the way and technique but not the method of dealing with the issue, teachers' efforts are of debate. Therefore, when it comes to the concept that teachers try to accommodate their learners, it is contended that the role of teachers would be more of a facilitator. They may facilitate the learning environment according to the VARK modes in class (Narayanan 5). Though, teachers may directly ask students which supports they need in order to meet their needs.

However; other teachers may not, but they try on their own to see or to discover what their learners need from them. In this sense, most of the EFL teachers may supplement their lectures with aids but the problem is not which material to use, it is how to use this or that material (Doyle and Robson 21). Therefore, Doyle and Robson observed that "consideration need to be paid to the types of equipment that are used, how they are used and how to ensure that all the students in the lecture will be able to have equality of learning experience as a result" (21).

From other critical view, it is suggested that teachers should consider learners as different individuals, Mintz stated: "you are not simply teaching one student with twenty different faces; you are teaching twenty different students, each with distinctive needs and talents..." (35). However, the successfulness of teaching may be reached through a good preparation and planning for the lesson to include every student and to involve the majority of the VARK learning style preferences. As can be seen in the diagram "Lesson planning for successful teaching" which is presented in figure 7.1 in the book titled "The Essential Guide to Teaching" by S. Davies, the teacher may highlight the styles by asking such questions as: What type of learners are in the class? Visual, Auditory, Kinaesthetic?, Does my lesson suit their style of learning? (76). Moreover, a reliable teacher should include in his list of "the

perfect lesson" -as it is mentioned in the diagram- a variety of activities such as oral work, class discussion, VAK methods, and written works (S. Davies 76).

A good lesson preparation depends on a basic step that teachers should take into account, however, it appears that the first technique a teacher should rely on is his/her voice. The voice should be an affective factor on the learners. In other words, the teacher's voice should be featured. Therefore, teachers should consider the features which Harmer suggested as follows:

- Audibility: teachers should ensure that their voice when they give a lecture is audible and can be heard by all the learners, whether they sit at front of the classroom or at the back. However, audibility has nothing to do with the level of voice. Shouting all the time does not always work. Sometimes, a teacher's normal voice may be audible.
- Variety: though teachers may rely on a consistent volume of voice, they vary their voices according to the situation of learning. For instance, situation of learning depends on the type of lesson and the type of activity. Sometimes, the teacher needs to speak quietly and other times, s/he needs to speak loudly. The teacher should diversify the way in which s/he speaks.
- Conversation: It is maintained by Harmer that "it is important that [teachers] vary their voices throughout a day, avoiding shouting wherever possible, so that they can conserve their vocal energy. Conserving the voice is one thing teachers will want to take into account when planning a day's... work" (*How To Teach English* 17).

However, the teacher's voice is not the only provided technique to reach all the students of different preferences. Thus, in an attempt to efficiently address all learners in the

classroom, the teachers need to differentiate their instructions. As it is assumed in "Culturally Responsive Differentiated Instructional Strategies" article, differentiated instruction is an approach to teaching and learning for students with different abilities in the same classroom. Teachers tend to vary and to adapt their approaches to fit all students (Tomlison, 1995, 199 a; Hall, 2002; cited in "Culturally Responsive Differentiated Instructional Strategies" 2). Besides, it is supposed that teachers are aware that they have learners who learn differently from various perspectives including learning preferences. Therefore, they consider the effectiveness of teaching techniques' diversity because it was supposed that "through differentiated instruction, students will get to the same place, but take different paths" ("Culturally Responsive Differentiated Instructional Strategies" 2).

Teachers may consider diversity of learning styles of EFL learners, and they may think of techniques to meet learners' needs. Therefore; they may do this when they plan the lesson, they may include some tasks that may not involve only one preference (Cf. Cohen, 2003, cited in Griffiths, *Lessons from Good Language Learners* 54). Hence, Lubkina mentioned some suggestions that were given by Marilee Sprenger as some techniques which a teacher may include in his/her instruction.

Therefore; for the teacher to satisfy the visual learners, s/he may: write down the important words as key words, use pictures when describing things, draw time lines when reviewing historical events, write assignments on the board, use overhead projectors and write down the instructions on the board. Besides, concerning the auditory learners, the teacher may: repeat difficult words and concepts aloud, incorporate small-group discussions, organize debates, assign listening to audio-books, write oral reports and encourage oral interpretation. In addition, kinesthetic learners may benefit from the lecture and learn the

English as a foreign language while the teacher provides some hands-on activities and projects, allows breaks for movements, objects in the lesson and role plays (46).

Furthermore; when it comes to confronting different learners, teachers should recognize them as unique individuals. Teachers should consider the teaching-learning environment, whether learners feel comfortable with the way in which teachers present the materials. Also, whether both of teachers and learners can work in such environment in terms of the techniques of presenting the materials and learners with their styles (Griffiths, *Lessons from Good Language Learners* 54-55). That is, differentiated instructions help and profit both the learners and teachers. Therefore, learners are the most concerned with the benefit of such instructions as it is suggested, "for students, such instruments can heighten self-awareness and empower them to maximize their learning opportunities" (Griffiths, *Lessons from Good Language Learners* 53).

On the other hand; whilst intending to prepare a good lesson which is featured by differentiated instructions, teachers may struggle to do so. Therefore, it could be hard for teachers to prepare a lesson that involves all the modalities, i.e., visual, aural, read/write, and kinesthetic. Othman and Amiruddin affirmed that "... teachers are unable to prepare suitable instructional materials, according to the different needs of students' learning styles, due to time factor"(657). Though, Reid mentioned the suggestion of Thomlison (1999) about the differentiating instruction in which she wrote that it is a way which a teacher relies on to know the multiple options that students take information with. Therefore, she wrote: "[it] means that a range of learning possibilities are available for students to acquire the content, understand the information and meet the learning objectives" (119).

However; the techniques differ from one teacher to another, according to how they want to reach their students.

## 2.2 Appropriateness and Perspectives

Since the EFL learners are concerned first with the VARK learning style, teachers are the next. Thus, teachers would benefit from being aware of and how to deal with the VARK learning preferences. Therefore; by knowing the preferences, teachers may reach "a greater number of their students". Consequently; learners would be aware of strategies outside the class and inside, because they tend to distinguish which teaching technique suits their style (Marcy 118).

Basically; concerning the appropriateness, it would be better if the concept is described as Bendarik and Fränti observed. They estimated that the preferences among students do not "necessarily show the strength or weakness of a learner," and those authors suggested that "[the preferences show] an indication" (Bendarik and Fränti 4). Furthermore, that indication should be considered to "... achieve a maximum learning effect" (Bendarik and Fränti 4).

When teachers consider the preferences, they will help learners in a way or another. Therefore, teachers are recommended to realize and consider these differences and assist them in each phase of the learning process. Thus, students will be enabled to know their styles better and to deal with other styles that are not their preference (McKay and Tom 3-4). To think of the appropriateness in one way or another, the use of the VARK inventory or LSI (Learning Style Inventory) is a way included. Subsequently, some researchers summarised that Fleming and Mills (1992) believed that learners should be aware of their preferences, and teachers may help them through the VARK inventory's questions. Learners not only will discover their preferences, when they answer the questions, but they also will know the strategies that best fit their preference (Allen, Swidler, and Keiser 1256).

Therefore; Neil Fleming (cited in Renuga and Vijayalakshmi 2671) believed that by knowing which style they prefer, learners will be able to accomplish a better learning. Besides learners' achievement, teachers may vary their teaching techniques to accommodate as majority of learners as possible. Chen and Fu (2003), Cornin (2009), and Hazari (2004) believed that learners will learn better when they know their styles; therefore, they learn best if teachers help them by including variety in presenting one lecture (cited in Renuga and Vijayalakshmi 2671-2672). However; the appropriate benefit would extend to involve the learning community and department members.

Thus, the whole academic society will take advantage after the students and to help the students. Paul Nolting estimated that "... faculty would have a better understanding on how their students learn in order to modify some of their delivery methods" (qtd. in Narayanan 8). In other words, students will get benefit in terms of knowing the suitable strategies that fit their VARK learning style. In addition, teachers will try to exhibit some techniques that involve those preferences. Therefore; when teachers are aware of the different styles that each learner have, they become aware of the different approaches they adopt. When teachers do this, they may help learners to understand some weaknesses of their preferences (Weinstein 160). That is; as well as they recognize the diversity among learners and by doing this, teachers will vary their way of presenting the information to learners. For instance, Arnold explains that "what is suitable for a learner who functions well in the visual mode, for example, may not address the needs of someone else who learns best with auditory or kinesthetic activities" (17).

When teachers consider diversifying teaching techniques, they may reach a good pedagogical state. Second and foreign language teaching are the principal issues that are associated with teaching techniques. Mainly; Molina, Canado, and Agulló are interested, as

other researchers and linguists, in how to teach foreign languages and to better, effectively and efficiently teaching it (2). Therefore, Molina, Canado, and Agulló pointed out that "the pedagogical implications are clear: the teacher should incorporate activities which appeal to each and every one of these primary representational [styles] in order to cater for all possible primary [preferences]..."(40). Besides, they make learning as comfortable for each learner (R. Dunn and Griggs 19).

Differently explained, the modality preferences of learners may be a reason of differing the teachers' teaching style. The teachers' styles differ in the classroom from lecturing to varying the techniques. Felder and Brent assumed that teachers generally give lectures, however, others prefer teaching with demonstrations and activities (57). Therefore, the diversity in learning styles preference among students may offer a diversity in teaching techniques. Bennett (2003) believed that "the concept of learning styles offers a value-neutral approach for understanding individual differences ... . The assumption is that everyone can learn," he added about teaching techniques, "provided teachers respond appropriately to individual learning needs" (qtd. in Griffiths , *Lessons from Good Language Learners* 54).

Knowing VARK learning preference is beneficial for both learners and teachers; if teachers are not aware of their learners' diversity in classroom, they may not diversify and vary their teaching techniques. Yet, they may just use the same technique over and over thinking that it would be the best to reach all students' needs. Therefore, other teachers believe that all learners are the same and if they are not, they learn in the same way (Hawk and Shah 2). Therefore, teachers translate the appropriateness into giving chance to students. Felder and Brent argued that "the more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students" (57). However, the chance which students get from their teachers is a matter of satisfying their

needs. Eventually, satisfying the learners' needs can be to seek for discovering and treating both sides of their preferences. Therefore, it is suggested that identifying individual students' preferred learning style can provide learners with valuable clues about their possible strengths and weaknesses and indications of ways they might improve their academic performance (Felder and Brent 62).

In short, the appropriateness of being aware of the VARK learning style is assumed to help teachers and learners according to the state of each one of them.

### **2.3 Outcomes and EFL learners' needs**

Adams and Pierce cited Kolb (1981) explaining that the majority of students apply four preferences within their learning, though, most of the students have a tendency to prefer one process over others (104). Hence, what matters in learning is covering the learners' learning needs. Meeting learners' needs can be through teachers' experiences. Therefore, Long et al. maintained that "[the] differences are important since they can determine how teaching and learning experiences may need to be adapted in order to meet [learners'] individual needs" (78). However, some researchers believed that satisfying learning needs works only with good language learners. For instance, as Chapelle and Roberts (1986) suggested, good language learners are said to be able of adapting their learning style to their determined needs.

On the contrary, learners whom are not described by Chapelle and Roberts (1986) to be categorized as good language learners, appear to stick to their preference despite the unsuitable outcomes that they get from preferring them (cited in Griffiths, *Lessons from Good Language Learners* 53). However, as it was previously indicated that knowing the preference is an indication, preferring only one style is not definitely the only way to categorize learners. Each learner may prefer a style according to the benefits s/he may get. Therefore, no single

style is "regarded as being better," but it is "seen as having advantages for different tasks" (Skehan 239).

One main advantage of the VARK learning style is encouraging learners to improve themselves, and this may take place through motivation or enjoyment. For instance, Murphy et al. (2004), as cited in Othman and Amiruddin, assumed that "learning based on VARK learning style model provides a medium for self-knowledge and exploring opportunities in classrooms, thus, making a more productive learning experience and enjoyment among students" (656). Therefore, students when enjoying the learning context and becoming motivated, they will want taking risk and trying another preference. In other words, the learners' preferences can be "modified and extended" (Reid 1987; qtd. in Griffiths, *Lessons from Good Language Learners* 53).

On the whole, knowledge of learners' preferences does not directly change the preference. Fleming (April 2012) argues that "of course knowing one's learning style does not improve learning; it is what one does after learning about [his] preferred learning that will determine a positive or negative outcome" (2). Also, Fleming and Baume discussed the notion of the outcome that considering VARK learning style offers, or as they claimed, "knowing one's learning style does not improve learning" (3). However, they gave their arguments against that belief, they pointed out that knowing one's style, including a preference among the four of VARK modalities, does not necessarily improve learning, but it does clarify the concepts for learners to engage and do something about their learning preferences. They maintained that "what happens afterwards has the potential to make a difference" (Fleming and Baume 3).

Though, a learner may prefer a style over the others according to the task s/he has in hand. Thus, s/he may respond to a situation of learning English as a foreign language variably

(Skehan 239). Also, no matter which style learners prefer, each preference includes strengths and weaknesses. But, learners should consider the outcomes, or advantages, and deal with their weaknesses (Skehan 279-280). They should progress with their beneficial preferences and deal with situations where their preference doesn't offer them what they need. That is; when each learner struggles with his/her weaknesses, s/he may see the strengths in another style that s/he may not prefer. EFL learners may benefit from changing and trying a new experience. Hence, Honey and Mumford (1986) pointed out: "if you want to be fully equipped to learn from experience, you will need to develop styles which at present you do not use" (qtd. in Weinstein 45).

Besides, being aware of learners' diversity of learning styles, as the VARK leaning style, helps teachers and learners in one way or another. It is assumed that the language pedagogy would benefit from considering the learning styles, and this includes the VARK modalities. Three kinds of advantages can be considered. The first can be reached "through attempts to match the kind of instructional activities to learners' preferred learning styles". In addition, the second can be considered in terms of that students are encouraged to understand their preference in order to learn in better ways.

Moreover; with consideration of no single preference is better than others, learners would be encouraged to discover and expand other preferences and understand that all styles can be beneficial depending on the context (A. Davies and Elder 536). However; learning outcomes may be referred to in terms of the way in which the EFL learners can manage aspects such as learning preference, teaching technique, and strategy instruction so that they accomplish building vocabulary, expanding grammatical knowledge and functional competence, improving pronunciation, and developing their four skills (Griffiths, *Lessons from Good Language Learners* 1).

In short, the outcomes which being aware of and considering the diversity of VARK learning style among learners afford are what both learners first and teachers second benefit from. Thus, teachers and learners may deal with their differences in a way or another.

### **2.3.1 Adjusting teaching techniques to VARK learning style**

Researchers argued about the issue of tackling such research about learning preference, and they saw that matching styles works better for learners (Dunn and Dunn 1987; cited in Moreno 48). However, the same approach is not necessarily workable for all students. Despite the debate, teachers should give chance to learners and try to match a differentiated instruction. Thus, teachers should try because as Moreno summed, "... the idea of learning styles reminds [teachers] of the diversity of learning approaches among [the] students, which suggests that [teachers] should use a variety of instructional methods in the classroom" (48).

Therefore, learners differ from each other in a situation where the material is selected from the textbook. Also, they differ when they have to learn some materials which may be selected from other sources rather than textbook. Those sources may include: journals, magazines and newspapers, videos, documents, and other sources. Thus, learners would be interested differently (Griffiths, *Lessons from Good Language Learners* 54).

However; among some suggestions for teachers to fairly treat learners, they are advised to vary their presentation style. As Mintz wrote, teachers should consider various instructional approaches such as lectures, discussion, PowerPoint presentations, graphs, simulations, and images (35). That is, teachers should adapt some teaching approaches to adjust each of the VARK learning style, i.e., visual, auditory, read/write, and kinesthetic. Furthermore, some teaching methods are associated to the different preferences of learners. For instance, visual learners are believed to "feel comfortable when teacher uses the

translation-grammar teaching approach", whereas the auditory learners (or as they can be found as verbal learners) are said to find such teaching approaches as the oral approach, the situational approach, the audio-lingual approach, and the communicative approach to be suitable for them. Unlike the previous two preferences, kinesthetic learners may feel comfortable with the total physical response approach (Xu 14).

Though; teachers should consider that one preference may not be of satisfactory in all the circumstances of learning for learners. Thus, another style which learners do not prefer may be better. In Brown's view, "... a preference for visual processing would not preclude the possibility of invoking auditory processors when deemed necessary" (124). Therefore, some researchers, and teachers, may not appreciate the notion that they should adopt some techniques for the different learners. They may think that it would be tiresome and a waste of their time. Consequently, Brown estimated that "the burden on the learner is to invoke the appropriate style for the context. The burden on the teacher is to understand the preferred [style] of each learner and to sow the seeds for flexibility" (124). In addition; when teachers try to adjust their teaching techniques, they are going to help their learners in the first place. For instance, it is suggested that learners also will learn to adjust themselves to other preferences due to their teachers' differentiated instructions.

Thus; by knowing and being aware of their preferences, EFL students' achievement will differ. To illustrate the extent of advantages, Thompson emphasized that "... students who struggle with listening texts, will [learn how to] take notes and to listen to key words. Visual learners will record and retrieve information differently than auditory or kinaesthetic learners..." (13). On the other hand, some students prefer to stick onto just one mode in various situations. They don't like to try a style which is not their preference; though, they should be encouraged to stretch their preferences and try new modes. Moreover; from the

teachers' part, learners' preferences should not be ignored, but rather, they should be taken into considerations (McKay and Tom 19).

In other words, teaching style is the most affective factor on the learners. Learners change their attitudes and prefer a way rather than another according to what they think of their teachers' technique. Thus, teachers are "making the same experience," as Matlin and Short stated, "possible for their students" (qtd. in Richards 212). Yet, effects should be positive on learners so that they achieve a better learning. As noted by Joyce et al. (1989), "... the students' involvement in their own learning and their achievement represented significant increases" (qtd. in Richards 212). However, teachers intend to reach an effective learning by trying to accommodate the different preferences of learners, i.e., visual, aural, read/write, and kinesthetic.

Hence, Hawk and Shah claimed that "... because the premise is that adult students learn in different ways, faculty in higher education would have a responsibility to expend their repertoire of learning activities to embrace as wide as a field of adult student learning styles as possible in order to achieve more effective learning" (2). That is, teachers may help students through providing some differentiated activities, whereby those activities should be suitable and appropriate to learners (Harmer, *The Practice of English Language Teaching* 43). Furthermore, no matter how the teachers try to adjust their instruction to teach all the students with the same benefit, they should involve as more as possible of the students. Felder (5) claimed that the "optimal teaching style," as he wrote, is the one which should provide a balance between the different preferences among the learners.

Thus, he believed that "when this balance is achieved, all students are taught sometimes in their preferred mode, so they are not too uncomfortable," he continues about the other possibility, "and sometimes in their less preferred mode, so they are given practice

and feedback in critically important skills they might never develop if instruction were perfectly matched to their preferences" (5).

In his book, *A Guide to Facilitating Adult Learning*, Egle referred to the VARK style as "Multi-sense learning" whereby he suggested that "when two or more senses are used" (4). For instance; the author has included that, "Confucius says- I hear and I forget; I see and I remember; I do and I truly understand". Thus, the author has commented that "by using a variety of techniques, [teachers] can provide visual, auditory and kinesthetic input for more effective learning, e.g., posters, overheads,... discussions, etc" (Egle 4). In addition, teachers may adopt some techniques according to the different preferences they have in class. Techniques may include each preference in a particular and precise manner. For example, the teacher may include lecturing with power point presentation to involve the auditory learners. However; for the readers with preference for reading to be involved with the material being taught, the teacher may include novel reading.

Besides, the teacher may include movie watching to satisfy the visual learners. And for the kinesthetic style learners, the group discussions are suggested (Renuga and Vijayalakshmi 2674). In addition, other researchers practically indicated in their work that they have found that visual learners like to have things written on the board, both as text and as diagrams or flowcharts. Therefore, they maintained that they reinforce what they put on the board by speaking it out loud so that the aural learners are satisfied; and discussions also help the aural learners (Hawk and Shah 15).

Hawk and Shah commented that teachers share knowledge about the model with learners; therefore, the knowledge shared is about both the styles of learners and teachers so that learners come to understand that they themselves learn differently the same foreign language. Moreover, the authors maintained that when teachers vary their approaches and

processes in a course and clarify them to students as how they match the different learning styles, students will grasp the efforts which teachers make to address the students' needs. Thus; by knowing and distinguishing the learners' preferences they have in class, teachers will be able to choose the suitable "explanatory or demonstrative approaches and materials" that are prepared to reach all the learners' preferences (14). To supplement their opinion, Hawk and Shah are quoted claiming that "... knowledge of the overall learning style profile of classes allows ...[teachers] to make adjustments to ...[their] learning approaches as the profile changes from course to course and across semesters. We believe that student performance improves..." (14).

Furthermore, Hawk and Shah suggested some techniques to prepare suitable learning activities and approaches. They thought that some of those techniques, if not all of them, will enhance learning. The suggested techniques are assumed to result in higher levels of adult student satisfaction with the learning in a course, to result in higher levels of academic performance by adult students in a course, to result in deeper, more lasting adult student learning in a course and beyond the course, and to result in an increase in the ability of adult students to learn in different ways in a course and beyond the course (Hawk and Shah 14-15).

From the gathered works about adjusting some techniques, it would appear that the read/write preference is rarely mentioned. On the contrary, the kinesthetic one is a bit better, i.e., it is sometimes mentioned. Hence, it is estimated by researchers that higher-education teachers have lower tendency to involve the kinesthetic mode. And those teachers "need to work and research on experience element, which is, certainly seldom used in teaching sessions by teachers" (Othman and Amiruddin 657). However; for the read/write learners, it is suggested that teachers may include writing out key words in list form, and preparing multiple choice tests ("Teaching and Learning Styles" 12). On the other hand, in order that

teachers deal with kinesthetic learners, it is suggested that teachers "... include hands-on demonstrations and case examples to be discussed and solved" ("Teaching and Learning Styles" 13). Hence, teachers should be careful in their adjustments. They should try not to ignore any preference as possible as they can. Therefore, Sellers et al. indicated that "...using any teaching style to the exclusion of the others will also exclude those students who do not learn best by that style"(8).

### **2.3.2 Learners' beliefs**

Students' attitudes and beliefs about their preferences and teachers' techniques is the last step concerned with the VARK learning style in the present research. However; when students consider their styles, and the teachers' efforts, they realise that they themselves who is responsible of what to do next in the learning process. That is, they are the responsible ones to make a decision about how they approach EFL learning to improve themselves. Hence, Nyikos and Oxford (1993,11) put it as: "learning begins with the learner" (qtd. in Griffiths, "Language Learning Strategies" 2). Therefore, improvements are concerned with the choice of strategies and whether they should modify their preferences.

Knowing and considering VARK learning style help students to achieve better, with the help of teachers as being aware of their needs. Furthermore, it is argued that "VARK learning style can enhance students' understanding as well as raise learning motivation and interest among students" (qtd. in Othman and Amiruddin 657). However, Cherry, from another side, proposed that being aware "make[s] studying more enjoyable" (par.3).

It may be true that learners would enjoy the learning process if they decide to; although, they can focus on their 'not preferred' style. That is, learning process will also be improved when learners focus on other preferences than theirs. Thus, it is assumed that

"knowledge of one's learning style can lead to enhanced learning and helps the learner focus on improving weaker points..." (DFES,2004; Rose and Nicholl,1997; qtd. in Sywelem et al. 10). Being discussed from another angle, learners should not stick only to their beliefs that one preferred style is the best and may not cause drawbacks. However; preferring to be visual, aural/auditory, read/write, or kinesthetic (kinaesthetic) always in all learning situations may not satisfy EFL learners' needs all the time.

Learners should be opened to change and try another preference for the same situation(s). In Nel's view, trying another style rather than the preferred one can satisfy the needs (cited in Griffiths, *Lessons from Good Language Learners* 307). Also, Cohen and Dörnyei (2002) suggested that teachers may assist EFL learners to consider their preferences and try others, in terms of the adapted presentation of the lesson. They also stated that "it is also possible that learners over time can be encouraged to engage in 'style stretching' so as to incorporate approaches to learning they were resisting in the past" (qtd. in Griffiths, *Lessons from Good Language Learners* 53).

EFL learners, when it comes to considering their learning process, they have various expectations of what learning this language involves and how they can approach learning this language. Nevertheless, EFL learners' expectations differ according to their personal preferences. On the other hand, learners vary because "... they have not really defined [their] expectations to themselves, ... they have never really questioned received attitudes to language learning; yet ... they are unaware of alternative attitudes to language learning and learning styles" (Hadfield 32). For example, Coffield et al. (2004, qtd. in Wolf) mentioned a student as commenting that "I learned that I was a low auditory, kinesthetic learner. So there is no point in me reading a book or listening to anyone for more than few minutes" (44).

Eventually; students would overcome the difficulties they have in their studies, therefore, by knowing their preferences and seek for strategies that better fit their style (Marcy 118). That is, learners should be critical concerning their preference, whether they want to try another modality or not. After all, they are the most concerned with their preferences, so they should be aware of them in order to specify their outcomes, needs, and goals. Though, they "[are] actively involved in making their own sense of the language input that surrounds them as well as the tasks presented to them" (Williams and Burden 1997:23, qtd. in Arnold 25).

### **Conclusion**

To sum, the appropriateness of being aware of the VARK learning style whether by EFL teachers and/or EFL learners may be worthy of mentioning and conducting a research on. Therefore, this appropriateness can be translated in terms of outcomes. Outcomes can be noticed as achievements of learners whereby some learners would prefer to diversify and modify their strategies to better suit their preferences, and they are advised to do so. Though, considering the VARK learning style is appropriate for teachers as well to differentiate their instructions.

Therefore, EFL teachers may reach their students while differing the instructions. For instance, EFL teachers may divide their session to involve giving a lecture with association of the overhead projector. In addition, EFL teachers may assign reading documents and writing summaries and essays. Besides, role plays can be a part of the instruction. Eventually; being aware of the different preferences among students does not help teachers only. Students may also benefit, i.e., they may change their belief that their preference is the best. EFL students may be engaged to adopt strategies that better fit other preferences than theirs.

## **Chapter Three:**

### **Field Work**

## **Data analysis tools**

### **Introduction**

A questionnaire of two sections was submitted to EFL learners of third year LMD in the University of Mohamed Kheider of Biskra, and learners are assumed to be able to distinguish between their strongest and weakest preferences by choosing only one item in each situation. Therefore; learners may sometimes prefer a visual style, and other times they may prefer a kinesthetic style for the same situation but within different states. Hence, the subjects chose according to their interest without any restriction to a fixed answer or a definite statement. In addition, a questionnaire of one section was submitted to some EFL teachers of UMK Biskra.

### **3.1 Description of the questionnaire**

First of all, the questionnaire for students was designed to find the EFL learners' VARK learning style and degree of each preference. Therefore, the questions are provided to distinguish the majority of preference among students. Initially, the visual (V) preference is concerned with the questions as the sections' design. For instance, the Visual preference is concerned with the section one as A/ 1, 2, 3, in addition to B/ (1-b), (3-b), (4-d), (5-d), (6-d), (7-d), (8-a),(9-a), (10-a), (11-a), (13-a). Besides, section two is concerned with the questions 3, 7, 8, 14, and 17.

Next, the auditory/ aural(A) preference is concerned with the section one as A/ 4, 5, 6. Besides, B/ (1-c), (3-d), (4-b), (5-b), (6-b), (7-b), (8-b), (9-b), (10-b), (11-b), and(13-b). On the other hand, section two is concerned with 1,4,6,11,13. Subsequently, the read/write(R) preference is concerned with the section one as A/ 7, 8, 9, 10. Besides, it is concerned with B/ (1-a), (1-d), (2-c), (3-a), (4-a), (5-a), (6-a), and (7-a).

Finally, the kinesthetic (K) preference is concerned with the section one as A/ 11, 12. In addition, it is concerned with B/ (2-a), (3-c), (4-c), (5-c), (6-c), (7-c), (8-c), (9-c), (10-c), (11-c), and (13-c). Therefore, it is concerned with section two as 2, 5, 9, 10, 12, 15, and 16.

Thus, the questions and their answers may reveal some preferences in a superior manner than other preferences among the EFL learners. Therefore, the fifty (50) participants were not given the chance to select multiple answers, they had only to select their preferences. In addition, the questionnaires that were designed for teachers were for the sake to investigate their awareness of the VARK style as well as their consideration of it.

Basically, the analysis of the questionnaire for teachers differ from the analysis of the questionnaire for students in terms of design, questions, and results. Most of the teachers' answers were analyzed in graphs more than tables. On the contrary, most of the students' choices were analyzed in tables more than graphs. However, the teachers' answers show their awareness of the VARK learning style and how they treat the differences of the learners in terms of Visual, Auditory, Read/Write, and Kinesthetic preferences.

On the other hand, learners' choices show the extent to which each preference is preferred among those learners. Thus, the extents of choices may help the EFL teachers to know their learners. Consequently, teachers may adjust their teaching techniques to deal with different students and meet their needs.

## 3.2 Interpretation and analysis of the Questionnaire for Teachers

### 3.2.1 Introduction

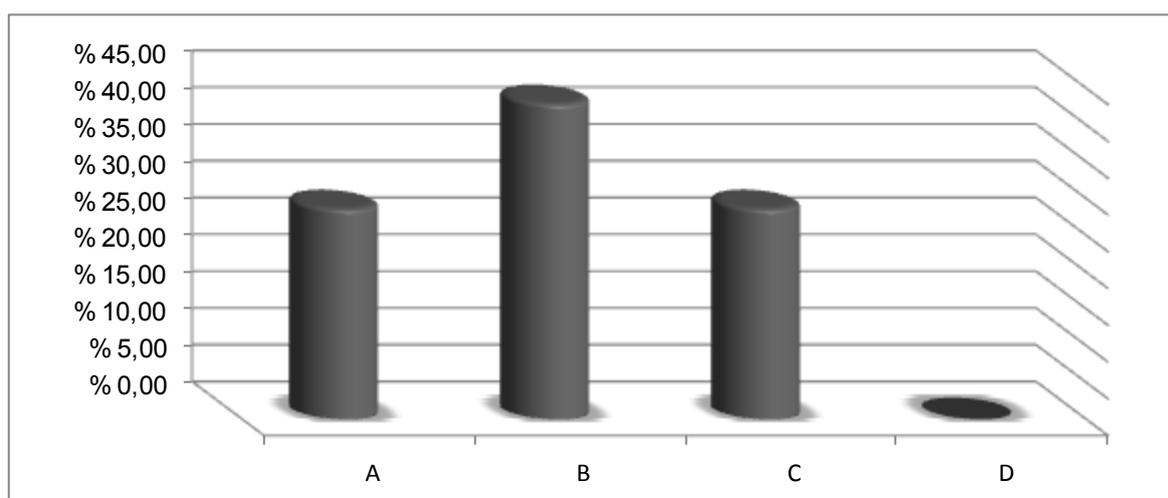
The questionnaire was submitted to six teachers who teach EFL to third year students. Therefore, the participants were selected randomly to fill in the questionnaire. Most of those teachers commented that they do not have any idea about the VARK learning style as an acronym, or as an issue that teachers should deal with at the same time; though, they distinguish between the preferences if they are presented and explained separately for them as Visual, Auditory, Read/Write and Kinesthetic.

### 3.2.2 Analysis and Interpretation

- Question (item) 1

	A	B	C	D
Question 1	4	6	4	0
Percentage %	28,57 %	42,86 %	28,57 %	0 %

**Table 1: Knowing learning styles.**

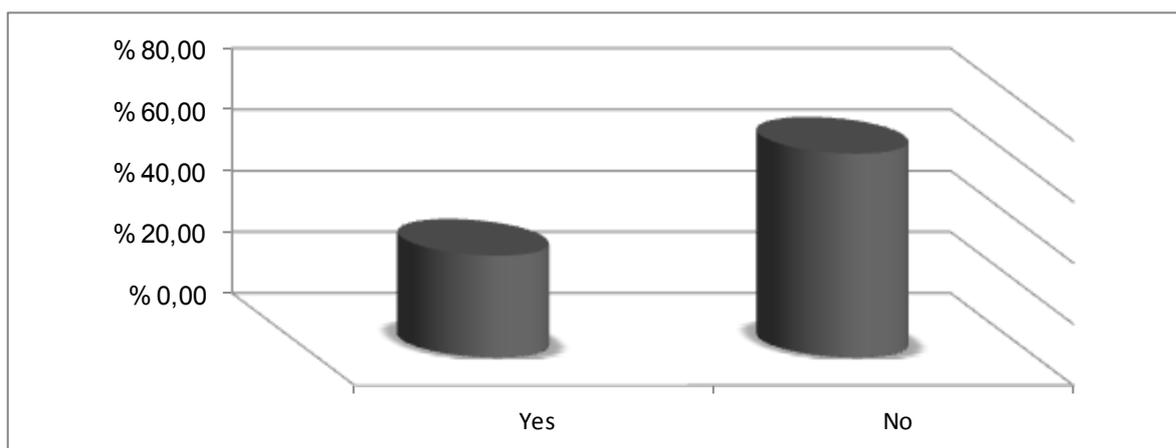


**Figure 1: Knowing learning styles.**

- Question (item) 2

	Yes	No
Question 2	2	4
Percentage %	33,33%	66,67%

**Table2: EFL teachers and VARK modality.**



**Figure 2: EFL teachers and VARK modality.**

- Question (item) 3

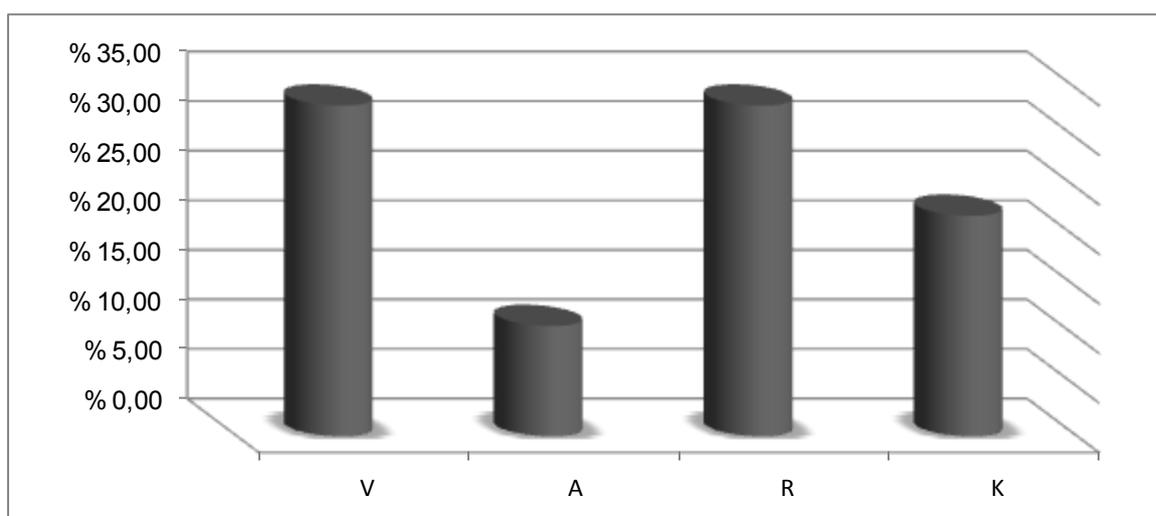
Initially, the third item (question 3) was designed to know whether the teachers do realise the VARK learning style as a type among the known styles

However, the first teacher is aware of the three styles excluding the (R) one. She guessed the preferences that each letter stands for except the read/write preference. On the other hand, the second teacher mentioned only the (V) and the(A) preferences. In addition, the third participant mentioned that she knows them all. However, she is aware of the VARK learning style. Therefore, no answer was gathered from the forth teacher, as well as both of the two other teachers.

- Question (item) 4

	V	A	R	K
Question 4	3	1	3	2
Percentage %	33,33%	11,11%	33,33%	22,22%

**Table 3: EFL teachers and preferring a style amongst VARK preferences.**



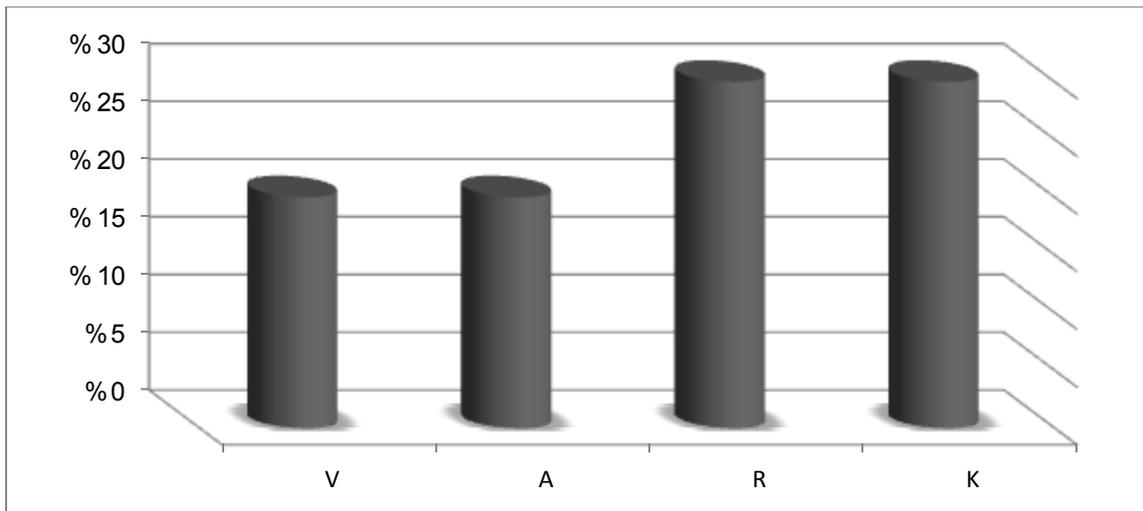
**Figure 3: EFL teachers and preferring a style amongst VARK preferences.**

- Question (item) 5

	V	A	R	K
Question 5	2	2	3	3
Percentage %	20%	20%	30%	30%

**Table 4: Preferring teaching certain kind of students.**

The table 4. is showing the differences among teachers in preferring a modality to work with. Students differ in their preferences, therefore, teachers may prefer to work with such preference than others.

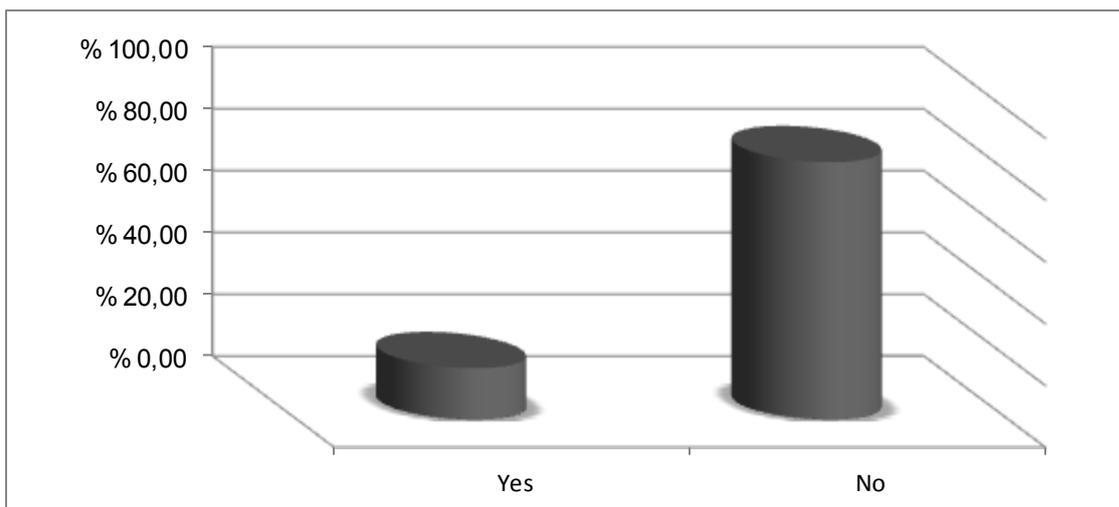


**Figure 4: Preferring teaching certain kind of students.**

- Question (item) 6

	Yes	No
Question 6	1	5
Percentage %	16,67 %	83,33%

**Table 5: EFL teachers and reaching the students.**



**Figure 5: EFL teachers and reaching the students.**

- Question (item) 7

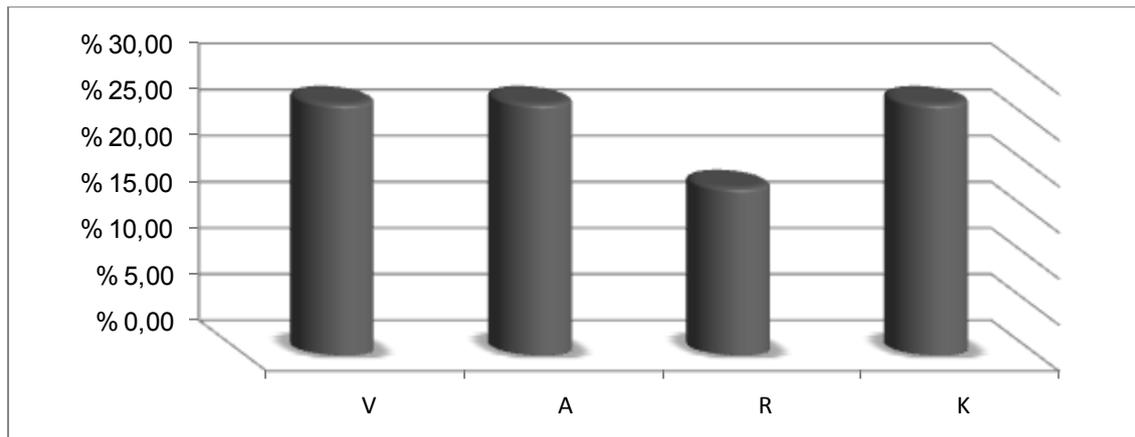
For the justification of their state as reaching all of their students, teachers' expressions varied according to their experience. However, they are not aware of the VARK learning style. Thus, the unawareness can be generalized to the whole number of EFL teachers. Therefore, one teacher wrote: "there are other learning styles such as the introverts, the extroverts. Thus, a teacher has to find strategies to deal with all sorts of learning styles."

Another teacher claimed that "it is important to take students' needs into account. They may find your task quite challenging and may be reluctant to participate. That does not mean that they are poor/weak students". From other point of view, a teacher stated that "because of the differences in learners' learning styles, they have natural preferences in learning which create real and concrete differences in learning". Though, the last teacher justified that "it is simply because there are off springs or rather mixed-up learning styles. You may find, for instance, visual-kinesthetic or auditory-kinesthetic learners in your 'classroom' ".

- Question (item) 8

	V	A	R	K
Question 9	3	3	2	3
Percentage %	27,27%	27,27%	18,18%	27,27%

**Table 6: EFL teachers and the hardest style.**

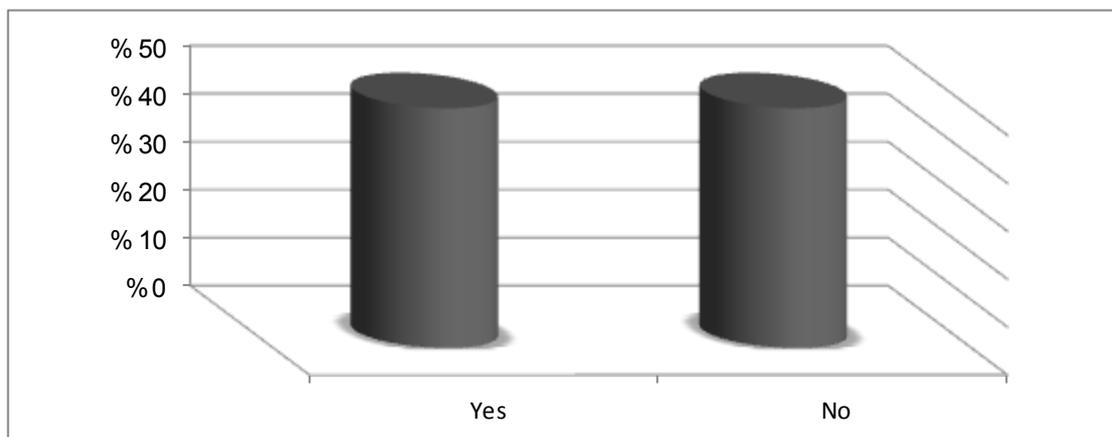


**Figure 6: EFL teachers and the hardest style.**

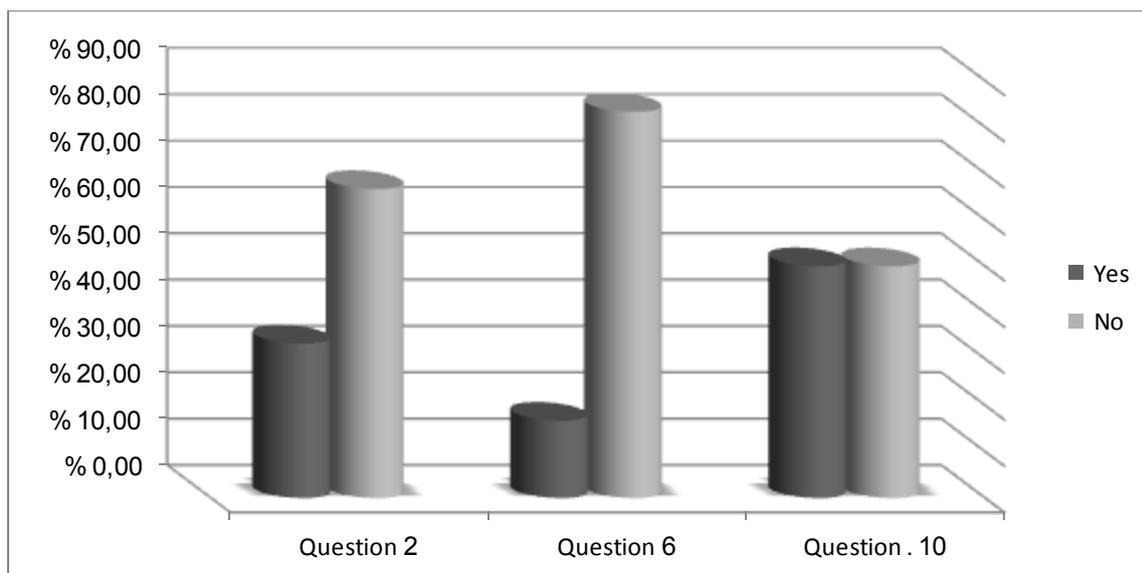
- Question (item) 9

	Yes	No
Question 10.	3	3
Percentage %	50%	50%

**Table 7: EFL teachers and helping students.**



**Figure 7: EFL teachers and helping students.**

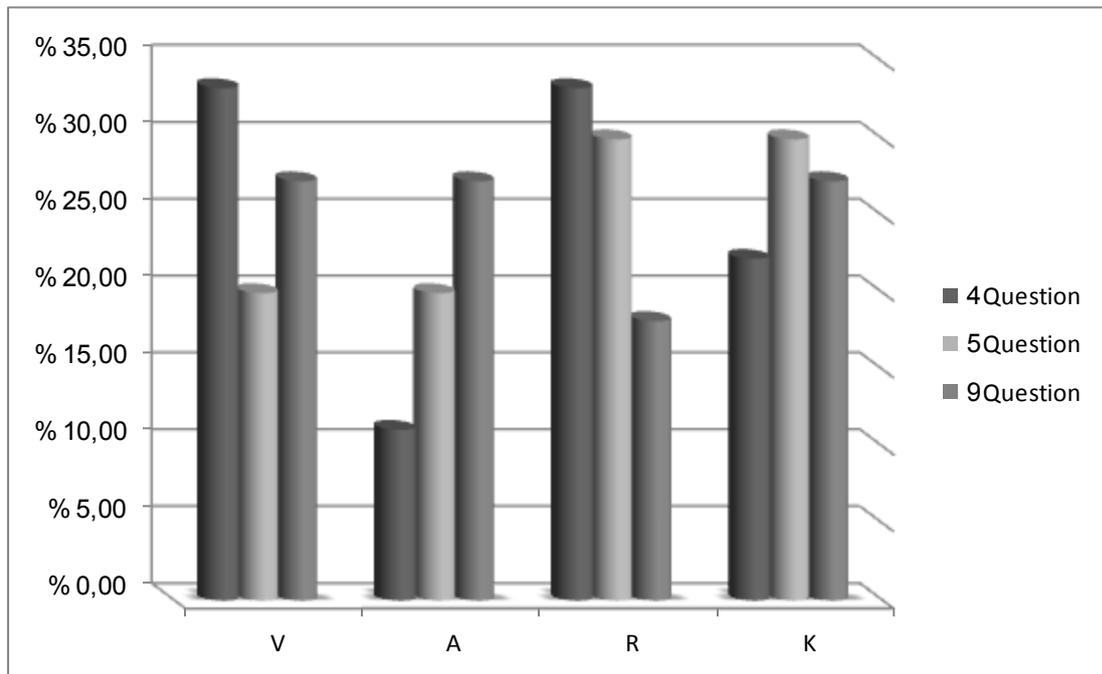


**Figure 8: EFL teachers and satisfying the learners' needs.**

- Question (item) 11

Some teachers estimated that they helped their learners to become aware of their styles by providing different tasks which can be considered as the same as differentiated instruction. A teacher amongst the participants suggested that helping learners to be aware of their styles can be through distributing a questionnaire that consists some preferences that they may choose over others.

The next graph which is entitled Figure 9. summarizes the differences of preferring the VARK style by EFL teachers. Thus, Visual, Auditory, Read/Write, and Kinesthetic preferences differ in the extent of preferring them.



**Figure 9: EFL teachers and the VARK style.**

The figure (9) above shows that the EFL teachers know the reference separately, as it was mentioned before, but they do not realise them and they do not adjust their techniques to meet the students' needs. Therefore, the diagram shows that EFL teachers differ in their approach to meet the learners' needs through VARK style. As the questions 4, 5, and 9 concerned, the teachers also differed in their attitudes towards the acronym "VARK" learning style and the preferences which are involved as being Visual, Auditory, Read/Write, and Kinesthetic.

### 3.3 Interpretation and analysis of the Questionnaire for Students

#### 3.3.1 Introduction

Basically; tackling the research on the VARK learning style preferences, and investigating the EFL teachers' awareness depends on the learners' needs realization. However, learners needs are determined, and most of learners realize their preference. Hence, the questionnaire was submitted to EFL learners more than teachers. The sample was of fifty participants, EFL learners of third year level, whom were chosen randomly.

#### 3.3.2 Analysis and interpretation

- **Section One, Part A:**

1. Do you prefer to see the information in order to remember it?

	Frequency	Percentage
Yes	48	96%
No	2	4%

**Table 8: Remembering information visually.**

2. Do you pay close attention to the body language of the teacher?

	Frequency	Percentage
Yes	44	88%
No	6	12%

**Table 9: Teacher body language.**

3. Does visualizing information in your mind help you remember it better?

	Frequency	Percentage
Yes	47	94%
No	3	6%

**Table 10: Visualizing the information.**

4. Do you prefer to listen to class lectures rather than reading from text book?

	Frequency	Percentage
Yes	37	74%
No	13	26%

**Table 11: Preferring the class lectures.**

5. Does reading out loud help you remember information better?

	Frequency	Percentage
Yes	41	82%
No	9	18%

**Table 12: Reading the information out loud.**

6. Do you create songs to help you remember information?

	Frequency	Percentage
Yes	15	30%
No	35	70%

**Table 13: Creating songs to remember information.**

7. Do you find reading your text book to be a great way to learn new information?

	Frequency	Percentage
Yes	38	76%
No	12	24%

**Table 14: Learning from text books.**

8. Do you take a lot of notes during class and while reading your books?

	Frequency	Percentage
Yes	37	74%
No	13	26%

**Table 15: Taking notes.**

9. Do you enjoy making lists, reading definitions, and creating PowerPoint presentations?

	Frequency	Percentage
Yes	33	66%
No	17	34%

**Table 16: Enjoying the visual preference.**

10. Does it make any difference when teachers make use of handouts and overheads (data show)?

	Frequency	Percentage
Yes	43	86%
No	7	14%

**Table 17: Learners' attitude towards the Visual preference.**

11. Is it difficult for you to sit in the same place for long periods of time?

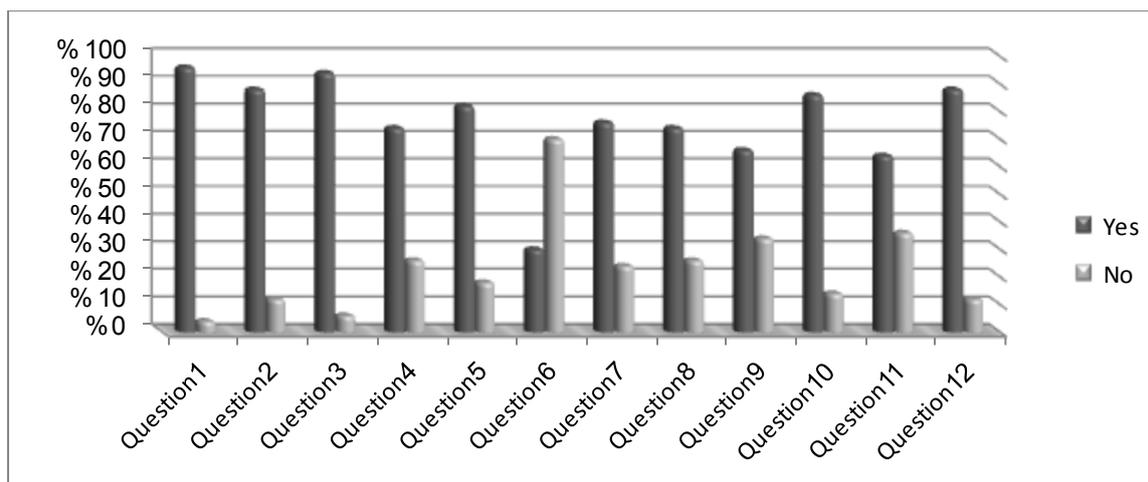
	Frequency	Percentage
Yes	32	64%
No	18	36%

**Table 18: Restrictions against kinesthetic preference.**

12. Do you have to actually practice doing something several times in order to learn it?

	Frequency	Percentage
Yes	44	88%
No	6	12%

**Table 19: Practice makes perfect.**



**Figure 10: EFL learners and style realization.**

Most of the answers of the previous twelve questions, i.e., the questions of section A, are about identifying the attitudes of learners towards their preferences. As it can be inferred from in the tables above, each preference is considered differently among the participants. Thus, the different consideration was summarised in the figure10 above.

▪ **Section One , Part B:**

- Item (Statement) 1.

	Frequency	Percentage
A	25	50%
B	7	14%
C	12	24%
D	6	12%

**Table 20: Being sure of spelling 'dependent' or 'dependant'.**

- Item (Statement) 2.

	Frequency	Percentage
A	9	18%
B	21	42%
C	20	40%

**Table 21: Learning to use a new English programme on a computer.**

- Item (Statement) 3.

	Frequency	Percentage
A	10	20%
B	9	18%
C	18	36%
D	13	26%

**Table 22: Preferring certain teaching techniques.**

- Item (Statement) 4.

	Frequency	Percentage
A	10	20%
B	15	30%
C	12	24%
D	13	26%

**Table 23: Improving the English learning.**

- Item (Statement) 5.

	Frequency	Percentage
A	13	26%
B	21	42%
C	11	22%
D	5	10%

**Table 24: Recalling the information.**

- Item (Statement) 6.

	Frequency	Percentage
A	4	8%
B	23	46%
C	18	36%
D	5	10%

**Table 25: Preferring the teaching technique.**

- Item (Statement) 7.

	Frequency	Percentage
A	11	22%
B	12	24%
C	5	10%
D	22	44%

**Table 26: Strengthening one's English.**

- Item (Statement) 8.

	Frequency	Percentage
A	17	34%
B	14	28%
C	19	38%

**Table 27: Distinguishing the preference through reading a novel.**

- Item (Statement) 9.

	Frequency	Percentage
A	26	52%
B	18	36%
C	6	12%

**Table 28: Realizing the VARK preference.**

- Item (Statement) 10.

	Frequency	Percentage
A	15	30%
B	25	50%
C	10	20%

**Table 29: Distinguishing the preference through being praised.**

- Item (Statement) 11.

	Frequency	Percentage
A	11	22%
B	23	46%
C	16	32%

**Table 30: Preferring a learning mode.**

- Item (Statement) 12.

	Frequency	Percentage
A	21	42%
B	15	30%
C	14	28%

**Table 31: Learning new theories and ideas.**

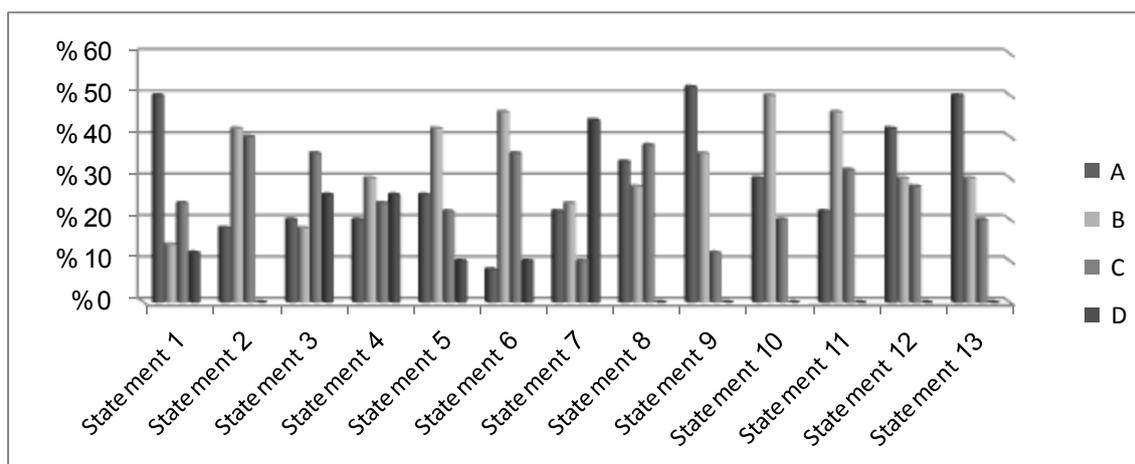
- Item (Statement) 13.

	Frequency	Percentage
A	25	50%
B	15	30%
C	10	20%

**Table 32: Revising for exams.**

The same interpretation can be marked for the set of the thirteen questions that each table from table 20 to table 31 shows. The preferences differ in the extent of preferring them.

Hence, the next figure, figure 11, shows how the preferences differ. That is, the figure 11 shows the extent to which the Visual, Auditory, Read/Write, and Kinesthetic preferences among students. In other words, the preferences vary among the students in accordance to their choices that they had.



**Figure 11: EFL learners and the VARK preferences.**

▪ **Section Two:**

- Item (Statement) 1.

	Frequency	Percentage
Yes	47	94%
No	3	6%

**Table 33: Understanding the teacher's instructions.**

- Item (Statement) 2.

	Frequency	Percentage
Yes	37	74%
No	13	26%

**Table 34: Preferring to learn through doing something in class.**

- Item (Statement) 3.

	Frequency	Percentage
Yes	31	62%
No	19	38%

**Table 35: Learning better by reading what the teacher writes on the chalkboard.**

- Item (Statement) 4.

	Frequency	Percentage
Yes	36	72%
No	14	28%

**Table 36: Learning through the explanation of the instructions.**

- Item (Statement) 5.

	Frequency	Percentage
Yes	46	92%
No	4	8%

**Table 37: Learning through doing things and participation in class.**

- Item (Statement) 6.

	Frequency	Percentage
Yes	26	52%
No	24	48%

**Table 38: Remembering through listening better than reading.**

- Item (Statement) 7.

	Frequency	Percentage
Yes	36	72%
No	14	28%

**Table 39: Remembering through reading instructions.**

- Item (Statement) 8.

	Frequency	Percentage
Yes	45	90%
No	5	10%

**Table 40: Understanding through reading instructions.**

- Item (Statement) 9.

	Frequency	Percentage
Yes	41	82%
No	9	18%

**Table 41: Learning better when making something for class project.**

- Item (Statement) 10.

	Frequency	Percentage
Yes	33	66%
No	17	34%

**Table 42: Learning through making drawings while studying.**

- Item (Statement) 11.

	Frequency	Percentage
Yes	37	74%
No	13	26%

**Table 43: Learning through attending a lecture.**

- Item (Statement) 12.

	Frequency	Percentage
Yes	34	68%
No	16	32%

**Table 44: Understanding through participation in role-playing.**

- Item (Statement) 13.

	Frequency	Percentage
Yes	28	56%
No	22	44%

**Table 45: Learning through listening to someone rather than the teacher.**

- Item (Statement) 14.

	Frequency	Percentage
Yes	32	64%
No	18	36%

**Table 46: Learning through reading.**

- Item (Statement) 15.

	Frequency	Percentage
Yes	36	72%
No	14	28%

**Table 47: Enjoying making something for a class project.**

- Item (Statement) 16.

	Frequency	Percentage
Yes	42	84%
No	8	16%

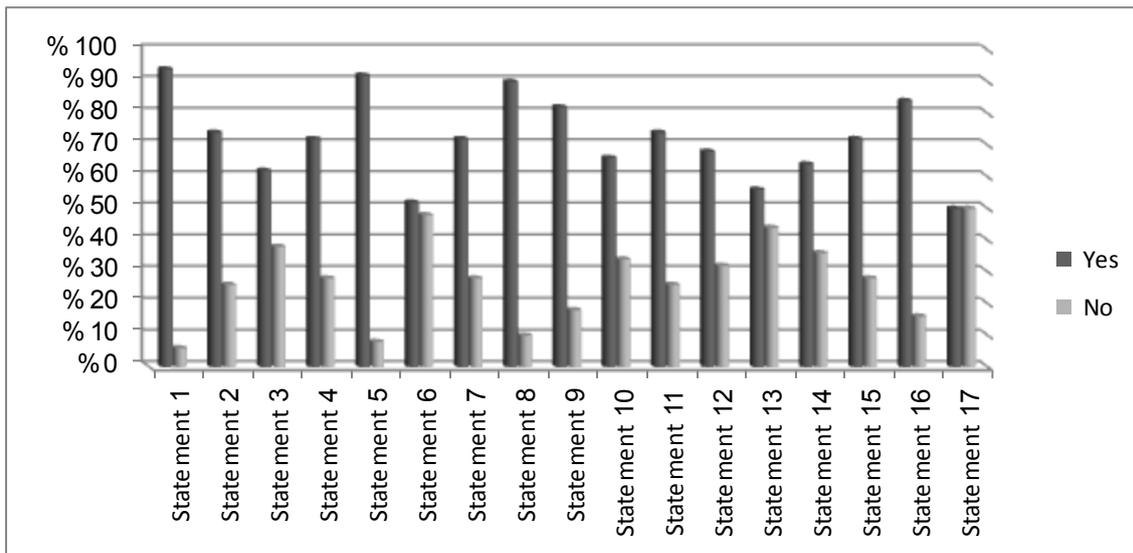
**Table 48: Learning through participating in related activities.**

- Item (Statement) 17.

	Frequency	Percentage
Yes	25	50%
No	25	50%

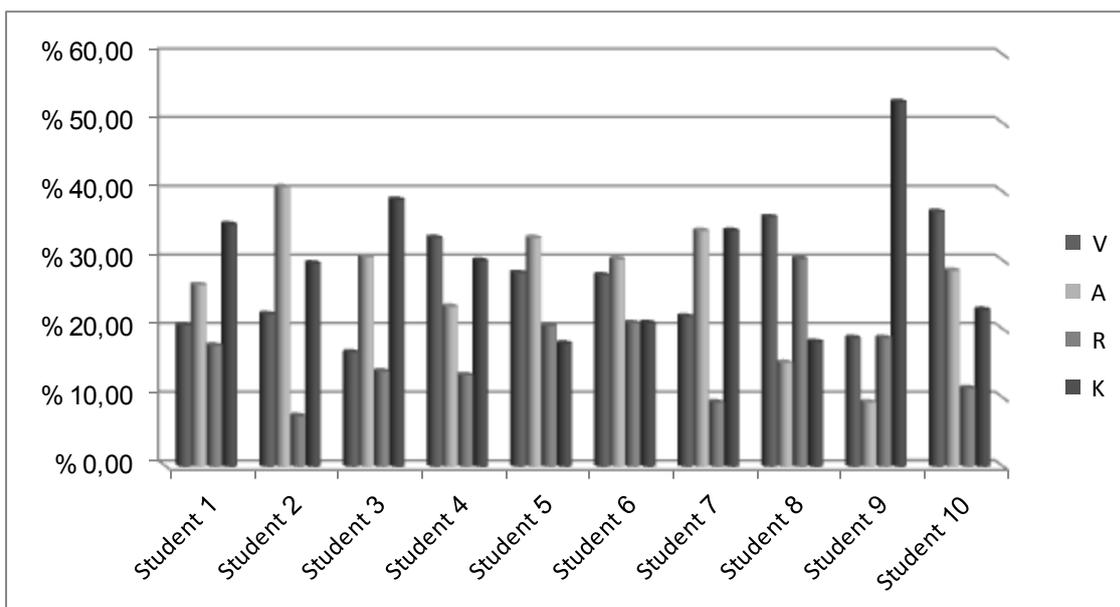
**Table 49: Learning through reading text books.**

On the whole, the answers of the questions of the second section may be noticed to be slightly similar to the results of the answers of the first section, part A. However; the results differ in their values. That is, the extent of the VARK preferences may be shown to be higher than the previous ones.

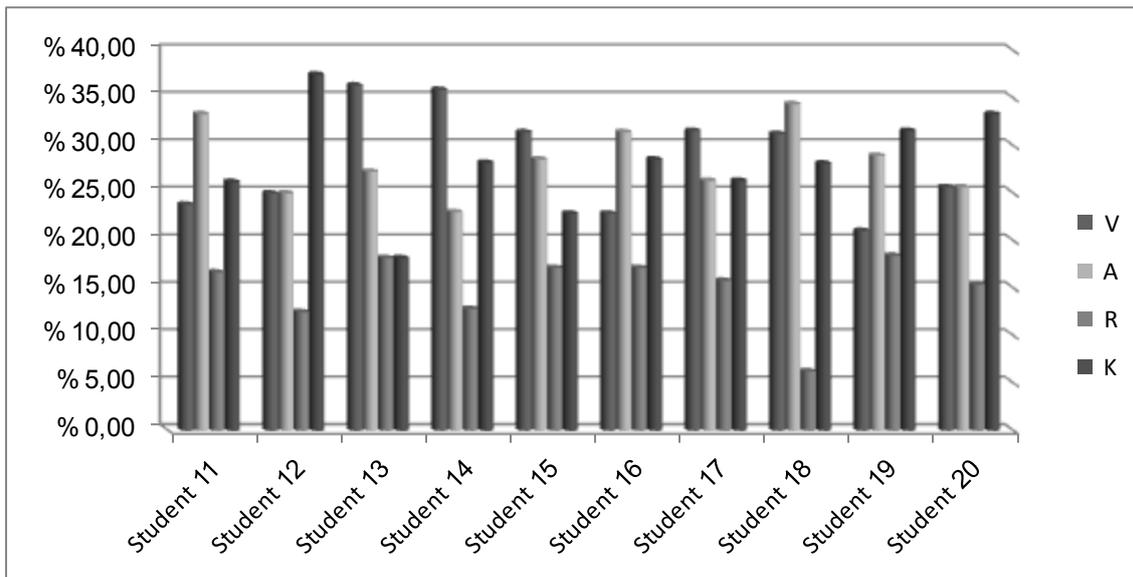


**Figure 12: EFL learners and the VARK modality.**

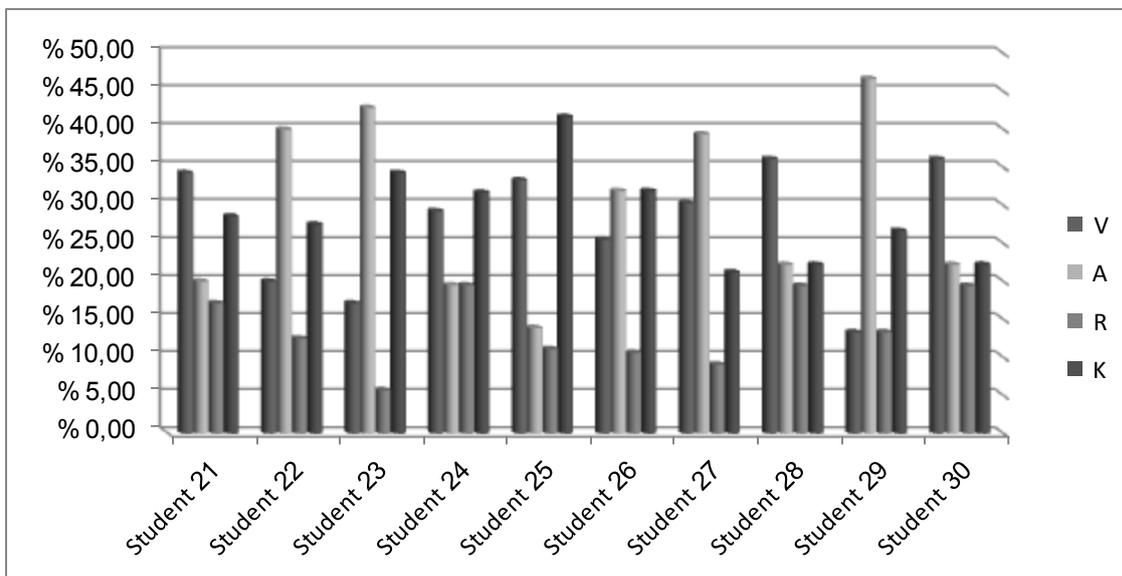
According to the description of the questionnaire, the final results of preferring the VARK learning style variably among students would be as the following figures show, where each figure is drawn for each ten (10) students.



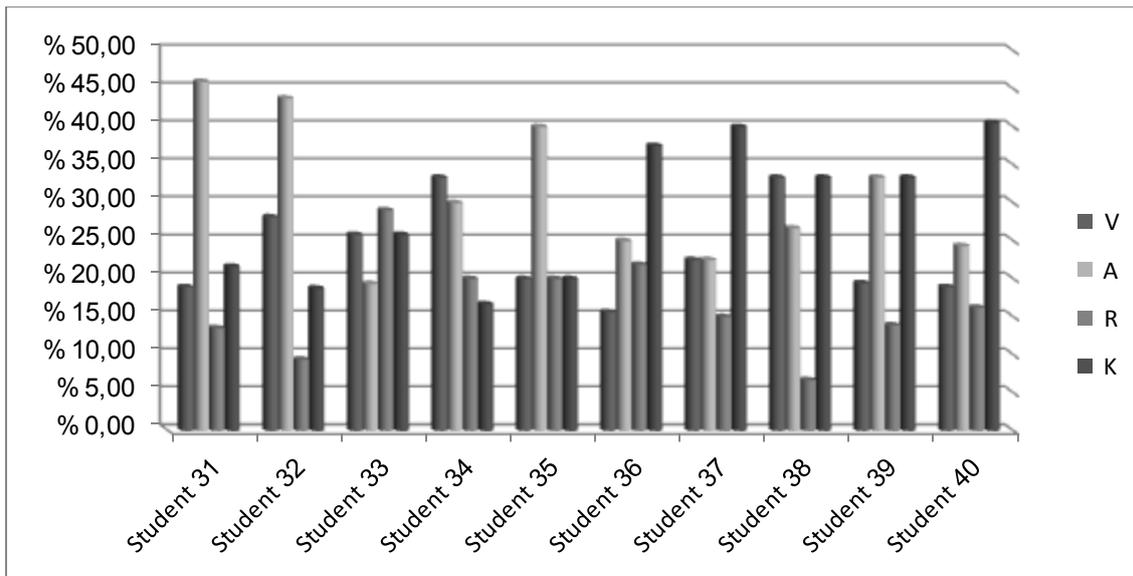
**Figure 13: The VARK learning style preferences, the first ten.**



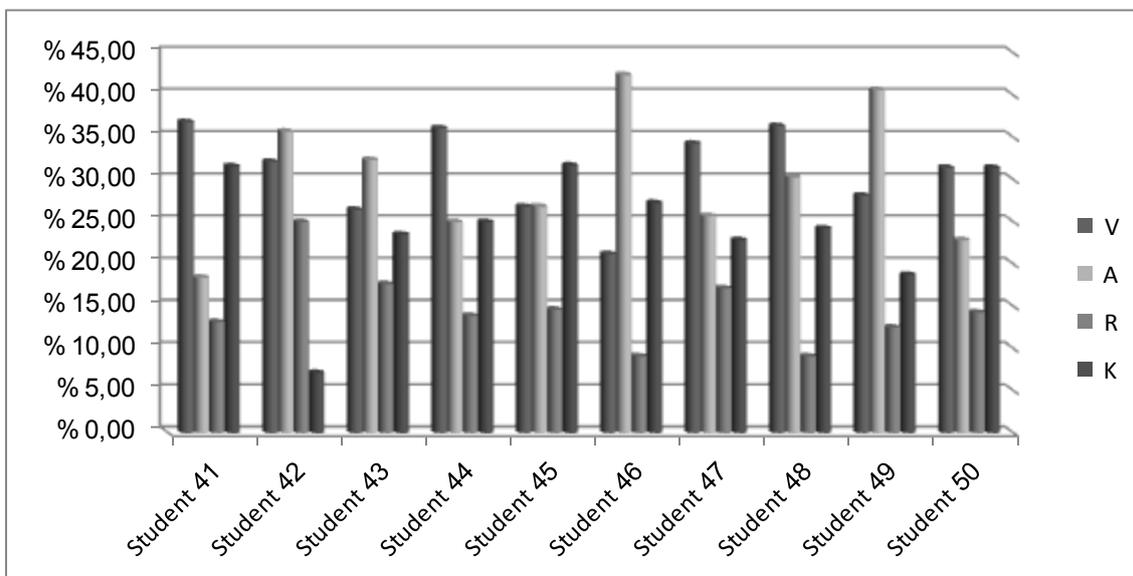
**Figure 14: The VARK learning style preferences, the second ten.**



**Figure 15: The VARK learning style preferences, the third ten.**



**Figure 16: The VARK learning style preferences, the fourth ten.**



**Figure 17: The VARK learning style preferences the fifth ten.**

It can be inferred that the participants differ in their preferences of the VARK learning style; though, the results show that among the students a teacher may have, s/he should deal in a way or another with the VARK style during a single session with no doubt.

### **3.4 Discussion of the results**

After gathering data and having results, the important step is to discuss the obtained results. Most of the EFL teachers at Mohamed Kheider University wanted to reach all students despite the difference among the learners. However, the EFL students answered in a way which shows their difference of the VARK learning style. Therefore, EFL learners seem to prefer one modality among the others with the same rate. In other words; among the answers of the selected fifty students, we can infer that learners prefer to learn English as a foreign language through the Visual, Auditory, Read/Write and Kinesthetic preference with same degree of preference. Basically, any EFL teacher would have VARK learning style among all the EFL learners whom s/he teaches. Any EFL teacher will not have learners who prefer to approach EFL learning through only the visual, auditory, read/write, or kinesthetic preference.

### **3.5 Findings**

Relying on the discussed results which were mentioned previously, some findings are summarized for the sake of both EFL teachers and learners who are concerned with Mohamed Kheider University of Biskra. Therefore, EFL students seem to approach learning English as a foreign language through the preference of the VARK learning style as a multisensory modality. In addition; EFL teachers appear to not realize and implement the VARK learning style among their students, but they consider that their learners are different in terms of learning styles.

## **Conclusion**

On the whole, the students vary in their VARK learning style preference with the same rate. However, there is no high preference over the others. Thus, the VARK learning style is preferred in a situation or another, which makes teachers concerned to be aware of the students and consider them as individuals rather than as group. In other words, the results of learners' preferences reveal that teachers should differentiate the instructions along the single session to meet and satisfy the learners' needs. Moreover, the VARK learning style can be noticed no matter how the extent is. That is, when EFL teachers realise that learners differ in their preferences, they notice that they have different students as individuals. Furthermore, having different students as individuals means confronting different learning needs. Each student has his or her determined objectives, goals, and needs of learning English as foreign language.

## **GENERAL CONCLUSION**

## **General conclusion**

To conclude the work, the VARK learning style is proposed for EFL learners to choose the appropriate strategy, and for teachers to adjust their teaching techniques according to the style they have in classroom. The work was about investigating the awareness among EFL community in the University of Biskra and how they react to the VARK leaning style. Therefore, EFL teachers and learners seem to have a positive attitude towards that style. Besides, it is important for teacher(s) to know and realize all of the students in the classroom as individuals, not only by names and abilities but also by their preferred style. Thus, the present research was an attempt to investigate whether the EFL teachers are aware and consider the VARK learning style that can be noticed among the EFL students and to indicate the means and techniques that EFL teachers adopt in their teaching in order to reach and meet the EFL students' needs. Moreover, this research aimed at suggesting some effective strategies for both EFL teachers and EFL learners.

Furthermore, in order to answer those questions a hypothesis was suggested: if the realization of VARK style affords appropriate outcomes then learner's needs will be satisfied.

However; concerning data gathering, the questionnaire designed to both teacher and students have been submitted for the purpose of verifying the proposed hypothesis and answer the basic questions. After the analysis of both questionnaires, it can be concluded that learners' needs are identified by means of learning the EFL in effective ways and trying to adopt suitable strategies. Thus, EFL teachers need to differentiate their instructions and techniques according to those needs of EFL students.

Finally, the findings are concerned with the suggested hypothesis and they are taken as an approximate answer to the proposed research questions. Thus, the obtained results could be larger and richer if time was not against the procedure of tackling this research.

Finally those findings cannot be over-generalized on the whole population because the number of the chosen sample is limited and they may change by the change of the sample.

### **Pedagogical implications**

This part is concerned with proposing some pedagogical implications which may be of a great benefit to EFL teachers and learners. These implications are the result of the conclusions that were made from the research. It is beneficial to suggest the use of differentiated instructions as an effective strategy to engage all of the learners no matter which style they prefer. Moreover, some pieces of advice are suggested for EFL learners to try adopting some strategies that may work with their preferences. In addition, some teaching methods were summarized for the teachers who wish to reach and meet the students' needs.

Most of EFL teachers consider the students as a collaborative group rather than unique individuals. They may teach the learners the same lesson for the second time with the same technique, and most of learners would not understand the lesson because they differ in their grasping ability. Moreover; since learners differ in their VARK learning style preference, the teachers should be aware of this difference though they realize the fact that students are dissimilar. A teacher may teach the lesson through only lecturing while s/he can associate, for e.g., a presentation with head projector, or give opportunities for open discussions. Thus, EFL teachers may be aware of the VARK learning style. Similarly, EFL learners will benefit when they try another preference such as Visual, Auditory, Read/Write or Kinesthetic.

## **Recommendations**

Based on the research procedure and more precisely on the results obtained, some aspects are recommended:

- EFL teachers may vary their instruction of one lesson by involving some techniques which concern the Visual, Auditory, Read/Write, and Kinesthetic preferences.
- EFL teachers should be aware of their teaching techniques at every phase of their teaching process in order to meet their learners' needs.
- EFL learners should try to adopt some strategies such as the proposed ones in order to ameliorate themselves.
- Also, EFL learners should try and adopt other preferences than their preferred ones.
- Finally, EFL teachers should consider their learners as individuals rather than as a group.

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# Appendices

## Appendix 1

### Questionnaire for Teachers

The questionnaire aims to help the EFL teachers become more aware of different attitudes to visual, aural, read/write, and kinesthetic learning preferences and different modalities of learners they have within the class. There are no right or wrong answers, but the answers will depend on individual consideration and style.

" It may be useful to try to define the ' ideal' student and to consider what causes teachers to rate a student as a ' good' student or a 'poor' student."( Pennington, qtd. in Richards and Nunan 138).

Tick (✓) the answer where it is appropriate for you.

1. Which styles of learners do you know and/or consider?

A- Analytic  B-Intuitive  C-Active  D-Passive  E- Others

2. Have you heard about the VARK modality? Yes  No

3.If Yes, which preference do you think does each letter of the acronym stands for?

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4. If you know that the acronyms stand for Visual, Auditory, Read/Write, and Kinesthetic preferences, which style do you prefer to work with?

- a. V                       b. A                       c. R                       d. K

5. Which style of students do you think is the easiest for you to succeed with?

- visual (V)     auditory(A)     read/write (R)     kinesthetic (K)

6. Do you think that through using VARK you have reached all of your students?

- Yes                                       No

7. According to you, why?

.....  
.....  
.....  
.....

8. Do you expect most/all of your students to be of this type?

- Yes                                       No

9. Which kind of learning style do you think is the hardest for you to use with students?

- a. V   
b. A   
c. R   
d. K

10. Do you help your students to become aware of their styles?

Yes

No

11.If yes, how?

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Thank you very much for your time and collaboration.

## Appendix 2

### Questionnaire for Students

This questionnaire is designed to find out about your preferences for the way you work with information which is in your case English as a foreign language. You will have a preferred learning style, and you may prefer it in terms of the intake and the output of ideas and information. Please consider that there is no right or wrong answer. In addition, your answers should represent what you would really do in the context of each question and not what you believe is expected to be done. The questionnaire helps you to improve your understanding of yourself and your strengths.

#### Section One: I design my preference

A/ Please tick (✓) the answer you think is acceptable for you.

1. Do you prefer to see the information in order to remember it? Yes  No

2. Do you pay close attention to the body language of the teacher? Yes  No

3. Does visualizing information in your mind help you remember it better?

Yes  No

4. Do you prefer to listen to class lectures rather than reading from text book?

Yes  No

5. Does reading out loud help you remember information better? Yes  No

6. Do you create songs to help you remember information? Yes  No

7. Do you find reading your text book to be a great way to learn new information?

Yes  No

8. Do you take a lot of notes during class and while reading your books?

Yes  No

9. Do you enjoy making lists, reading definitions, and creating PowerPoint presentations?

Yes  No

10. Does it make any difference when teachers make use of handouts and overheads (data show)?

Yes  No

11. Is it difficult for you to sit in the same place for long periods of time?

Yes  No

12. Do you have to actually practise doing something several times in order to learn it?

Yes  No

B/ Please choose only the answer which best explains your preference and circle the letter next to it.

1. You are not sure whether a word should be spelled "dependent" or "dependant". Do you:

- a. look it up in the dictionary immediately,
- b. see the word in your mind and choose by the way it looks,
- c. sound it out in your mind,
- d. write both versions down on paper and choose one.

2. You are about to learn to use a new English program on a computer. Would you:

- a. sit down at the keyboard and experiment with the program's features,
- b. read the manual which comes with the program,
- c. ask a friend questions about it.

3. Do you feel comfortable with a teacher who likes to use :

- a. a text book, handouts (a lot of them!), readings,
- b. flow diagrams, charts, slides,
- c. practical sessions, role plays, assignments and tasks on boards,
- d. discussions, debates, and guest speakers.

4. If you could choose any way to improve your English learning, which one would you choose?

- a. reading information on your own,
- b. listening to lectures,
- c. participating in a task or project activity,
- d. watching a film or looking at diagram.

5. when it comes to what you have learnt at previous sessions, which are you more likely to recall?

- a. what was written in words,
- b. what was said, in conversations or lectures,
- c. what you did,
- d. what you saw.

6. Which type of instructor do you prefer? The one who...

- a. assigns reading and other text materials,
- b. facilitates class discussion,
- c. lets you discover ideas through experience,
- d. uses flow charts, diagrams, slides, charts.

7. Which would you prefer to do, to improve your English?
- a. write a story,
  - b. listen to music,
  - c. make something (create a joke, game, etc),
  - d. watch a movie.
8. When you read a novel, you:
- a. like descriptive scenes and expressions, and imagine them,
  - b. enjoy dialogues and 'hear' the characters' voice(as you read them out loud),
  - c. prefer action stories ,events and movements.
9. In your free time, you rather:
- a. watch TV, read some stories,
  - b. listen to music, audios,
  - c. do something physical (writing).
10. When you are praised, you :
- a. like written comments,
  - b. like oral comments,
  - c. like a physical action such as a pat on the back or hug, shaking hands.
11. When you are learning , you:
- a. like to see diagrams, slides, or demonstrations,
  - b. prefer verbal instructions, lectures, group discussions,
  - c. prefer direct involvement such as role-playing, presenting projects.

12. How do you learn theories and ideas?

- a. talking about them,
- b. working on applying them,
- c. reading (a lot) about them.

13. When I have to revise for exams, I generally :

- a. write lots of revision notes and diagrams,
- b. talk over my notes, alone or with others (classmates),
- c. imagine making the movement or creating the questions.

### Section Two: I realize my preference

Please tick(✓) your choice in the appropriate column

Choice	Yes	No
1. When the teacher tells me the instructions, I understand better.		
2. I prefer to learn by doing something in class.		
3. I learn better by reading what the teacher writes on the chalkboard.		
4. When someone tells me how to do something in class, I learn better.		
5. When I do things and participate in class, I learn better.		
6. I remember things I have heard in class better than things I have read.		
7. When I read instructions, I remember them better.		
8. I understand better, when I read instructions.		

9. I learn more when I make something for class project.		
10. I learn better when I make drawings as I study.		
11. I learn better in class when the teacher gives a lecture.		
12. I understand things better in class when I participate in role-playing.		
13. I learn better in class when I listen to someone speaking and explaining rather than the teacher.		
14. I learn better by reading than by listening to someone.		
15. I enjoy making something for a class project.		
16. I learn best in class when I can participate in related activities.		
17. I learn more by reading text books than by listening to lectures.		

Thank You for Your Collaboration.

## Résumé

Cette recherche a l'intention d'enquêter sur la réalisation et la prise de conscience du visuel, auditif, lecture / écriture et kinesthésique (VARK, qui se tient pour: Visual, Auditory, Read/Write, and Kinesthetic en anglais) style d'apprentissage entre les enseignants et les apprenants de l'anglais comme une langue étrangère (EFL) à l'Université de Mohamed Kheider de Biskra. Fondamentalement, la recherche est basée sur le problème observé chez les apprenants EFL. Par conséquent, les gens apprennent différemment, et ainsi de faire les apprenants de langue. EFL étudiants apprennent l'anglais comme langue étrangère à travers des approches similaires, et ils sont exposés au même environnement: salle de classe, l'enseignant (e), des leçons, des activités et des essais, etc. Cependant, ils abordent l'apprentissage d'une langue étrangère -qui est l'anglais dans ce cas- en même temps avec différents styles d'apprentissage; à savoir, leur production ne sont pas les mêmes, en fonction de différents niveaux de rendement. En effet, ils se distinguent aussi, les apprenants, ainsi que des visuels, auditifs, kinesthésiques apprenants et ceux qui préfèrent apprendre par la lecture / écriture. Par conséquent, les objectifs de cette recherche peuvent être atteints par tenter pour résoudre le problème. Par conséquent, les objectifs de cette étude sont d'étudier les résultats de VARK styles que les élèves de troisième année de l'anglais Champ de l'Université de Mohammed Kheider traitent de l'apprentissage, et à soutenir les enseignants pour lutter efficacement contre ces différents styles qui ils sont confrontés dans leurs classes . En outre, parmi les objectifs que nous avons l'intention d'atteindre est de suggérer des stratégies d'apprentissage qui correspondent mieux aux EFL apprenants ainsi que de suggérer des techniques d'enseignement pour les EFL enseignants pour établir les besoins de la satisfaction des EFL apprenants tels que la motivation, la maîtrise de la langue, de

l'autonomie dans l'apprentissage et ainsi de suite. Par conséquent, la présente recherche est basée sur une hypothèse principale qui doit être testé et vérifié. D'abord, l'hypothèse de recherche est que si la réalisation du VARK style donne des résultats appropriés, puis les besoins des apprenants seront satisfaits. En conséquence, l'utilisation de la recherche quantitative comme une approche est adoptée à acquérir et à recueillir des données pour cette étude. En outre, les chercheurs envisagent d'en tirer des informations pertinentes de tout matériel à leur domaine d'intérêt qui est une nouvelle et fraîche zone dans leur département dans la mesure où ils sont concernés. En outre, ils adopteront une analyse quantitative des données recueillies. Les résultats de la recherche et la collecte de données seront incluses dans la thèse. Les résultats obtenues mettent en évidence la fréquence et la valeur d'être conscient du VARK style d'apprentissage parmi les membres de terrain anglais. Ils révèlent que la plupart des participants ne peuvent pas être considérés comme en étant conscient du terme "VARK" style d'apprentissage comme un type parmi les connus styles d'apprentissage. Sur la base de ces constatations, les conseils pédagogiques et quelques suggestions sont présentés aux enseignants d'anglais comme langue étrangère, ainsi les EFL apprenants. Cependant, il serait important que cette question est étudiée plus en profondeur.