

## Matching Learning Styles with Teaching Strategies

Najla R. Al-Deeb

Dar Al-Hekma College – Continuing Education Department

Kingdom of Saudi Arabia

---

“Education ultimately depends on what happens in the classrooms between teachers and learners. That is fundamental.”

*David Perkins*

---

### Abstract

This study explores how the mismatch between the learning style of the student in relation to the teaching strategy adopted by the instructor make students bored and inattentive; consequently, they perform poorly in tests. The narrower the gap between teacher intention and learner interpretation is, the greater the chances of achieving the desired learning outcome (Kumaravadivelu, 1991:98). When students' learning styles are matched with appropriate approaches in teaching, their motivation, performance and achievement will increase as well as be enhanced (Brown, 1994). To examine the effect of different teaching strategies on students' performance, non-native English-speaking university students were taught in a multi-strategic way to reduce teacher-student style conflicts. The main goal is to explore strategies that promote active learning in order to produce more engaged and inquisitive learners, more powerful thinkers, and better debaters. The findings suggest that teachers, besides identifying students' learning styles and providing differentiated instructions, should encourage students to diversify their learning style preferences. All faculty members, regardless of discipline, can incorporate an understanding of learning styles into their own teaching style, in order to vary the activities performed.

**Keywords:** Learning style; teaching strategies, differentiated instructions, inquisitive learners, appropriate approaches

## 1. Introduction

The validity of the concept *Learning Style* is controversial. Although it is widely accepted and applied by many educators, there are still many opponents who not only oppose its adaptation, but also believe there is no evidence to prove that adjusting classroom methods to suit each student's preferred style of learning improves the learning process. However, like many other educators and trainers, I am convinced that learning styles are a key factor for the effectiveness of learning. Svinicki (1999) states that the more the learner participates in his or her education, the better learning he or she gains. He adds that the theories of learning have developed, from the behaviorist model, in which the learners once were viewed as passive participants in the whole process to the recent cognitive model, in which the learners drive actively the process of learning. In their article, "Using Learning Style Instruments to Enhance Student Learning", Hawk and Shah (2007), confirmed that one single approach to teaching does not work for every student (p. 2) in the same classroom. Therefore, identifying students' learning styles and matching them with appropriate teaching strategies is significant in language learning. The term 'learning style' is defined here in the paper followed by a brief presentation of some learning styles and their instruments. Thereafter, Reid's (1987) *perceptual learning style* is reviewed. Finally, the research questions of this study will be discussed and some teaching implications will conclude this paper.

## 2. Conceptual Background

### 2.1. Learning Styles

Learning styles have been defined by many scholars as "internally-based characteristics, which is not often perceived or consciously used by learners, for the intake and comprehension of new information" (Reid, 1998, p. ix); as "cognitive and interactional (interactive) patterns which affect the way in which students perceive, remember, and think" (Scarcella, 1990, p. 114); as "stable and pervasive characteristics of an individual, expressed

through the interaction between one's behaviors and personality, as one approaches a learning task" (Garger & Guild, 1984, p. 11); as a "pervasive quality in the learning strategies or the learning behavior of an individual" (Reid, 1987, p. 89). Thus, the concept of 'Learning styles' refers to the modalities and environmental features through which individuals take in new information. Riding and Rayner (1995) stated that everyone has his or her own way of learning. On the other hand, Johnson and Johnson (1999) argued that "teachers teach the way they were taught" (p. 19) which means that they mirror their learning styles in their teaching styles. However, "research has demonstrated that a higher student's achievement relates to a match between student learning styles and the teacher's teaching styles" (ibid., p.80).

According to Friedman and Alley (1984), Lavine and Oxford (1990), Wallace and Oxford (1992), learners should have "ample opportunity to learn through their preferred style, [and] they also need to be open to the idea of 'style flex' – that is, students should be encouraged to diversify their style preferences" (Felder, 1995, p. 28). Such kind of diversity could be achieved through the teacher's ability to move smoothly from one style to another as the learning objectives change from one teaching episode to another. As a result, learners will be able to "develop other styles because teaching is delivered in a number of modes" (ibid., p. 80).

Banner and Rayner (1997) added that "an individual's learning style includes two fundamental dimensions that structure thinking and the processing of new information" (p. 15). The first dimension is the verbal imagery structure, which gears the process of thinking. The second dimension of learning style reflects in the manner with which learners process information, either analytically or holistically. Therefore, there are many learning style models that can result in learners reacting to the language-learning context, in significantly different ways. Oxford (1993) stated that the conscious use of these strategies is related to language achievement and proficiency (p. 175). Thus, several points should be borne in mind by the teachers.

First, learning styles are complex and the overall learning ‘profile’ of a student may be difficult to analyze. Second, if the value of a particular learning style or strategy is relative to a particular goal (Reid 1998, p. 140), students may as well use different learning styles in different learning contexts. Third, sometimes, a methodological bias is imposed, either by individual teachers or by the larger educational system, that favors one kind of learner over another (ibid, p. 35). Thus, tension between the application of various teaching and learning styles exist not only in the classroom but also in educational systems as a whole.

## **2.2 Some Learning Styles and their Instruments**

### **2.2.1 David A. Kolb’s model of learning styles and experiential learning.**

According to Kolb (2013 & 2014), knowledge is created through the transformation of experience. His model is based on the personality of the learner. According to Beresford (1999), Kolb’s learning style supports the idea of matching the student’s learning style with the teaching strategy applied by the teachers in order to create an effective classroom; otherwise, the students will feel ‘alienated’ if the teacher does not reach out for them and interact with their way of learning. In addition, these alienated students can cause disruption in the classroom. Consequently, other students will be affected badly.

### **2.2.2 Walter Burke Barbe and colleagues’ (1979) VAK model - visual, auditory and kinesthetic learning styles and free self-assessment.**

According to Kolb (2013 & 2014), there are four types of learners: *divergers*, *assimilators*, *convergers* and *accommodators*. Divergers learn when they feel. Assimilators learn when they watch and listen. Convergers learn when they think. Accommodators learn when they do. This grouping of learners leads us to the VAK theory, which classifies students as Visual who learn when they see or read, Auditory who learn when they listen and speak, and Kinesthetic who learn when they do. Thus, the questionnaire developed from VAK is more helpful for understanding our learners than that of Kolb, because it is clearer

and simpler to use. It guides the teachers in carrying out the suitable activities that can help students achieve more.

### **2.2.3 Anthony F. Gregorc's model of learning styles.**

Gregorc (1984) takes into consideration the working of the mind. His model shows that students have different perceptual qualities which are *concrete* or *abstract*. The concrete quality is shallow, as it does not look for a hidden meaning, while the abstract quality is deep, as it requires that the learner uses imagination and looks for something beyond what he or she can see. According to Gregorc (1984), learners are classified as Concrete Sequential (CS), Abstract Random (AR), Abstract Sequential (AS) or Concrete Random (CR). It is difficult to find a student who has one style only. Each and every of our learners has a unique combination of natural strengths and abilities.

### **2.2.4. Dunn and Dunn's model of learning styles.**

Dunn and Dunn's Model of Learning Style Preferences consider factors other than the mind. It takes into consideration the environmental, emotional, social, physiological and psychological elements. The environmental element involves sound/noise level, temperature, light, seating, and layout of room/location.

The emotional factor deals with motivation, degree of responsibility, persistence and need for structure. The model considers the psychological abilities of the learner. The analytical learner considers facts and figures, the global learner looks at the whole picture, the reflective learner is meticulous and ponderous and the impulsive learner is impetuous. On the other hand, the physical part of the Model considers modality preferences, such as visual, auditory, kinesthetic/tactile learning, intake (food and drink), time of day, and mobility. The sociology component of the Model is also concerned with the way that the student learns in groups or individually. It also considers if the student needs support and motivation from the parent/teacher. Finally, the personality factor counts, that is, if the student is anxious or depressed, he or she will display aggressive behavior, or have attention, thinking or social

problem. According to Dunn et al. (1985, p.21) learning style can be recognized through these five distinct categories.

### **2.3 Extension of Learning – A Small Scale Study**

After reviewing the literature regarding matching learning styles with teaching strategies, a small study was conducted to investigate the Perceptual Learning-Style Preference of students, in Arab Open University, by replicating Reid's study of Perceptual Learning-Style Preferences (1987).

The Questionnaire used in this study is appealing in several ways. It does not only use sensory modality of learning style, but also helps to explore strategies that promote active learning, in order to produce more engaging and inquisitive learners, more powerful thinkers, and better debaters. If the teachers know how to reach out for each student, the learning process will be much more effective. The context chosen for this study is Arab Open University, which is an accredited private university in Saudi Arabia.

#### **2.3.1 Research questions.**

Different questions were raised in this study. (1) *Can the students adapt to different learning styles other than their own?* In other words, does the learning method change the students' learning styles? (2) *How do we reach out for each student, nurture positive learning, and manage to cater for individual differences?*

#### **2.3.2 Methodology.**

The main objective of the current study is to identify the perceptual learning style of E111 Students in Arab Open University, Jeddah, Saudi Arabia. The bulk of this study was made to identify the students' learning styles. Then, these learning styles were compared based on the learning method. One of the aims of this research is to raise the awareness of the participants' own learning styles in order to enhance their learning; more so, to help teachers match their teaching strategies with students' learning styles by providing students with the appropriate activities that suit them or will enable them learn effectively.

### 2.3.3 How do people learn?

It is necessary to involve students in the study to ensure accurate results. Throughout the semester, the students were persuaded to take control of their own learning process. They were advised to make efforts. Letteri (1985) claims that “learning is not automatic. Rather, it requires, on the part of the individual, a sustained and conscious effort for this to occur” and “the individual must understand the learning process and how to control and direct it.” (p. 113). He added that when the teachers and students alike are both unfamiliar with the operations involved in the learning process as well as the strategies involved in directing and controlling these operations, learning is unsuccessful (Letteri, 1985).

Thus, teaching must start by showing students how to learn. If both students and teachers know that the new information flows from the perceptual modalities (for example, eyes, ears and so on) to the filter system, where decisions are made either to process this information or not, they will both realize the importance of identifying the learning style that suits each student. For a successful learning process, students must integrate and assimilate new information with the previous knowledge gained. They must be able to relate or/and make comparisons. When the information proceeds to short-term memory and working memory, related information can be searched for, in long-term memory. Students must be taught that they have a cognitive structure, which is a highly organized network of related information.

### 2.3.4 The replication of perceptual learning-style preferences questionnaire (PLSPQ).

The teacher should not only know how students perceive information, but should also know how they solve problems in the classroom and how they reflect on the problems. He or she can support students with the activities that can help them adapt to more academic styles. Moreover, when students feel comfortable and secure, they can be gradually engaged with activities that are a mismatch with their dominant cognitive style, and consequently, adapt to other styles. In short, when students know their learning styles, they will be able to enhance

their learning and try to adapt to other learning styles that are required for specific studies. Therefore, the PLSPQ (Reid, 1987) is replicated in this investigation (see **Appendices A, B & C** for its instruments). To suit the purpose of the study, the questionnaire is translated into Arabic as shown in **Appendix D**. A short introduction stating the purpose of the questionnaire was added. Also, a request to answer spontaneously, without taking much time to think was added. I notified the participants not to change their answers and to use pens so they were able to erase their responses. It was confirmed that the questionnaire is helpful in improving the understanding of the process of learning.

### 3. Learning and Teaching Styles

The self-scoring sheet has been used to analyze the data collected. The results of these analyses showed preference for kinesthetic, auditory and tactile learning styles. The results of the study also showed that most students prefer group work. The second purpose of this study, after identifying the students' learning styles and preparing them to participate in their learning, was to incorporate a variety of strategies in teaching. Felder (1995) states that:

“As students learn in many ways - by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing, teaching methods also vary. Some instructors lecture; others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding” (p. 21).

A *multiple approach* to foreign language education, therefore, is effective. Based on the fact that the students learn more when information is being presented in a variety of modes than when only one mode is used, teachers need to adjust their teaching styles. They need to ask themselves questions about how they teach, why they do it that way, and how successfully the students learn the material. This brief quiz can help facilitate the teacher's self-reflection of his or her teaching. Most importantly, teachers should ask themselves if they meet the learning needs of students in their classes. Identifying the learning style of



students is not tantamount to using their preferred modes of instruction exclusively.

Friedman and Alley (1984) state that students at some points in their study will be challenged to use less preferred modes, so they should be given practice in the use of those modes (pp. 77-81) whenever possible.

Thus, teachers try to accommodate all the learning styles by changing their own style and strategies and provide a variety of activities to meet the demands of different learning styles. Then all students will have at least, some activities that appeal to them, based on their learning styles, and they are more likely to be successful in these activities. New vocabulary is given in situations through which students can relate, in terms of their personal and career experience. Concrete information, such as definitions and conceptual information like semantic patterns, is also in a good balance. In other words, some rules were outlined for the students and they were asked to analyze, compare or contrast (during this investigation). They were given space and time to think and react. In addition, I assigned open-ended, unstructured activities that emphasized the importance of making conversations. Furthermore, visual aids were used to reinforce the meanings of vocabulary. Moreover, I was conscious to provide brief breaks in class time, to give students time to reflect. In most classes, time was assigned for brief writing exercises, and for students to write their reflection. Of course, it was impossible to do all these activities at once. Several techniques that seemed to be feasible and suitable were picked and tried out on an occasional basis.

#### **4. Conclusion**

This study shows the significance of matching teaching with learning styles. To understand and respect the individuals' diverse learning styles, it was suggested that teachers employ instruments to identify students' learning styles, and provide instructional alternatives to address their students' differences. In addition, teachers plan lessons to match students' learning styles. At the same time, students need to be encouraged to diversify their learning style preferences. By doing this, teachers are assisting their students in becoming more

effective language learners. Richards and Lockhart (2004) assert that “while experience is a key component of teacher development, in itself, it may be insufficient as a basis for professional growth” (p. 4). Reflection plays a major role in developing the teacher’s personal knowledge. Richards and Lockhart (2004) state that reflection helps the teachers “to evaluate their teaching, to decide if aspects of their own teaching could be changed, in order to develop strategies for change and to monitor the effects of implementing these strategies” (p. 2). Personally, I believe that reflection provides a unique link between past experience and the present knowledge. Conducting this study I was opened up to diverse implications regarding my context and method of teaching.

### References

- Banner, G. and Rayner, S. (1997) Teaching in style: Are you making the difference in the classroom? *Support for Learning Vol. 12* No. 1 (1997) @ Nasen 1997.
- Barbe, W. B., Swassing, R. H., Milone, M. N. (1979). Teaching Through Modality Strengths: Concepts and Practices. Columbus, Ohio: Zaner-Bloser.
- Beresford, J (1999). Matching teaching to learning. *Curriculum Journal*, 10:3, p. 321-344.  
Retrieved from <http://dx.doi.org/10.1080/0958517990100302>
- Brown, H. (1994). *Principles of Language Learning and Teaching*. Third Edition. Prentice Hall Regents.
- Dunn, R., Dunn, K., and Price, G. E. (1985). Learning Styles Inventory (LSI): An inventory for the identification of how individuals in Grades 3 through 12 prefer to learn. Lawrence, KS: Price Systems.
- Felder, R. M. (1995). Learning and Teaching Styles in Foreign and Second Language Education. *Foreign Language Annals*, 28, No. 1, 1995.
- Friedman, P. and Alley, A. (1984). Learning/Teaching styles: Applying the principles. *Theory into Practice*, 23, 1: 77-81.

Garger, S. and Guild, P. (1984). Learning styles: The crucial differences. *Curriculum Review*, 23, 9-12.

Gregorc A. F. (1984). *Gregorc Style Delineator: Development, Technical, and Administration Manual*. Gregorc Associates, Inc.

Hawk T. F. and Shah, A. J. (2007). Decision Science. *Journal of Innovative Education*.

Volume 5 Number 1. USA. Retrieved from

[http://www.brainboxx.co.uk/a2\\_learnstyles/pages/LStyles\\_debate.htm](http://www.brainboxx.co.uk/a2_learnstyles/pages/LStyles_debate.htm)

Johnson, D. W. and Johnson, R. (1999). *Learning Together and Alone: Cooperative, competitive, and individualistic learning* (5th Edn.). Boston: Allyn & Bacon.

Kolb, D. A. (2013). *Kolb Learning Style Inventory*. 3.2 edition. Hay Group.

Kolb, D. A. (2014). *Experiential Learning: Experience as the Source of Learning and Development*. 2<sup>nd</sup> edition. Pearson FT Press.

Kumaravadivelu, B. (1991). Language-learning tasks: teacher intention and learner interpretation. *ELTJournal*, Vol. 45, 98-107.

Lavine, R. A. & Oxford, R. L. (1990). Language learning diaries: Let the learners tell us.

Paper presented at the 24th Annual TESOL Convention. San Francisco, CA, March 1990.

Letteri, C. A. (1985). Teaching students how to learn. *Theory into Practice*, Vol. 24, No. 2,

Learning and the Brain (Spring, 1985). 112-122. Taylor & Francis, Ltd. Myers Briggs

Theory and the MBTI Model. Retrieved from

[http://www.businessballs.com/personalitystylesmodels.htm#myers briggs types](http://www.businessballs.com/personalitystylesmodels.htm#myers%20briggs%20types)

indicatorMBTI

Oxford, R. L. (1993). The Role of the Language Learner. *Annual Review of Applied*

*Linguistics* (1993) 13, 175-187. Printed in the USA. Copyright ©1993 Cambridge

University Press 0267-1905/93

Reid, J. M. 1987. The learning style preferences of ESL students. *TESOL Quarterly* 21/1: 87–110.

Reid, J. M. (1998). *Understanding Learning Styles in the Second Language Classroom*.

Pearson Education ESL. 140.

Richards, J.C. and Lockhart, C. (2004). *Reflective Teaching in Second Language*

*Classrooms*. Cambridge: Cambridge University Press.

Riding, R. J. and Rayner, S. (1995). *Personal Style and Effective Teaching*. Birmingham:

Learning and Training Technology.

Scarcella, R. C. (1990). Teaching Language Minority Students in the Multicultural

Classroom. Prentice Hall Regents (Englewood Cliffs, N.J.). 114.

Svinicki, M. (1999). *New Direction for Teaching and Learning*, No. 80, @ Jossey-Bass

Publishers

Wallace, B. and Oxford, R. L. (1992). Disparity in learning styles and teaching styles in the

ESL classroom: Does this mean war?" *AMTESOL Journal 1*: 45-68.

## Appendix A

### Perceptual Learning-Style Preference Questionnaire by Reid (1987)

#### Instructions:

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 (kinesthetic or tactile learners); some people learn better when they work alone, while others prefer to learn in groups.

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 Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. When the teacher tells me the instructions, I understand better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I prefer to learn by doing something in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I get more work done when I work with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I learn more when I study with a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In class, I learn best when I work with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I learn better by reading what the teacher writes on the chalkboard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When someone tells me how to do something in class, I learn it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I do thing in class, I learn better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I remember things I have heard in class better than things I have read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I read instructions, I remember them better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I learn more when I can make a model of something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I understand better when I read instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When I study alone, I remember things better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I learn more when I make something for a class project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I enjoy learning in class by doing experiments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I learn better when I make drawings as I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I learn better in class when the teacher gives a lecture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When I work alone, I learn better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I understand things better in class when I participate in role playing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I learn better in class when I listen to someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I enjoy working on an assignment with two or three classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. When I built something, I remember what I have learned better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I prefer to study with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I learn better by reading than listening to someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I enjoy making something for a class project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I learn best in class when I can participate in related activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. In class, I work better when I work alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I prefer working on projects by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I learn more by reading textbooks than listening to lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I prefer to work by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix B****Scoring Sheet for Perceptual Learning Style preference by Reid (1995 and 1998)****Instructions:**

There are five statements for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value:

<b>Strongly Agree (SA)</b>	<b>Agree (A)</b>	<b>Undecided (U)</b>	<b>Disagree (D)</b>	<b>Strongly Disagree (SD)</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Fill in the blanks below with the numerical value of each answer. For example, if answered *strongly agree* for statement 6 (a visual question), write a number 5 (SA) on the blank next to question 6.

**Visual**6 - 5

When you have completed all the numerical values for **Visual**, add the numbers together.

Multiply the answer by 2, and put the total in the appropriate blank.

Follow this process for each of the learning style categories. When you are done, look at the bottom of the scale that follows. It will help you determine your learning style preference:

<b>Major</b> learning style preference(s)	Score: 38 - 50
<b>Minor</b> learning style preference(s)	Score: 25 – 37
<b>Negligible</b> learning style preference(s)	Score: 0 – 24

If you need help, ask your teacher.

## Scoring Sheet

### Visual/Tactile

6 \_\_\_\_\_

10 \_\_\_\_\_

12 \_\_\_\_\_

24 \_\_\_\_\_

29 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_  
(Score)

11 \_\_\_\_\_

14 \_\_\_\_\_

16 \_\_\_\_\_

22 \_\_\_\_\_

25 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_  
(Score)

### Auditory Group

1 \_\_\_\_\_

7 \_\_\_\_\_

9 \_\_\_\_\_

17 \_\_\_\_\_

20 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_  
(Score)

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

21 \_\_\_\_\_

23 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_  
(Score)

### Kinesthetic Individual

2 \_\_\_\_\_

8 \_\_\_\_\_

15 \_\_\_\_\_

19 \_\_\_\_\_

26 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_  
(Score)

13 \_\_\_\_\_

18 \_\_\_\_\_

27 \_\_\_\_\_

28 \_\_\_\_\_

30 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_  
(Score)



<b>Major</b> learning style preference(s)	Score: 38 – 50
<b>Minor</b> learning style preference(s)	Score: 25 – 37
<b>Negligible</b> learning style preference(s)	Score: 0 - 24

## Appendix C

### Explanation of Perceptual Learning Style Preferences

Students learn in many different ways. The questionnaire you completed and scored showed which ways you prefer to learn English. In many cases, students' learning style preferences show how well students learn material in different situations.

The explanations of major learning style preferences below describe the characteristics of different kinds learners. The descriptions will give you some information about the ways in which you learn best.

#### ☐ **Visual Major Learning Style Preference:**

You learn well from *seeing words* in books, on the chalkboard, and in workbooks. You remember and understand information and instructions better if you read them. You don't need as much oral explanation as an auditory learner, and you can often learn alone with a book. You should take notes of lectures and oral directions if you want to remember the information.

#### ☐ **Auditory Major Learning Style Preference:**

You learn from *hearing words* spoken and form oral explanation. You may remember information by reading aloud or moving your lips as you read, especially when you are learning new material. You benefit from hearing audio tapes, lectures, and class discussion. You benefit from making tapes to listen to, by teaching other students, and by conversing with your teacher.

#### ☐ **Kinesthetic Major Learning Style Preference:**

You learn best by experience, by being involved physically in classroom experiences. You remember information well when you actively participate in activities, field trips, and role-play in the classroom. A combination of stimuli - for example, and audio tape combined with an activity - will help you understand new material.

#### ☐ **Tactile Major Learning Style Preference:**

You learn best when you have the opportunity to do "hands-on" experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and

working with materials provide you with the most successful learning situation. Writing notes or instructions can help you remember information, and physical involvement in class related activities may help you understand new information.

☐ **Group Major Learning Style Preference:**

You learn more easily when you study with at least with one other student, and you will be more successful completing work well when you work with others. You value group interaction and class work with other students, and you remember information better when you work with two or three classmates. This stimulation you receive from group work helps you learn and understand new information.

☐ **Individual Major Learning Style Preference:**

You learn best when you work alone. You think better when you study alone, and you remember information you learn by yourself. You understand new material best when you learn it alone, and you make better progress in learning when you work by yourself.

☐ **Minor Learning Styles**

In most cases, minor learning styles indicate areas where can function well as a learner: usually a very successful learner can learn in several different ways.

☐ **Negligible Learning Styles**

Often, a negligible score indicates that you have difficulty learning in that way. One solution may be to direct your learning to your stronger styles. Another solution might be to try to work on some of the skills to strengthen your learning style in the negligible area.

## Appendix D

### استبيان اسلوب التعلم

انا طالبه ماجستير في تدريس اللغة الانجليزية كلغة ثانية لغير الناطقين بها في جامعة ليدز. ايمنا ان مراعاة أساليب التعلم أنتج مكاسب دالة في التحصيل فأنني اقوم بدراسة لمعرفة اسلوب التعلم للطلبة السعوديين. برجاء التكرم بالإجابة علي الأسئلة الآتية علماً بأنه لا يوجد اجابة سليمة أو خاطئة. ان نجاح هذه الدراسة يتوقف علي دقة المعلومات. ان الاستبانة بدون اسم لإحترام خصوصيةالمشارك.

### استبيان ريد لاسلوب التعلم (1978)

#### الارشادات:

ان الطلاب يتعلمون بطرق مختلفة عن بعضهم البعض. على سبيل المثال بعضهم يعتمدون بشكل اساسي في تعلمهم على حاسة البصر (طلاب بصريين) او على حاسة السمع (طلاب سمعيين) وهناك بعض الناس اللذين يفضلون التعلم من خلال تجربه قامو بها او عن طريق التدريب العملي الذي يعتمد على استخدام اليد لإتمام المهمة (الطلاب اللذين يتعلمون عن طريق اللمس او الحركة) و هناك ايضا بعض الناس اللذين يتعلمون بشكل افضل عندما يقوموا بعمل المهمة بأنفسهم بدون مساعدة الغير في حين ان اخرين يفضلون التعلم في مجموعات

لقد تم تصميم هذا الاستبيان لمساعدتك على تحديد الطريقة الافضل لتعلمك او بمعنى اخر الطريقة التي تفضلين للتعلم بها.

الرجاء قراءة كل جملة في الاستبيان في الصفحة المقبلة والرد عليها بالطريقة التي ترين انها تنطبق على تعلمك باللغة الانجليزية. لكل طالبه مطلق القرار للموافقة او عدم الموافقة مع كل جملة. على سبيل المثال اذا كنت توافقين بشدة مع اي في الخانة المخصصة كما هو موضح ادناه. X جملة في الاستبيان الرجاء وضع علامة

لا اوافق بشدة	لا اوافق	غير متأكدة	اوافق	اوافق بشدة
				X

الرجاء الرد على كل جملة بسرعة دون الكثير من التفكير و حاولي ان لا تقومين بتغيير اجابتك بعد اختيارها. الرجاء استخدام القلم عندنا تقومين بتعبئة الاستبيان.

إن استجابتك على هذه الاستبانة سوف يستفاد منها في تحسين وتطوير العملية التعليمية. وشكراً على تعاونك ؛

[illegible]