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Associating Learning Styles with Academic Achievement in English

Wafaa Husain Jabur Al-Temeemey

College of Education, Misan University, Iraq

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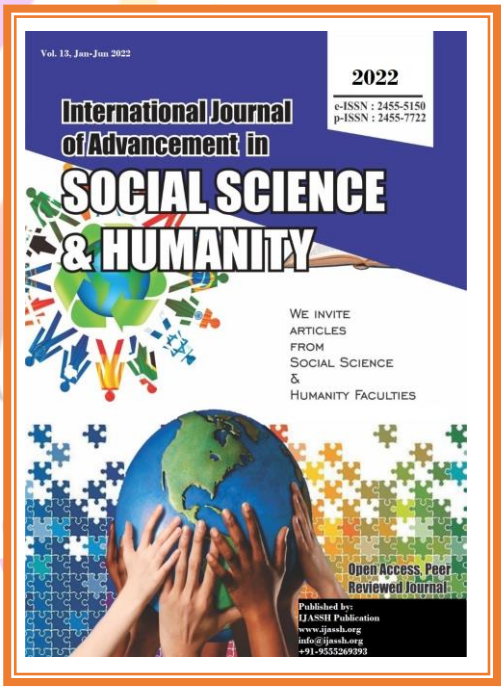

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ربط أساليب التعلم بالإنجاز الأكاديمي في اللغة الإنجليزية

م. وفاء حسين جبر التميمي

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ABSTRACT

Iraqi English language learners exhibit variation in their academic performance in courses covering linguistic and literary subjecs, leaving professors to wonder whether this is due to the content or the learners' preferences for styles that correspond with that content. Put a strong emphasis on students' preferred learning styles is one of the efficient ways to respond to this question. Learning style preference is a relatively new idea in Iraq, and few studies about students' learning styles and academic achievement in the English language have been conducted. This study looks into students' learning styles and tries to determine whether there is a correlation between learning preferences and academic achievement in both linguistic and literary subjects over the courses of four years of college. To put it another way, the researcher seeks to ascertain whether or not participants' learning styles preferences have any bearing on how well they perform in linguistic and literary subjects. Reid's Perceptual Learning Style Preference Questionnaire was the tool used to collect data from 65 EFL learners. Means, standard deviations, Pearson correlation, and correlation coefficient were used to analyze the three preferred learning styles. It is hoped that the study's findings will draw the professors' attention to the concept of learning style in order to help their college students who might perform poorly in their English courses.

Key words: *Learning styles, Academic achievement, English*

الخلاصة

يُظهر متعلمو اللغة الإنجليزية في العراق تباينًا في أدائهم الأكاديمي في الفصول الدراسية التي تغطي الموضوعات اللغوية والأدبية ، مما يترك الأساتذة يتساءلون عما إذا كان ذلك بسبب محتوى المواد الدراسية أو كون المتعلمين يفضلون أساليب التعلم التي تتوافق مع هذا المحتوى.يعد التركيز بشدة على أساليب التعلم المفضلة لدى الطلاب إحدى الطرق الفعالة للإجابة على هذا التساؤل .من الجدير بالذكر ان اسلوب التعلم المفضل يعد فكرة غير معتمدة في العراق ، وقد أجريت القليل من الدراسات حول أساليب تعلم الطلاب وربطها بتحصيلهم الأكاديمي في اللغة الإنكليزية. تبحث هذه الدراسة في أساليب تعلم الطلبه وتحاول تحديد ما إذا كان هناك ارتباط بين تفضيلات التعلم والتحصيل الأكاديمي في المواد اللغوية والأدبية على مدار أربع سنوات من الكلية. بعبارة أخرى ، يسعى الباحث إلى التأكد مما إذا كانت أنماط

تعلم الطلبة لها اي تأثير على مدى أدائهم في المواد اللغوية والأدبية. كان استبيان ريد لتفضيل أسلوب التعلم الإدراكي هو الأداة المستخدمة لجمع البيانات من 65 متعلمًا من متعلمي اللغة الإنكليزية كلغة أجنبية. تم استخدام الاوساط الحسابية والانحرافات المعيارية وارتباط بيرسون ومعامل الارتباط لتحليل أنماط التعلم الثلاثة المفضلة. من المؤمل أن تولي نتائج الدراسة اهتمام الأساتذة لمفهوم أسلوب التعلم من أجل مساعدة طلبة جامعاتهم الذين قد يكون أداؤهم ضعيفًا في موادهم الدراسية في اللغة الانكليزية

الكلمات ألمفتاحيه أساليب التعلم , التحصيل الأكاديمي , اللغة الانكليزية

INTRODUCTION

Individuals do not learn in exactly the same manner. Each person has a preferred method of learning that they favor. In an attempt to determine the most thorough explanation of the performance variance, recent research in the field of second and foreign language acquisition has progressively studied a wide range of factors that account for individual variability in foreign language achievement. Learning style is one of them. Numerous scholars have characterized, categorized, and identified learning style in various ways. Taking learning styles seriously is crucial to the teaching-learning process. Some students, as it is hypothesized, will benefit more from a particular learning context that develops in foreign language classrooms than others. In other words, similar to personality traits such as ambiguity, tolerance and risk-taking, which appear to be characteristic of effective foreign language learners, some students' learning styles will either help or hinder them (Ely, 1986; Oxford and Ehrman, 1993; Ehrman, 1996). Ehrman (1996) explains that when there are mismatches between learner styles and curriculum or teaching style, difficulties for learners arise. For this reason, teachers must be aware of the different learning styles. Awareness of these styles will have an impact on pedagogy; since the methods by which teachers choose to teach would help teachers gain a better understanding of the needs of their students, as well as, a recognition of the importance of differentiating subjects not only by level of difficulty but also by learning style. Knowing about the style variables associated with foreign language achievement may enable educators to identify students who are most likely to struggle with certain aspects of a foreign language. (Reid, 1987; Felder and Henriques1995; Ehrman and Oxford 1995; Ehrman, 1996). Because many students appear to struggle with adapting their cognitive set to foreign language study, learning style might be a predictor of foreign language acquisition. In other words, a student's learning style may influence their ability to learn a foreign language.

LEARNING STYLE AND ACADEMIC ACHIEVEMENT

The concept of learning style is really broad. There are numerous explanations for learning styles. According to Kaminska (2014), some researchers (e.g., Gringkorenko and Sternberg 1995:205) prefer to view styles as interactions of personality and intelligence. Styles are not abilities, but instead the way

these abilities (and the knowledge gained through them) are applied on a daily basis interactions with their surrounding environment. In other words, styles reflect not how much intelligence everyone has, but how she/he uses it. However, the researcher in the current study agrees with Li et al (2008) in that a learning style is introduced and defined as an individual's preferential learning style concentrate on various information sources and methods for interpreting and comprehending these information. The performance of a student may be related to their learning styles. These different learning styles, contends Thu Ha (2019:69), share certain characteristics. First, every learner has his own preferred method of learning. Second, in contrast to what students learn, learning styles focus on how students prefer to learn. Each person's learning preferences are neutral in terms of value, and it is abundantly clear that no preference is better than another. Different styles can work together to complement one another rather than against one another. Third, it is advantageous for students to look into and recognize their own preferred learning styles.

Academic achievement is a measure of how well a student, teacher, or institution has accomplished its educational goals. These goals may vary from one person or institution to another, assessed through exams or ongoing assessments (Narad & Abdullah, 2016: 12). Exams and other forms of continuous assessment are frequently used to evaluate academic achievement, but there is no consensus on the best methods or the most crucial types of knowledge, such as facts, to test (Unity and Igbudu, 2015:102). Students' achievement has many facets and can be used to address various learning domains. It is frequently assessed in a variety of ways and for very different purposes (Hattie and Anderman, 2013: 5). The core of the education system revolves around students' academic achievement. Any educational institution's success or failure is determined by the academic progress of its students. However, it is viewed as the degree of knowledge attained and assigned by the teacher in the form of grades.

LEARNING STYLES DEFINITIONS

Many researchers are concerned with the definition of learning styles. Brown defined learning styles in 2000 as the way people perceive and interpret information in learning situations. Larkin and Bundy (2005:1) claim that learning style is a biologically and cognitively imposed group of personal characteristics that renders the same methods of teaching and learning successful for some and unsuccessful for others," Ellis (2005:4) declares that learning style refers to the distinctive ways in which individuals reconfigure to problem-solving. A person's natural, ingrained, and preferred method of taking in, processing, and remembering new information and skills in particularly deliberate educational learning is referred to as learning style, (Pritchard, 2009:41) (Wong and Nunan, 2011: 145).

Tsingos et al. (2015:493) and Mangal and Mangal (2019:482) confirms that learning styles represent a preference that a student makes to learn content in context, whether consciously or unconsciously. Contrary to what many educators believe, learning styles are not related to a student's capacity for learning and, consequently, are not related to how well they learn; rather, they are the preferred method that students use

to understand and process information given their aptitudes. To implement or improve teaching strategies and modules, learning styles are used in education as a tool. The students' level of content or contextual understanding may not be indicated by their preferred learning style. There is no such thing as a "good" or "bad" learning style; instead, different learning styles may work better in different learning contexts for different people.

TYPES OF LEARNING STYLES

Learning styles, also recognized as various approaches or modes of learning, are generally classified in a variety of ways. According to Mangal and Mangal (2019: 490), the following are the primary learning styles.

Auditory Style

The first type of learning modality is auditory style. Learners of this style remember information better when they hear it and explain it. The temporal lobes on the sides of the brain process and store auditory information (Tileston, 2011:32) moreover, learners who prefer the auditory learning style utilizing listening. They own a good auditory memory and advantage from activities such as lectures, discussion, and interviews, hearing stories, and listening to audio tapes. They enjoy repetition, and summarization, and when trying to recall memories, they typically move their eyes evenly and tilt their heads. (Pritchard, 2009:45). According to Mangal & Mangal (2019: 490), auditory learners who prefer hearing things explained rather than reading about them are good listeners and talkative. Auditory learners listen for a variety of things while learning a new skill, including the tone of voice, pitch within the voice, and even the speed with which the person teaches the new skill or information. All of this interpreted information is then applied to learning. Many auditory learners may not feel ease or may struggle with reading and writing tasks. These learners typically benefit from recordings of the information being taught, as well as information played back from these recordings.

Visual Style

According to Tileston (2011:26), the visual learning style is the second type of learning modality. The occipital lobe, located in the back of the brain, processes and stores visual information. Visual style learners are found to be eye-minded, i.e., preferring to use their sense of vision in the acquisition or learning a piece of knowledge or skill related to one or more subject areas or tasks (Mangal and Mangal, 2019: 491). Visual style learners are those who require a physical representation of their mental model. They are learners who have difficulties comprehending oral directions, have difficulty remembering names, enjoy reading or drawing pictures, and pay attention to the speaker's face. In addition, tend to favour non - linguistic organizers (Tileston, 2011: 32). Instructors could use computers, images, films, graphs, videos, diagrams, charts, drawings, transparencies, books and magazines, (resources that require reading), as well as written assignments and evaluations because these learners remember what they see and recall details and events by focusing on them (Dunn, 1988).

Kinesthetic Style

The third type of learning modality is kinesthetic. The motor cortex, which is at the top of the brain, stores kinesthetic

information until it is permanently learned, at which point it is stored in the cerebellum, which is below the occipital lobe (Tileston, 2011:32). Kinaesthetic style learners adhere to the principle of learning by doing or experiencing, i.e., they prefer to learn or acquire a piece of knowledge or skill related to one or more subject areas or tasks by using their sense of touch or movement (Mangal & Mangal, 2019:491). Pritchard (2009:44) asserts that learners who learn in a kinesthetic way are good at remembering events and connecting them to emotions or physical experiences. They take advantage of opportunities for active learning, object manipulation, field trips, and other experiential learning. They frequently struggle to sit still and require frequent breaks from classroom activities. Because they learn primarily through experience, these learners engage in the particular learning by using their bodies to experience, perform, and participate in it. The instructors could offer opportunities for actual, hands-on involvement in setting and achieving goals (Reid, 1987 and Dunn, 1988).

STUDIES THAT CONNECT LEARNING STYLES TO STUDENT ACHIEVEMENT

In an effort to shed light on factors that influence academic success, research has progressed beyond studying more conventional traits like intelligence and motivation, according to Cassidy (2004). This is evidenced by interest in the influence of learning styles on academic achievement. Entwistle (as cited in Drysdale et al., 2001: 272) declares that academic success and failure in higher education are influenced by the fit between the delivery of the material and the way that students digest it . Again Nelson et al. (as cited in Drysdale et al. 2001) discovered a link between improved levels of academic achievement and learning style. Students' academic performance was improved by being made aware of their preferred learning style and by helping them build study techniques that work with it. Similar findings were made by O'Brien (1991), whose subjects included students majoring in business, education, and the arts and sciences. O'Brien discovered that learning style variations were related to academic success. According to Dunn et al. (1995), who based their conclusion on the findings of a meta-analysis of 42 experimental studies, students learn more effectively when their learning styles are matched to the instructional methods used. In a similar context, Griggs and Dunn (1996) assert that students who study using a strategy that is congruent with their preferred learning style accomplish more academically and have a better attitude toward learning. In their research of 4,546 first-year students' academic achievement, Drysdale et al. (2001). Although they found significant differences between learning styles and academic performance in 11 of the 19 courses, they found no discernible differences between learning styles and academic performance among students in the liberal arts and social sciences.

According to Castro and Peck's (2005) study of the learning challenges and learning styles faced by college-level foreign language students, a student's preferred learning style may help or hinder progress in the foreign language classroom. However, they discovered no discernible link between learning style and grades when they examined the

distribution of grades in accordance with Kolb's categories of learning styles. Similar results were found in Tight's (2007) research of English college students studying Spanish, which revealed that students' vocabulary test results were unaffected by their preferred perceptual learning approach. On the contrary, the researchers Vizeshfar and Torabizadeh (2018) conducted a study to assess the impact of education based on prevalent learning styles on the academic performance of nursing students. They determine that learning-style-based instruction, especially for college students, can not only improve the academic performance of students and the job satisfaction of teachers but can also help prepare professional nurses. Kurniawan and Hartono recently confirmed in (2020) that their study, which sought to ascertain the impact of learning styles on academic achievement of prospective mathematics education teacher students, had found a strong relationship between learning styles and academic achievement.

METHODOLOGY

Participants

Sixty five second year students, majoring in English at the University of Misan, College of Education, for the academic year 2015/2016, participated in the present study. It's important to mention here that the researcher has assessed the participant for four years (from 2015 to 2018) in order to measure the change or difference in their grades alongside the four years of study.

Research Tool

In order to achieve the aim of the current study, the researcher adopted the Perceptual Learning Style Preference Questionnaire (PLSPQ), developed by Joy Reid (1984) which is theoretically based on a perceptual modality approach and is designed to assess a student's preference for one of the fundamental perceptual learning modalities. It is employed to determine the learning preferences of EFL students. It is a self-reporting questionnaire that was created using existing learning style instruments with some modifications suggested by non-native speaker informants and US linguistics consultants. It provides a broad, comprehensive conceptualization of learning styles as it has a high level of reliability and validity in general, and it has been used as the "norm" on non-native speakers. Five statements on each of the six learning preferences—visual, auditory, kinesthetic, tactile, group learning, and individual learning—are included in the questionnaire. Perceptual learning style categories are made up of the first four, and social learning style categories are made up of the final two. However, the researcher modified the questionnaire focusing only on the styles that are common in learning the language and that serve the research aim, namely *visual*, *auditory*, and *kinesthetic* (Appendix 1).

On a five point scale, from strongly agree to strongly disagree, the participants gave their answers. The students were asked to choose the statement that best applied to their study of English while selecting whether they strongly agreed, agreed, were undecided, disagreed, or disagreed and marked it. The participants were also instructed to respond to each statement without giving them too much thought and without changing their answers once they had been marked.

Data Collection and Analysis

In this study, data was collected through a questionnaire, which aimed to reveal whether there is a significant relationship between learners' styles and their academic achievement in both linguistic and literary subjects in the four years of college. The student's level of language achievement was determined by collecting the scores of the final exams in both linguistic and literary subjects for four years. The researcher took permission from Misan University administration to use a copy of the students' final scores in final exams for the four years .It is worth mention, that in this study the researcher focuses only on the linguistic and literary subjects in the curriculum of English departments in Education colleges (Appendix 2). The obtained data were statistically treated by using a number of descriptive measurements (specifically mean and standared devation) in addition to using Pearson correlation. According to Tavakoli(2012:459) the most widely used measure of correlation or association is Pearson correlation. It is parametric statistics, which indicate the strength and direction of the relationship between two continuous variables. The Pearson correlation determines the degree to which a linear relationship exists between the variables. To investigate whether differences in course grades could be attributed to different learning styles, an analysis of variance, or ANOVA, was used. In other words, the ANOVA enables us to describe differences or lack of differences between the variables (the preferred learning style and student grades) as being statistically significant or not

RESULTS AND DISCUSSION

Table(1) illustrates the composite means and standard deviations for the parti cipants' preferred learning styles .In both the linguistic and literary subjects, students indicated that they preferred the visual style (M = 3.86) the most, followed by the auditory style (M = 3.78) and the kinesthetic style (M = 3.73)

Tables (1) Descriptive measurements for the linguistic and literary subjects

	Mean	Std. Deviation	N
Learning Styles	60.15	5.279	65
visual	3.86	0.522	65
auditory	3.78	0.516	65
kinesthetic	3.73	0.614	65

Pearson correlation was used to examine the relationship between the three styles with the linguistic and literary subjects in the four years of college study as presented in table (2).

Table (2) Pearson Correlation coefficient of learning styles with the achievement of four years linguistic and literary subjects

Year	Subjects	Style	Pearson correlation
First	Linguistic	Visual	-0.065
		Auditory	0.086
		Kinesthetic	0.292
	Literary	visual	0.065
		Auditory	-0.005
		Kinesthetic	0.106
Second	Linguistic	Visual	0.020
		Auditory	0.124
		Kinesthetic	0.170
	Literary	Visual	0.208
		Auditory	0.016
		Kinesthetic	0.015

Third	Linguistic	Visual	0.227
		Auditory	-0.002
		Kinesthetic	0.044
	Literary	Visual	-0.228
		Auditory	0.214
		Kinesthetic	0.267
Fourth	Linguistic	Visual	-0.028
		Auditory	-0.015
		Kinesthetic	-0.040
	Literary	Visual	0.053
		Auditory	0.061
		Kinesthetic	0.021

Table (2) reveals an inverse relationship between the visual style and the linguistic subjects (-0.065) a positive relationship between each of the auditory style (0.086) and the kinesthetic one (0.292) with the linguistic subjects of the first year of college. On the other hand, the table shows a positive relation between both of the visual (0.065) and the kinesthetic style (0.106) but an inverse relationship of the auditory style (-0.005) with the literary subjects of the first year. Concerning the relationship between the three styles and the second year linguistic and literary subjects table (2) shows a positive relationship between all of the learning styles and the second year linguistic and literary materials. Particularly in the linguistic subjects, students expressed a strong preference for the kinesthetic learning style (0.170) and the visual style in the literary subjects (0.208) followed by the auditory style (0.124) (0.016).

Pearson correlation coefficient for the third year in table (2) demonstrates an inverse relationship between the auditory style and the linguistic subjects (-0.002) and a similar one between the visual style and the literary subjects (-0.228). Strong positive relations between the visual and kinesthetic style with the linguistic subjects (0.227) (0.044) and the kinesthetic and auditory style with the literary subjects (0.267) (0.214). Concerning the fourth year relationships the above table express that there is an inverse relationship between the three style and the linguistic subjects. While the table shows positive relationship between all the styles with the literary subjects.

In order to further investigate the relationship between learning style and academic achievement in the linguistic and literary subjects, correlation coefficient was also used in this study as shown in the table (3)

Table (3) Correlation coefficient of learning styles with the achievement of four years linguistic and literary subjects

Year	Subjects	Style	Correlation Coefficients	t	sig
First	Linguistic	Visual	-0.798	-0.640	0.525
		Auditory	-0.796	-0.539	0.592
		Kinesthetic	2.918	2.380	0.020
	Literary	visual	1.310	0.535	0.595
		Auditory	-1.835	-0.634	0.529
		Kinesthetic	2.431	1.010	0.317
Second	Linguistic	Visual	-0.005	-0.003	0.998
		Auditory	0.707	0.327	0.745
		Kinesthetic	1.759	0.978	0.332

	Literary	Visual	2.663	1.662	0.102
		Auditory	-0.335	-0.177	0.860
		Kinesthetic	0.121	0.077	0.939
Third	Linguistic	Visual	3.188	1.860	0.068
		Auditory	-1.049	-0.517	0.607
		Kinesthetic	0.753	0.447	0.657
	Literary	Visual	-3.622	-2.258	0.028
		Auditory	2.032	1.071	0.288
		Kinesthetic	2.397	1.520	0.134
Fourth	Linguistic	Visual	-0.354	-0.027	-0.209
		Auditory	0.183	0.014	0.091
		Kinesthetic	-0.505	-0.045	-0.303
	Literary	Visual	0.653	0.341	0.734
		Auditory	0.911	0.402	0.689
		Kinesthetic	-0.186	-0.099	0.922

Table (3) reveals that the most effective style within the linguistic subjects for the first year students was the kinesthetic style (2.918) while the effect of both of the visual and auditory styles are (-0.798)(-0.796) respectively. Concerning literary materials, again the Kinesthetic is the most effective one among the three styles (2.431) followed by the visual style (1.310) and the less effective one is the auditory style (-1.835). The correlation coefficients between the research variables in the second year showing that the kinesthetic style has the greatest effect on the students' achievement in the linguistic subjects (1.759) while the visual style has it in the literary subjects (2.663). On the contrary, the visual style in the linguistic subjects and the auditory style in the literary subjects have less effect. Correlation coefficients of third year manifests that the visual style has the greatest effect on the students' academic achievement in the linguistic subjects (3.188) and the kinesthetic style in the literary subjects (2.397). On the contrary, the auditory style represents the less effective style within the linguistic subjects (-1.049) and the visual one (-3.622) in the literary materials. Regarding the fourth year the auditory style shows the most prominent effect to both of the linguistic subjects and the literary ones estimated (0.183)(0.911) while the visual style and the kinesthetic style shows less effect in the same context.

CONCLUSION AND RECOMMENDATIONS

According to the study's findings, the majority of the students under investigation showed that among the three learning modalities, the visual learning style was the most preferred while kinesthetic learning was found to be the least preferred. This is probably a result of the Iraqi educational system's emphasis on using visual methods to present various subjects. By utilizing written instructional subjects, they are accustomed to controlling their eye contacts with the learning stimulus. They build a framework to help students "see" and "sense" the big picture, and, eventually apply this learning ability to other academic disciplines. These results corroborate Willing's (1989) assertion that Arab students with Islamic backgrounds preferred the visual learning style in ESL colleges in Australia.

Through all four years of college, there are differences in the relationships between the three styles and the students' achievement in the linguistic and literary

subjects. A reflexive relationship between the visual style and the linguistic subjects, and a direct relationship between each of the auditory style and the kinesthetic with the linguistic subjects of the first year of college. A direct relation between both of the visual and the kinesthetic style, but a reflexive relationship of the auditory style with the literary subjects of the first year. A direct positive relationship between all of the learning styles and the second year linguistic and literary subjects achievement. More specifically students indicated the greatest preference for the kinesthetic learning style in the scientific subjects and the visual style in the literary subjects. During the third year a reflexive relationship between the auditory style and the linguistic subjects and a similar one between the visual style and the literary subjects. Strong direct relations between the visual and kinesthetic style with the linguistic subjects and the kinesthetic and auditory style with the literary subjects . The fourth year showed a reflexive relationship between the three styles and the linguistic subjects. While the relationship between all the styles with the literary subjects is direct. These differences in relations is ascribed to a variety of factors, including the subjects' nature, how the subjects are presented, and/or the professors' methods in presenting the subjects

However, it can be understood from the above-mentioned relation that the most effective style within the scientific subjects for the first year students was the kinesthetic style. Concerning literary subjects, again the kinesthetic is the most effective one among the three styles. In the second year, the kinesthetic style also has the greatest effect on the students' achievement in the linguistic subjects while the visual style has it in the literary subjects. The visual style has the greatest effect on the students' third year academic achievement in the linguistic subjects and the kinesthetic style in the literary subjects. Regarding the fourth year, the auditory style shows the most prominent effect to both the linguistic and the literary subjects. Focusing on how the aforementioned styles affect literary and linguistic subjects, the kinesthetic style appears to be the most effective of the bunch. There are a number of plausible explanations for these findings that should be taken into consideration. The possibility that learning by doing is more engaging and effective for students. Another explanation follows that the majority of students likely possessed multiple learning styles or a mix of various learning styles. As a result, they can learn things effectively. Despite the fact that their English language ability is only moderately proficient, their learning styles have a big impact on it.

This study found that there were substantial differences in the overall academic achievement of the students. It revealed that the majority of the students surveyed have multiple learning styles or a blend of different learning styles. Multi-style learners typically achieve more and perform better on tests than those who only have one or two learning preferences, according to Dunn and Dunn (1986). As a result, it can be concluded that learning preferences do affect students' general academic success. Such a finding emphasizes the value of appreciating students' various learning preferences. For effective learning to occur, teachers must be aware of the value of learning styles. The learning styles framework is constant across all subjects, where they actually have a significant impact. Consequently,

the findings here suggest lines of inquiry for additional study to comprehend this phenomenon.

The following suggestions are made in light of the results of this study.

1. Professors of English should be aware of their students' preferred learning styles and should implement instructional techniques that accommodate a variety of learning styles.

2. From the first-year, college students could be divided into groups based on their preferred learning styles, which would make it easier for the professors to choose the appropriate activities.

3. Professors should help students become more aware of their preferred learning styles and motivate them to take charge of their education by adapting these styles to the teaching method(s) being used in class.

4. English language courses ought to be created with pertinent learning exercises to accommodate students' differing learning preferences.

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APPENDIX (1)

Perceptual Learning Style Preference Questionnaire

Name, Surname_____ Date:
Sex: F M
Directions: People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and / or by "hands-on" tasks (kinaesthetic or tactile learners.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Read each statement on the following pages. Please respond to the statements AS THEY APPLY TO YOUR STUDY OF ENGLISH. Decide whether you agree or disagree with each statement. For example, if you strongly agree,mark:

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
X				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please use a pen to mark your choices.

Questionnaire statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
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 it better.					
5. When I do things in class, I learn better.					
6. I remember things I have learned 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 enjoy learning in class by doing experiments.					
10. I learn better in class when the teacher gives a lecture.					
11. I understand things better in class when I participate in role-playing.					
12. I learn better in class when I listen to someone.					
13. I learn better by reading than listening to someone.					
14.. I learn best in class when I participate in related activities.					
15. I learn more by reading textbooks than by listening to a lecture.					

APPENDIX (2)

The linguistic and literary subjects under study

Year	Linguistic	Literary
First	Grammar Composition Phonetics Conversation	An introductory to English Literature
Second	Grammar Composition Phonetics	Poetry Short Story Drama
Third	Linguistics Essay Grammar Conversation	Poetry Novel Drama
Fourth	Linguistics Translation Grammar	Poetry Novel Drama