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Investigating Students' Learning Styles and Teachers' Attitudes to Improve their Teaching Practices: The Case of Master One Students in the Department of English, Mouloud Mammeri University of Tizi-Ouzou

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Dedications

We dedicate this work to our beloved ones, family, friends, and all those who supported us during the working period, and have been the source of power and motivation.

Lynda and Kenza

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Abstract

The purpose of this study is to investigate students' learning styles and teachers' attitudes towards them to improve their teaching practices in the Department of English at Mouloud Mammeri University. This study is built around the theoretical framework Visual Auditory and Kinesthetic (VAK) to Visual, Auditory, Read/write and Kinesthetic (VARK) by Neil Fleming (2001).To achieve this work, the mixed methods approach was adopted using both quantitative and qualitative method for collecting and analyzing data. For the collection of data, we opted for the use of three instruments; a questionnaire administrated to 90 Master one students, 10classroom observations with a checklist of 08 items and a structured interview conducted with five (5) teachers. The results of the questionnaire reveal that each type of learner is quite different from others. Visual learners can learn better, when they see, observe and are in contact with the things. Quite opposite to visual are the auditory learners who learn best when they listen or hear things. The other two brands are comparable in the sense that they involve the physical activities and strategies for productive teaching and learning. As far as kinesthetic learners are concerned, they only learn best when they do things based on concepts empirically. Read write learners are those who are concerned with the conventional way of learning. Furthermore, the findings of the classroom observations have shown that attitudes are examined in terms of three components: their beliefs and knowledge, feelings and behavior and that the teachers have good attitudes towards their students' learning styles. In addition, the results of the teachers' interview have revealed that all teachers have agreed that taking into account students' learning styles help them improve their teaching practices.

Key Words: Learning, VARK (Visual, Auditory, Read/Write and Kinesthetic), Attitudes, Learning Styles, Teaching Practices.

List of Abbreviations

- **EFL:** English as a Foreign Language
- **H :** Hypothesis
- **ICTs:** Information Communication Technologies
- **MMUTO**: Mouloud Mammeri University of Tizi Ouzou
- **Q** : Question
- **QCA**: Qualitative Content Analysis
- **SPSS**: Statistical Package for Social Sciences
- **VAK**: Visual Audio Kinesthetic
- **VARK**: Visual Audio Read/Write

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Statement of the Problem

To be a good educator, it is essential to be familiar with the communication process. The teacher, who attempts to understand students' emotions, interests, and fear, promotes the activities of the students. As a result, students may increase self- confidence, broaden and strengthen their innate abilities and augment their motivation for learning (Basaran, 1994 cited in Uluget al., 2011: 739). Nowadays, in the field of language teaching, researchers have developed various techniques and methods to contribute positively and effectively to teaching/learning. In this regard, Klapper (2001: 17) states that *''the art of teaching does not lie in accessing a checklist of skills but rather in knowing which approach to adopt with different students, in different curricular circumstances or in different cultural settings''.* For instance, taking into consideration students preferred learning styles and differences is a step that will help both teachers and students.

Having information about students' learning styles can be useful for both them and teachers. Besides, engaging them in the learning process results the identification and comprehension of teachers' and students' methods and styles, and it is essential to study the relationship between them to see whether they can be combined or not. *'Many studies have been conducted on match and mismatch of learning styles and teaching styles*' (Naimie et al., 2010 cited in Awla, 2014: 242).

Various studies have been conducted in relation to teachers' attitudes towards learning styles and teaching practices in national and international level. The first study is a national work entitled "*In Service EFL Teachers' Attitudes towards Training and their Effect on Developing Teaching Competencies".* This was conducted by Cherairia and Bouguelmouna in 2017, dissertation submitted in partial fulfilment of the requirement for the master degree in applied linguistics and ESP. in the faculty of letter and languages, Department of English

Language and Letters, Kasdi Merbah University of Ouargla. It aims at demonstrating how teachers' holding attitudes has a direct effect on developing teaching competencies.

The second work is an international work done by Hawkar, at the University of Koya, English Department, Koya, Iraq (2014). This work is entitled, "*Learning Styles and their Relation to the Teaching Styles"*. It aims at identifying and classifying the concept of learning styles and argue that teacher will have better achievement. Besides, "*Teacher Attitudes and Practices that Support Student Learning"* done by Sutton in May (2014) in the Department of Educational Leadership and Policy Analysis East Tennessee State University. And it aims at investigating or identifying how successful teachers manage their classroom.

Aims and Significance of the Study

The main purpose behind the current research is to cast light on certain points. The main point is to explore the role of Students' learning styles and teachers' attitudes to improve teaching practices: the case of Master One Student in the Department of English at Mouloud Mammeri University of Tizi Ouzou. In addition, the aim of this investigation is to explore to which extent teachers' strategies and methods adopted towards students when learning could influence the improvement of their teaching practices.

The topic has been chosen because of the importance of teaching practices in the field of learning in accordance to learning styles. Additionally, this investigation is mainly to generate ameliorations. Moreover, this study is considerable since we tend to determine the different ways that students use to acquire knowledge and their preferences of specific learning methods. Besides, the purpose of this research is to document teachers' attitudes towards the learning methods of students.

Moreover, the study intends to see whether both teachers and students are aware of the benefits and the importance of knowing students' learning styles. Finally, the choice of this topic is an attempt to clarify some crucial points that might enlighten teachers of the Department

of English at MMUTO that would hopefully result in the change of negative attitudes into positive ones and improving teaching practices that can be best suited for a particular group of learning.

Rresearch Questions and Hypotheses

Our research addresses the issue of whether students' learning styles and teachers' attitudes are beneficial in helping teachers improving their teaching practices or not at the level of Master one (all options) in the Department of English at MMUTO. To fulfill this purpose, we will attempt to provide answers to the following questions:

- **Q1:** What are the different learning styles used by students?
- **Q2:** What kind of attitudes do teachers hold over their students' learning styles?
- **Q3:** Do teachers take their students' learning styles into account to improve their teaching practices?

As a major step in the present research, we put forward the following hypotheses:

- **H1:** There are different learning styles used by Master one students in the English department of English.
- **H2:** Teachers hold positive attitudes towards the students' learning styles.
- **H3:** Students' learning styles have good influence on good teaching practices.

Research Techniques and Methodology

In our study, we adopt the mixed method approach which combines quantitative and qualitative methods. The first one is used to collect data while the second is used to analyze them. The data of this study is collected through three main instruments: a questionnaire submitted to master one students (all options), classroom observations and interview for teachers of master one degree (all options). In fact, selecting master one level is not done haphazardly; it is due to the fact that master one students have already acquired some capacities and reached a certain level through their experience at university, and we have selected 120

students but only 90 of them have answered the questionnaire. Concerning teachers' interview, we have interviewed five of them in the department and conducted 10 sessions of classroom observation, so that to fulfill the needs of our research.

Structure of the Dissertation

The overall structure of the present dissertation follows a simple model. It consists of a general introduction , four chapters and a general conclusion . The general introduction has been written to introduce the study under investigation. It includes the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology and structure of the dissertation. The first chapter entitled the literature review' discusses the theoretical framework related to our research and the definition of the main concepts related to it. The second chapter focuses on research design". It gives detailed information about the participants and explains the procedures for data collection and analysis. The third chapter is called presentation of the finding . It discusses the findings and answers the research questions. Lastly, the dissertation ends with a general conclusion that provides a summary of the different findings, and it indicates the limitations of the study and makes suggestions for further research.

Introduction

The current chapter reviews relevant literature on the Students' learning styles. Our work is concerned with students' learning styles and teachers' attitudes towards them to improve their teaching practices. This chapter is divided into four main sections. The first section puts emphasis on the definitions and the explanation of the main concepts related to students' learning styles, moving to it's importance in EFL, and we viewed the relationship between the three main aspects of our theme. The second section introduces the attitudes and the main components as well as teachers' attitudes towards students in EFL and its diverse types. This review also contains the definition of teaching practices. The third section concerns language learning and language teaching in the classroom. Then, the last section is devoted to the theoretical framework on which this research is based.

1. Students' Learning Styles

The term 'learning style' points at the idea that each individual has his/her own way of learning. More precisely, it is a favoured manner of retaining knowledge. It is necessary to know the advantage, understand and know how learning styles can help to learn. For a successful learning, a teacher tends to know each students' learning styles, and as importantly, it is also obvious that students comprehend their styles of learning. 'Learning style' is an idea that was first identified by Aristotle who believed that "*each child possessed specific talents and skills"* (Reiff, 1992 cited in Jonna, 2017: 3). After Aristotle, many researchers began to explore the idea of 'learning styles', one of the most known ones, (Vygotsky, 1978 cited in Michra, 2013: 23), he believed that a child builds up his knowledge through social interaction. While the theorist Piaget (1952) believed that a 'cognitive development is universal' covering all cultures, and in proportion to him a child creates his own knowledge through experiencing things independently (McLeod, 1970 cited in Jonna, 2017: 2). On the other hand, different ideas were emerged on how a child learns and what he/she has to learn in diverse manners. In

compliance with the mentioned researchers Howard Gardner (1983), Neil Fleming (1987), and David Kolb (1984) developed theories about learning styles.

In 1985, Scarpaci and Fradd spread the 'learning styles' definition. According to them learning styles was considered as a road through which students view, recall and order knowledge in their environment. Another definition is that 'learning styles' can be viewed as conditions of education under which learners choose to learn (Stewart and Felicitti, 1992 cited in Zahra and Bashir, 2014: 1232) thus 'learning styles' are not really concerned with what students learn but rather the way they choose to do since the method and the way they chose to study with and retain knowledge is more important. Therefore, the questions of finding the students' preferred 'learning styles' are discussed by identifying their ways of perceiving things in the classroom.

Interestingly, Yaakoub and Hashim (2004 cited in Norasmah and Mohd, 2010: 653) gave another view affirming that *"learning is a mental and physical activity, it is a process that changes one's way and manner, which increases simultaneously and consistently."* Therefore, learning styles allow the individuals to use their knowledge for their own improvement and for the society also. Moreover, learning style is the consistence of affections and manners that make a sign about how individual may retain or produces knowledge in a specific circumstance (Weinstein and Mayer, 1986). Kolb (1999) affirmed that being more attentive to students' learning styles and acquiring the unavoidable items for learning may foster the abilities of learning to a great magnitude.

'Learning style' is described as being standard and ordinary model of an individual to acquire knowledge. According to Fleming and Baume (2006: 4-7) *"learning style can make reference to diverse methods in perception, creation and information processing to constitute concepts and principles."* According to Fleming (1992) a teacher tends to know first his/ her own distinctive preference for teaching practices, since this permits him/her to encounter the

diverse styles of teaching practices necessary in a classroom. Besides, he believed that the fact of integrating students and comprehending students' educational preferences in the classroom helps students to be encouraged and motivated to obtain further knowledge and to their teachers (Fleming and Mills, 1992 cited in Norsamah and Mohd, 2010: 654).

Furthermore, 'learning styles' are defined as "*the complex manner in which, and conditions under which, learners most effectively perceive, process, store and recall what they are attempting to learn*" (James and Gardner, 1995: 20). That is to say the styles of learning are placed among the acquired factors based on students' individual differences, since, different students use different methods for their learning. It is the reason why we cannot limit all students of a same group to learn under the same style of learning whatever our preference is. For example, in the module of civilization there are some students who are content to hear the history and memorize it, but there are also those who need to look at pictures and see videos in order to retain the information.

In fact, this research supports the idea that most students do not possess the same way or method of learning, teachers have to understand the ways the students learn since it is the most important point for gaining good results. However, using a teacher's own method of teaching may seem frustrating and somehow difficult for students who do not share the same preferences for learning. Moreover, the central goal of teaching practices is to create a dynamic classroom environment that promotes positive and effective communication between students and teachers.

1.1. Types of Learning Styles

- **Visual learning style**, these individuals prefer to learn alone by using anything related to visual tools such as videos and movies, since it requires them concentration. Mayzler and McGann (2010 cited in Imran, 2017: 34) confirm that "visual learner" is the one who determines best when seeing the object and evolves the consummate information when

there is a chaining event over the eyes. "Visual learners" prefer to look at graphs, charts, hierarchies, symbols, flipcharts and anything that a teacher uses to present words in place of words (Fleming, 2011 cited in Jonna, 2017: 4). According to learning style theory, visual learners have to look, notice and write so that to get a highest level in comprehending and mastering (Dunn et al., 1993 cited in Nahla, 2014: 21). For instance, some learn better with first seeing the picture and memorize things or words by writing them with colors as we know colors give them meaning, or present them in form of models or hierarchies. Whereas "visual learners" cannot easily be bothered by making noise but easy to be deconcentrated by making movements or actions (Drago and Wagnar, 2004 cited in Norasmah and Mohd, 2010: 656).

- **Auditory learning style** aural students learn best through listening (Drago and Wagnar 2004 cited in Norasmah and Mohd, 2010: 656). These students are much attentive to the words delivered by their teachers. They prefer to discuss the lesson with classmates just after class, in order to be sure that the lecture is clear. In situations like discussions, expressing their ideas, and listening to what others say. Auditory learners are considered to pick up information better through listening (Gilakjani, 2012: 106). According to Miller (2001 cited in Norasmah and Mohd, 2010: 656) this kind of students tend to remember easily through 'loud reading' or 'mouthing' when reading especially when the information is new. Students can also memorize by listening to 'audio tape recording', by discussing with teachers or trying to clarify something to a mate. For example, auditory learners learn best through discussing in a group or speaking to others.
- **Read/write** many teachers and learners tend to use this method because they prefer to study with printed words or texts, sometimes they paraphrase or summarize with their own vocabulary. Moreover, people with this preference work with the use of power point, internet, dictionaries, and quotations. According to Drago and Wagner (2004 cited in

Norasmah and Mohd, 2010: 656), "these students are note takers" that is the majority of students take notes while someone speaks, especially teachers so that to effortlessly maintain information

- **Kinesthetic learners** Wolfman and Bates (2005 cited in Norasmah and Mohd, 2010: 657), stated that "kinesthetic learning style" makes learning and students' motivation increase. In the classroom, students with this style of learning prefer to work by doing, that is to say they feel at ease and always motivated to study when they try to solve activities. Kinesthetic students learn better through being physically involved in the learning process (Dunn et al., 1993 cited in Nahla, 2014: 21). For instance, students prefer a lesson followed by a series of activities since they memorize instructions more by acting rather than listening or seeing.

I.2. Relationship between Learning Styles and Teaching and Learning Process

Teaching is a way to present knowledge, and an activity meant for students. According to Mohamed, (2002), Drago and Wagner, (2004), Hashim, (2005) *"learning is an activity which depends on the mind"*. Learning is also a way that an individual collects information through experiences, knowledge, sense, and skill. Becker et al., (2007 cited in Norasmah and Mohd, 2010: 654) affirmed in their investigation that studying with the old ways of learning such as lectures, textbooks and discussions are fundamental aspects that teachers use during lectures. However, teachers should diversify their ways of teaching since they should reach every student's comprehension. And at the same time, they also tend to combine distinctive teaching strategies in order to get different 'learning styles of students'.

In a study undertaken by Drago and Wagner, (2004 cited in Norasmah and Mohd, 2010: 654) learning styles should have at least four general dimensions. First, 'Cognitive' that has aspects touch during individual information processing, by, seeing, thinking, solving problems, remembering, and linking the said information to other matters. Second, 'Affective'

in the affective dimension, learning is seen by through one's personality taken into account features such as awareness, emotions, motivation, and frustration. Third, 'Physiological' learning from the physiological aspect is based on biological features, for example, sense (auditory, visual or kinesthetic) which applied in the learning process. Finally, 'Psychological learning' is seen from the aspect in which it is linked to '*internal strength'* and '*one's individuality'*.

Alias et al., (2005 cited in Norasmah and Mohd, 2010: 654) declare that while students learn, teachers should take into consideration that diversity of students is a factor. Because they are expected to create a right atmosphere to achieve students' needs before planning their teaching process and assessment. A teacher plays a great role in a classroom not only in a matter of teaching but also in motivating the learners to develop their abilities and aspirations to learn. In addition to that, a teacher is expected to know how to create a supportive and a safe environment so that students may feel comfortable and not worried. Moreover, being aware of the diversity of students in the classroom is an essential factor that will facilitate the teaching and learning process. For example, students learn using different methods, whether by perceptively, by hearing, by behavior, by the reaction, and by other ways. In contrary to teachers who use different teaching methods, whether by demonstrating, discussing, lecturing (Stitt, 2003 cited in Norasmah and Mohd, 2010: 655). For instance, in a class a teacher tries to share his ideas by giving students group work and then put them into interactions and discussions so that the lessons can be more understandable, in addition to that, not all students ask questions so after discussing them the ambiguous ideas would be more clear for them.

According to Yussoff (2007 cited in Norasmah and Mohd, 2010: 654) many teachers boast in good teaching techniques, but in the real teaching situations they are not capable to present with the best method to his/her students, and this is because of the average teacher who relies on dealing with activities that are not well structured in a class. That is to say, as teachers,

as a first responsible, tends to ensure that learners are benefiting from their lectures, in order to gain their achievements and abilities. As soon as a teacher is expected to keep his profession in progress. Therefore, both teachers and students should explain to each other the teaching style that they are comfortable with and need so that it brings much understanding. As an example, in the beginning of the year, a teacher may recommend students about their way of learning by writing it on a paper so that to be aware of the way he is going to present his lessons and develop it if he feels any lack.

Teachers must be more motivated in ascertaining suitable teaching styles since if learning style becomes ineffective, it is because of the teachers who do not acquire the skills necessary for learning theory, this occurs when a teacher possess little knowledge and do not understand student's learning styles. When the students' learning style agrees with the teacher's method of teaching, the result would be so much better, and both of them would be motivated to work.

2. Attitudes

The concept of attitude is defined by various scholars in different ways. One definition is given by the well-known social psychologist, Allport, (1935: 810), "*an attitude is a mental or neutral state of readiness, organized through experience, exerting a direct or dynamic influence upon the individual's response to all objects and situations with which it is related*". In this definition the emphasis is put on two ideas, the first is the idea of "readiness for response", and the second, the idea of "motivation", or the driving force of an attitude. As Oskamp and Schultz (2005: 8) mentioned, Allport refers to attitude as "readiness for response" not as behavior or something that a person does, but a person's preparation to behave in a certain way. In addition, the fact that it is motivating means it guides behavior towards a certain goal, emphasizes the enduring nature of attitude and its relationship to behavior.

According to Buhner and Dickel (2011: 392), the attitude is to assess someone's body of thought; attitudes include everything that exists in a person's mind from an accustomed thinking to an abstract one to objects, opinions and persons. This definition by Buhner and Dickel (2011: 393) pinpoints the evaluative feature of an attitude, which is widely emphasised by many researchers. Moreover, an important characteristic of an attitude (learning and consistency), has been indicated in the definition *"An attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object"* (Fischbein and Ajzen, 1975: 6 cited in Juan, 2019: 82). Furthermore, attitudes are a function of 'salient behavioral belief', which represent perceived outcomes or attributes of the behavior (Conner and Armitage, 1998 cited in Hasbullah, 2014: 102). In other words, attitudes explain what consequences a particular behavior can carry out when performing it, as well as how these consequences are viewed, that is, either positive or negative.

What can be deduced from all the aforementioned definitions is that it is not difficult to trace the common thread running through these diverse definitions. In one way or another, each *regards the essential feature of attitude as a preparation or readiness for a response*. Indeed, attitudes are important for understanding and ameliorating educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional lives and to their general well-being, and they shape students' learning environment and influence students' motivation and achievement. In addition, they can be expected to mediate the effects of employment approaches, such as changes in the teacher education program or teacher professional development on students' learning.

2.1. Component of Attitudes

Attitudes are defined by Eagly and Chaiken (1993: 794) as general evaluations that an individual executes, represented as expressions of '*favor*' or '*disfavor*' toward what has been defined as '*the attitude object'*. This '*attitude object'* can be a place, an animal, an object or a

person; in the educational field, it can refer to students as well. Thus, individuals' attitudes can be affected by the '*attitude object'* and the representation an individual has of it. To explain the previous relation, Eagly and Chaiken (1993: 794) and Zanna and Rempel (1988 cited in Zanna and Haddock, 1993: 315-318) proposed a '*multicomponent model'* of attitudes. This model has three components the cognitive component, the effective component, and the behavioral component

First, ''the cognitive component'' refers to the beliefs, thoughts, and attributes that people attach to a certain item. For instance, *"an individual's favorable attitude toward a particular politician might be based on the belief that the politician is charismatic, intelligent, and has economic policies that promote social equality"* (Wenden, 1991: 41). That is to say, similar people will have similar attitudes and a profile of the community can be developed. Besides, typically, these come to light in "generalities" or "stereotypes", such as 'a teacher is like a leader'.

Second, ''the affective component'' refers to the feelings people attach to eventual object. For instance, *"many people indicate that spiders make them feel scared. This negative affective response is likely to cause a negative attitude toward spiders"* (Wenden, 1991: 41). In other words, it deals with feelings or emotions that are brought to the surface about something, such as fear or hate… using the above example, someone might have the attitude that the teacher must be respected because he is a great person.

Third, "the behavioral component" refers to the past experiences that can be attached to an *'attitude object'*. For instance*, "people might guess that they must have a negative attitude toward factory farming, if they remember having signed a petition against the unethical treatment of animals*" (Maio and Haddock, 2009: 2-3). In another sense, behavioral component of an attitude consists of a person's movement to behave in a particular way toward an object.

Using the above example, the behavioral attitude may be 'I cannot miss respect to my teacher and speak without asking for permission'.

In sum, attitudes can be considered as *"tendencies*" that result from association of beliefs, feelings, and behaviors, which express availability, or not toward an object (Hogg and Vaughan, 2005). In addition, in educational settings, an undesirable behavior toward students by their teacher might make the former feel anxious, nervous, and shy, resulting in indifference and unwillingness toward lessons. In contrast, when teachers keep a healthy learning environment, students may increase their desire to participate. Effective teachers are willing to share emotions and feelings of enthusiasm, affection, disapproval, criticism, sadness, interest or care about students, teaching tools and laws. Thus, attitudes can be expressed by teachers' acceptance difference or refusing it (Hogg and Vaughan, 2005).

2.2. The Concept of Attitude in Relation to EFL Learning and Teaching

In foreign language learning, there are various factors that influence the learning process such as 'motivation', 'attitude', 'anxiety', 'intelligence'. Therefore, learners' attitude is recognized as one of the most important factors that affects language learning (Fakeye, 2010). Thus, attitude to language is a construct that explains "linguistic behavior in particular" (Ibid).

As such, attitude plays an important role in learning since it influences both success and failure. Therefore*, ''it is believed like any personality trait, attitude is a directly in observed hypothetical construct and must be inferred from measurable responses which reflect and evaluate positive or negative attitude''* (Ajzen, 2005 quoted in LêThị, 2018: 48). Particularly, in this study attitude is considered as an essential factor influencing the learning and learning process in which students' learning styles should be considered as a basic or a key element.

2.3. Types of Attitudes

Calderhead (1996) and Watson (2003) have described teaching as an intensely psychological process and believe a teacher's ability to maintain productive classroom

environments, motivate students, and make decisions depends on her personal qualities and the ability to create personal relationships with her students. These effective attitudes and actions employed by teachers ultimately can make a positive difference in the lives of their students. It is known that attitudes have a profound impact on teacher practices and behaviors.

For anyone inclined to rely on attitudes to predict and explain human behavior, Richardson, (1996: 102) states, *"Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions".* Which means that attitudes and beliefs are important concepts in understanding teachers' thought, processes and classroom practices, change and learning to teach. With 'effective attitudes', teachers and students can develop relationships of mutual respect and trust. Studies on each of these five attitudes have been completed by researchers.

- ***The First Attitude****: "*Demonstrating Caring and Kindness*".* Research by Larson and Silverman (2000) and Nodding's (1984) has emphasized the importance of developing a caring and respectful relationship between teachers and students. This attitude pertains to the persona of the teachers. The effective teachers willingly shared emotions and feelings. For example, in the classroom these teachers show different sensations such as (enthusiasm, patience, sadness, disapproval) as well as a sincere interest and care about their students.
- ***The Second Attitude****: "*Sharing Responsibility*".* Carlson and Hastie (1997) believe that teachers' and students' agendas need to overlap and be in support of each other, and the end result would be a positive learning environment. This attitude focuses on the ability of the teacher to establish a '*shared environment'*. For instance, it is important to allow students both responsibility and freedom within the classroom community.
- ***The Third Attitude***: "Sensitively Accepting Diversity''. This attitude deals with empathy and the importance of understanding students. The teacher tends to identify sensitivity,

acceptance, and encouragement. For example, in classroom one group commented that teachers have the ability to make each student feel privileged by verbally sharing individual compliments in front of the class. Another group spoke with a teacher who wrote down how often she spoke and listened to each student and how it made them feel valued and important.

- ***The Fourth Attitude*** **"**Fostering Individualized Instruction**"**. When designing lesson plans, it is not easy to compete with video games, computers, television, sports, and music. Since, students need to be afforded with motivating activities and lessons, to become active and free in constructing their own learning. Palmer (1998). And also this attitude discusses the ability to provide meaningful learning opportunities for all students. For instance, when a teacher knows students' interest, he may involve them activities to find out how to study in an ideal way and gain good grades.
- ***The Fifth Attitude*** **"***Encouraging Creativity***"** this attitude stresses the importance of encouraging students to be creative and imaginative, and also utilize many approaches to learning. For instance, when giving the opportunity to be creative, students will take their learning to higher levels and become actively engaged in lessons by contributing ideas and insight.

3. Language Teaching/Learning in the Classroom

The recent studies tackled in the field of teaching and learning took into consideration the relationship between teachers and their students. In other words, this relation is recognized as the teaching and learning process. Many research works affirm that teaching cannot stand apart from learning. For example, Gage (1964, cited in Draya, 2008: 136) noted, *"to satisfy the practical demands of education, theories of learning must be stood on their heads' so as to yield theories of teaching."* This suggests that students' learning styles should be taken into account by EFL teachers. Teaching is about conducting and guiding learning, facilitating the way for

the learner to learn, and preparing the environments for learning. Researchers have always tried to develop methods and techniques in order to enhance teaching and maximize learning. In order to build a strong relation between teaching and learning, one should be aware of the characteristics of each one. Besides, researchers have studied teaching in isolation, then they recognized the results on learners and their learning.

3.1. Language Teaching

Language Teaching is more than copying '*conjugation tables'* and memorizing vocabulary. However, it is the ability to show students how to use a language in context and understand it. Hence, teaching is the fact of transmitting messages and assisting learners through giving instructions, and helping them to get a good and deep understanding. According to Brown (2007: 7) teaching is defined as "*Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand."* That is to say the teacher will show the way to students in order to understand lessons and this has to do with students' learning styles. In the same vein, Freire (1993: 72) has discussed the transmission of knowledge, teacher sends information to his/her learners and helps them receive, memorize and repeat it. In other words, a 'skilled teacher's organization of knowledge' can help students understand and remember what has been transmitted.

In addition, the role of language teaching can be crucial in achieving language-learning objectives (fluency / accuracy). So that Teachers' methodology is one of the main factors that make a great impact on language learners and learning achievements. Teachers' mood and personality also have a great impact, if teachers are enthusiastic, friendly and well-organized students will enjoy their lessons more and learn more.

4. Teaching practices

The teaching practice is a compulsory course for all future students registered in a preparation programme of teaching. Marais and Meier (2004 cited in kigundu and Nayimuli, 2009: 348) emphasize that the term 'teaching practices' represents a set of participations experienced by future teachers when working in class or at school. During 'teaching practices', a student teacher may have the chance to practice teaching before entering the real world of teaching (Kasanda, 1995 cited in kigundu and Nayimuli, 2009: 348). Teaching practice is as a significant element for becoming a teacher. It offers student teacher experience in the actual teaching and learning setting (Ngidi and Sibaya, 2003 cited in kigundu and Nayimuli 2009: 348). In fact, teachers play a great role in students' development, as Pianta and Hamre (2009 cited in Blazar and Kraft, 2016: 2) defines a range of emotional reinforcement and organizational methods that are much important as learner as teachers in the teachers' educational methods they assert that by providing "*emotional support and a predictable, consistent, and safe environment*" (Pianta and Hamre, 2009: 113 cited in Blazar and Kraft, 2016: 2), teachers can help students to be more confident, motivated to get further learning and ready to take risks. Besides, they arrange powerful organizational and guided methods, teachers can help students to construct their own ability in regulating themselves.

4.1. The Relationship between Students' Learning Styles and Teaching Practices

Knowing and understanding the use of specific learning styles can help the teacher give their best to their students. According to Kaltz and Kling (1999: 413) *"developing instructional methods and materials that are appropriate for a wide range of cognitive learning styles should be a priority of all educators"*. Because the fact that student understand better with educational methods that match their way of learning , dealing with various learning styles in the classroom setting can reinforce the benefits for both teachers and students.

Moreover, it is argued that student teachers perceive teaching practice as an important component in their training because it exposes them to the actual teaching and learning environment in which they can contextualize their theoretical knowledge gained during training (Marais and Meier et al., 2004, cited in kigundu and Nayimuli, 2009: 348). For instance, understanding the characteristics and learning styles of each student may be easier for the teacher to integrate teaching practices through various techniques and approaches.

In general, students can learn better, when they see the importance of information provided in classroom. If students are not interested in the material performed, they will not learn it. As explained by Gilakjani "*Students learn best by the information presented in the classroom. When the materials are not in their favor, they will not learn it*" (Gilakjani, 2012). For instance, it is very important for the educator to use different teaching methods or strategies so that students with diverse particular styles can learn and understand lectures in an effective way that will help them to improve their learning process.

4.2 Theoretical Framework

Like other theorists of learning styles, Fleming (2006) believed that it is relevant that teachers, students and the whole society comprehend, know and be pleasant with the different learning styles and especially their distinctive way of learning. The theorist Neil Fleming was motivated to create the first questionnaire of the preferred distinctive learning styles, because he really wanted to help people know their ways of learning (Fleming and Baume, 2006 cited in Jonna, 2017: 4). In 1986, he created a series of general questions that consist of different categories of people like teachers, students, employees, and employers. Fleming was attempting that every individual achieves his own way of retaining information.

Visual, auditory, kinaesthetic styles, the original (VAK) concepts were developed by psychologist and child teaching specialists. Starting in the 1920s the (VAK) theory is now the favourite of the accelerated learning community because its principles and benefits extend to

all types of learning and development. This model provides a different perspective for understanding and explaining a person's preferred or dominant thinking and learning style and strengths. In fact, read and write is a learning style added to the (VAK) model. It is found in the educational theorist of Neil Fleming that it exists four main types of students learning, its acronym is (VARK), Visiual learners learn by seeing. They have a high ability for visiual recall. They prefer to learn using visual .representations such as graphs, posters, maps, displays. They frequently use hand movements while talking and have a tendency to look upwards when thinking (Pritchard 2009). The written word would not be as valuable, especially when used as a visual additive in a classroom with only words on media. ''It must be more than words in boxes that would be helpful to those who have a Read/Write preference''(Fleming 2017).

The auditory learners learn by listening. They favour the audio and have a high ability for auditory recall. They prefer repetition, summaries and benefit from discussions, lectures, stories, podcasts. Within this learning style, Fleming added chating and emails as they posses more ''abreviations, colloquial terms, slang and non-formal language''(2017).

Third, read and write learners rely heavily on the written word. This preference of learning style is the most used by traditional educators. The read/write learners prefer to have text as both a way to gather and share information. ''People who prefer this modality are often addicted to powerpoint, the internet, lists, diaries, dictionaries, quotations and words''(Fleming, 2017). Finally, learners rely on doing to learn, they heavily depend on interactions within the learning environment and especially with their bodies. They will easily recall events or information attached to an experience or the feelings of a physical evant. They learn best through field trips, physical activity, manipulating objects and touch. Kinesthetic learners tend to have high difficulty in sitting still and need frequent breaks when learning.

Conclusion

This chapter has reviewed notions and concepts that we saw essential to conduct this study. It first introduced learning styles and the main elements related to it. Then, it has presented in details attitudes and the aspects that are in relation to this part. Furthermore, the third part was about language teaching and language learning in classroom and teaching practices. The last part was about appropriate theory that fits our field of study.

Introduction

The present chapter concerns the research design of the study. The participants involved in our study are both teachers and students of Master I in the Department of English at MMUTO. This chapter includes two sections. The first one focuses on the data collection tools: student's questionnaire, classroom observation and interview. The second section depicts, in details, the methods of data analysis of the research, using statistical package for social sciences (SPSS) which is a program to analyse the close-ended questions for quantitative data, and the qualitative content analysis (QCA) to analyse the open- ended questions and the results of the classroom observations.

This study seeks to analyse students' learning styles and teachers' attitudes. It aims at explaining, highlighting and analysing the collected data. The purpose of this study was to gain a better understanding of how successful teachers manage their classroom. This study examined teachers' practices that enable them to teach. And specify students learning style for an effective learning. The teachers' responses offered valuable information about perceptions of teaching, classroom management, and the relevance that enhance student learning.

2. Context of the Study and Population Sample

This investigation took place at Mouloud Mammeri University of Tizi Ouzo in the Department of English. The main purpose of this research was to investigate students' learning styles and teachers' attitudes towards them to improve their teaching practices, the target population is made up of students and teachers of the English department master I students in the course of the year 2018/2019 who were selected randomly to be the focus in this research. Therefore, we have distributed a questionnaire for (120) students, we have made a number of (10) classroom observation during the conducted lessons. And (5) interviews.

2.1. Procedures of Data Collection

The mixed method approach is the one we adopted in our research in order to collect the appropriate data. It is a combination of two data collection methods, qualitative and quantitative. We have then adopted two main different tools, a questionnaire distributed for students, and classroom observations to collect data about teachers and students interaction in the classroom, and a structured interview administered for teachers.

2.2. Description of the Students' Questionnaire

A questionnaire is a set of structured items used by the researcher to gather information needed from the answers of the respondents. It is defined by MC Donough (1997: 172) *"Is a list of research questions asked to respondents, and designed to extract specific information about a certain topic, more precisely, obtaining statistically useful information from a specific sample of individual"*. In addition, it is convenient to administer and has unified standard form. That is to say, a questionnaire is a set of questions designed to a specific group of students containing a list of questions that are in relation to our topic. The questionnaire is perhaps the most widely used data collection tool for obtaining more evidence and information on the research work. We adopted the questionnaire for the following reasons: its efficacy in terms of research time (less time consuming), lack of financial resources, *''collecting a huge amount of data in a short period of time''* (Dornyei, 2003: 9).

For constructing the questionnaire, we have relied on a set of principles offered by different authors such as Kolb (1984), Fleming (2006).And for its reliability it has been piloted with five students of the Department of English. According to (Dornyei, 2003: 63), the purpose of piloting the questionnaire is to collect feedback about how the instrument works and whether it performs the job it has been designed for. Five questions were not clear for the piloted sample so we revised them. Thus, the final questionnaire is distributed right after.

2.2.2. Description of Classroom Observation

According to Mason (1996: 60) points *''observations are methods of gathering data which involve the researcher immersing himself or herself in research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on with it*". In other words, classroom observation permits us to collect data from the natural setting and observing the behaviours of teachers and students. Hence, classroom observation enables us to describe a particular situation through interpreting the behaviours and attitudes into a written form text. So our observations started on 19 May, 2019 and ended on 28 May, 2019 (ten sessions). We made a checklist in order to observe the different behaviours of learner as well as teachers' method and strategies used when teaching and its impact on students. The checklist contains (08) items, the items are mainly related to teachers' attitudes towards students in classroom and to the different learning styles used by students when learning.

2.2.3. Description of Teachers' Interview

The third instruments that we have used is an interview for teachers. During this study, we have conducted five structured interviews with master one teachers between 07th May 2019 until 14th May 2019 in the Department of English at MMUTO. The interview comprises eight open-ended questions to obtain view about teachers' consideration of their students' learning styles to improve their teaching practices. The interview allowed us to have the teachers' opinion since the questionnaire was with students. As it asserted by Richards (2001) *''interview allow for more in depth exploration issues than is possible with questionnaire, though they take longer to administer and are only feasible for smaller groups''*. For designing the interview, we have relied on a set of principles proposed by Fleming (2001).

3. Data Analysis Procedures

The collected data are analysed using mixed method, which includes a combination of both quantitative and qualitative tools of analysis.

2.3. Quantitative Method

The main objective of this method is the quantification of data. The SPSS named (Statistical Package for Social Sciences) is defined as: '*general statistical software tailored to the needs of social scientists and the general public*' (Blumenthal, 2010). We have used it for the calculation of the percentage and for the analysis of the information gathered through the questionnaires, mainly the numerical data provided by studying a sample of English students learning styles, in fact the results are presented under the form of graphs, tables, and pie charts.

2.3.2. Qualitative Method

The Qualitative Content Analysis (QCA) is defined as a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes of pattern Heish and Shannon, (2005: 1278). In other words, it gathers the soft data obtained from the participants and classify them into themes (categories). We have used it in this study to analyze the open-ended questions of students' questionnaire, and classroom observation.

Conclusion

This chapter has been devoted to the rationale behind the choice of case study as a research design and the choice of methodology used to conduct a work. This work adopts a mixed-method approach; the range of this approach is highlighted and fallen within the paradigm of both qualitative and quantitative approach. On the one hand, quantitative data is gathered through questionnaires and classroom observation and analysed by the (SPSS) program. On the other hand, the qualitative data were gathered through interviews and the content analysis program examined the open-ended questions.

Introduction

This chapter aims at explaining and presenting the results obtained from the questionnaire distributed to Master One students of all options, classroom observation and interview in the Department of English at MMUTO. It aims to determine the students' learning styles and teachers' attitudes towards them to improve their teaching practices. The results are presented in percentages and shown in pie charts, tables and bar charts. This would facilitate the discussion of the results later in the next chapter. This chapter is divided into two parts. The first part presents the students' learning styles, whereas the second one presents the teachers' attitudes towards students' learning styles and the impact of this on their teaching practices.

3.1. Presentation of the Questionnaires' Results

Section One: Students' Learning Styles.

Q1. I understand better, when the teacher gives me the instructions (anything that is done purposely to facilitate learning).

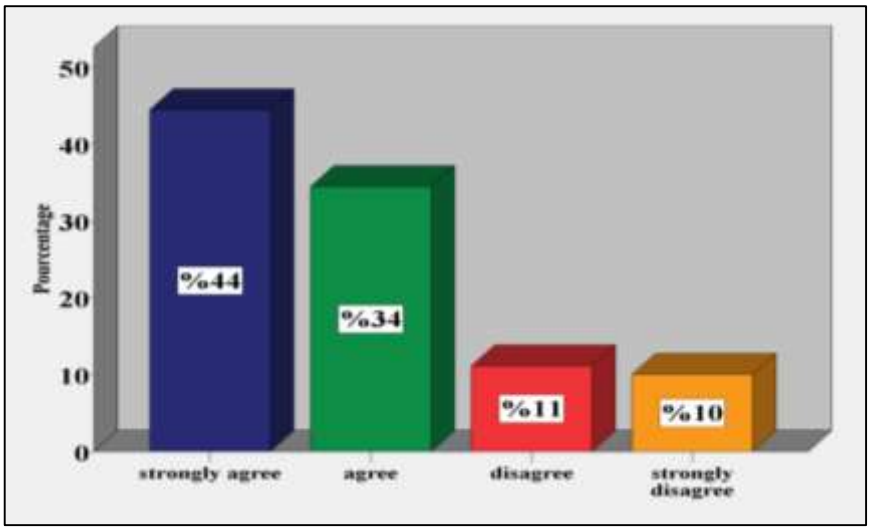


Diagram 1: A Better Understanding with Teachers' Instructions

As it is shown in this diagram, a large part of students which corresponds to (44%) do strongly agree that they understand better when the teacher gives them the instructions. In addition to that , (34%) agree that they understand better when the teacher gives them the

instructions,While (11%) of them disagree, and the remaining students which (10%) answered with strongly disagree.

2. I learn better when the teacher writes on the board

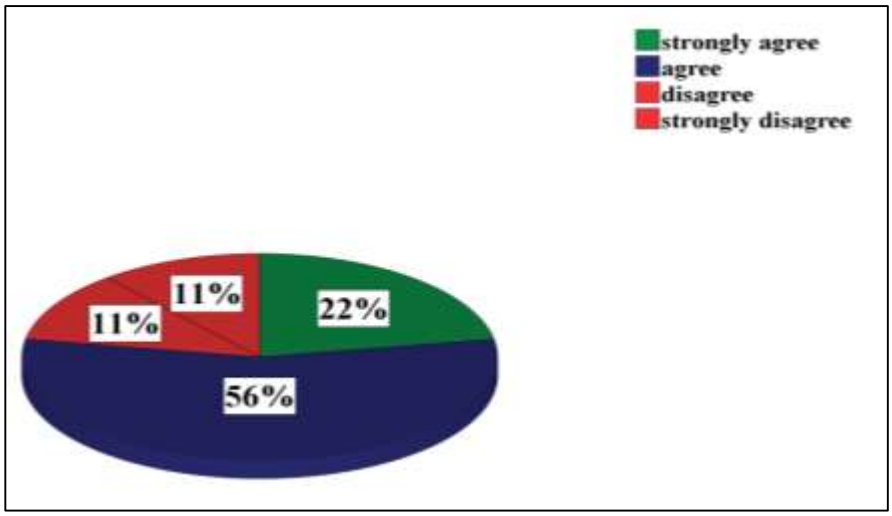
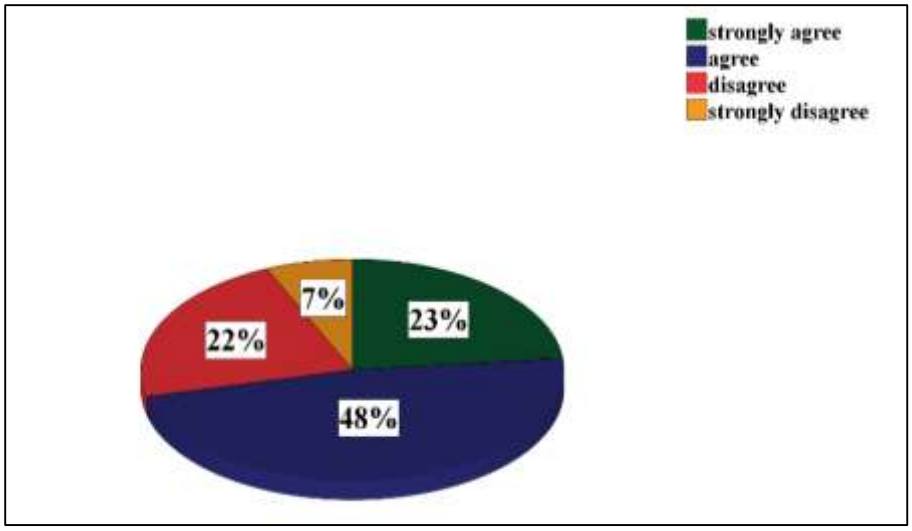


Diagram2. A Better Understanding with Teachers' Writing on the Board.

As it is demonstrated in the pie chart, (56%) of students learn better when the teacher writes on the board, Adding to that (22%) of students do strongly agree with that, whereas (22%), and the remaining (11%) of students disagreed with this style of learning, and the other (11%) of students strongly disagree.

Q3. When a mate tells me how to work in class I learn better



Diangram3. A Better Learning with a Mates' Explanation.

Diagram 3 indicates that a percentage of (48%) of students prefer to learn better in class when a classmate explains to them the lesson, while (23%) of them strongly agree with this technique. Whereas (22%) do disagree and only (7%) strongly disagree.

Q4. I remember instructions I have heard in class better than things I have read.

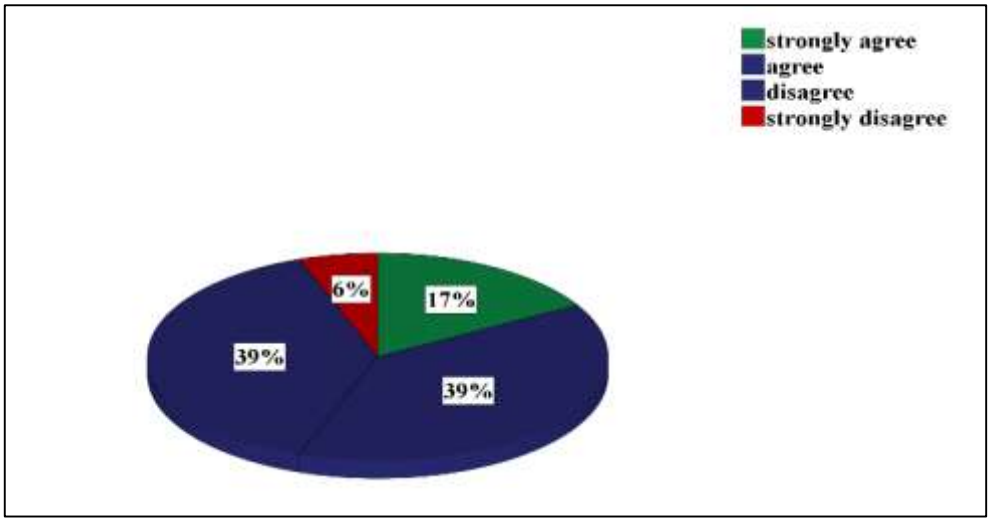


Diagram4. Remembering Lessons with Listening Better than Reading.

This diagram shows a percentage of (39%) of students who agree and disagree about remembering the instructions by hearing rather than reading. In addition, a number of (17%) of students strongly agree and the remaining (6%) of them completely disagree.

5. In class, I learn more when teacher uses tools like data show, videos, pictures

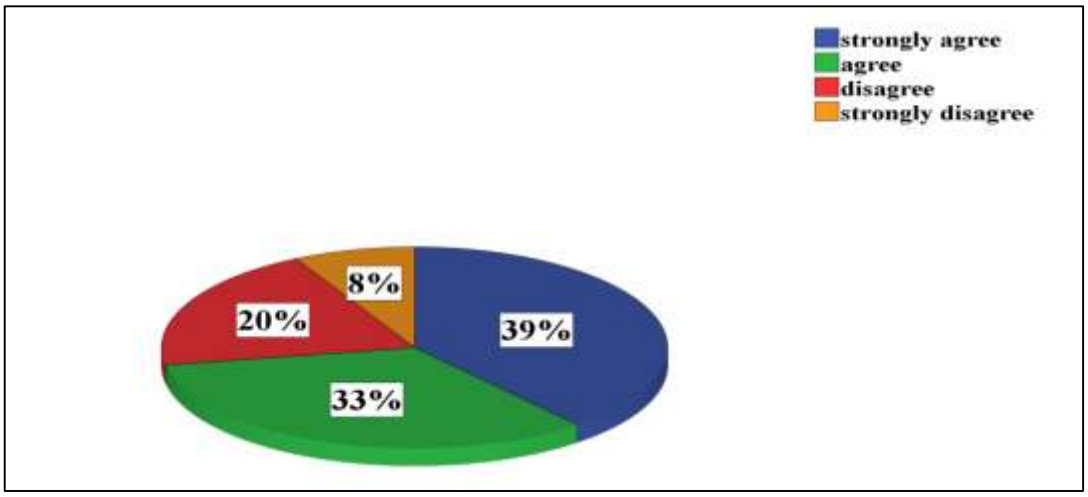


Diagram 5. A Better Understanding with Visual Tools.

As demonstrated in the pie charts above, (39%) of students strongly agree that they understand better in class with the use of visual aids like videos and pictures. Adding to that (33%) of students agree. Whereas (20%)of students disagree and the remaining (8%) strongly disagree.

Q6: When I am learning I: read books or handouts, see patterns in things, like to talk things through, or use examples and applications.

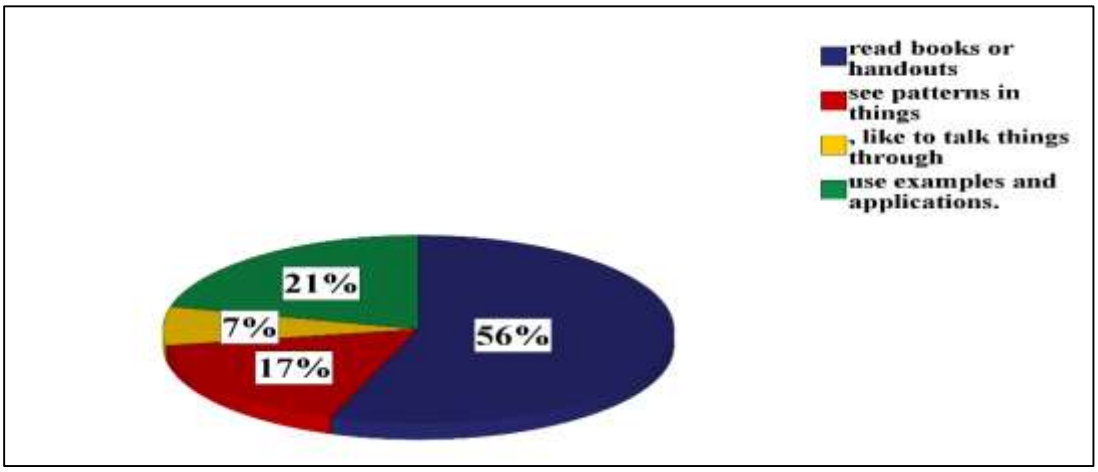


Diagram 6: Learning with Reading, Watching Videos, Listening or Applying.

As demonstrated in the pie chart above, (56 %) of students opt for learning by reading books, articles and handouts. (21 %) use examples and applications. While (17%) see patterns in things and about (7%) like to talk things through.

Q7: When learning from in internet I like

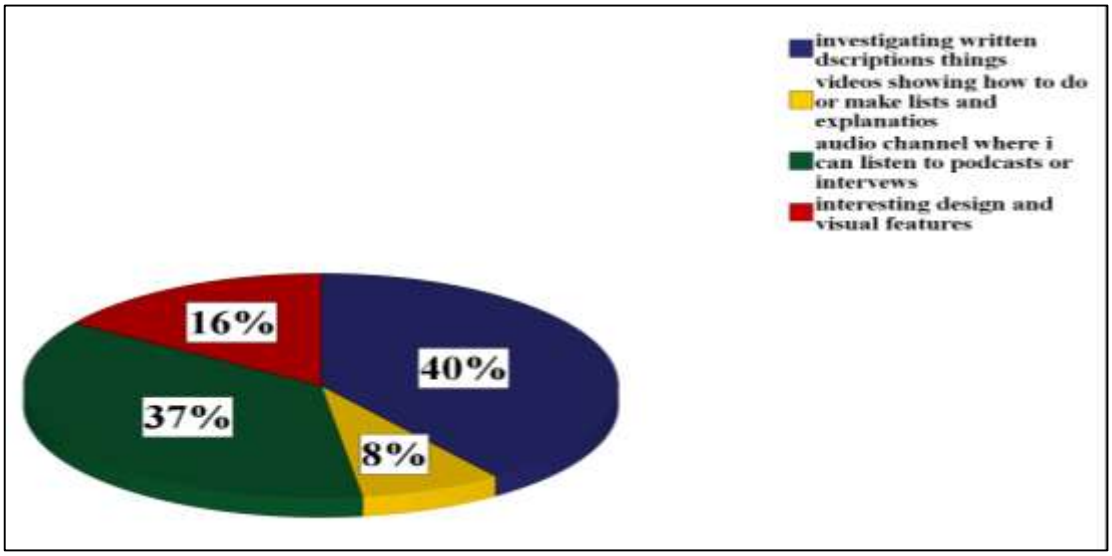


Diagram 7: Learning from Internet

Diagram 07 indicates that (40 %)of students when learning from internet they prefer reading some interesting written description, lists and explanations. And a percentage of (37%) use audio channels where they can listen to podcasts or interviews. While (16%) opt for video showing how to enlarge their comprehensions, and only (8%) use interesting design and visual features.

Q8 : What type of learning style do you prefer?

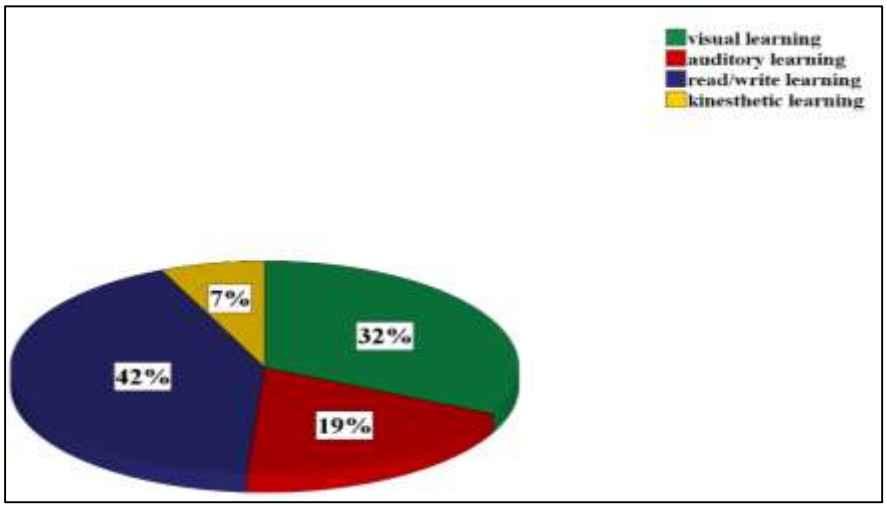


Diagram 8: Students Preferred Learning Style

This question asked students to select their preferred learning style. The results show that (42%) stated that they prefer read and write style. In addition (32%) of students prefer to learn with visual learning style. Whereas (19%) use auditory learning and the remaining (7%) of students learn with kinesthetic style.

Section two: teachers' attitudes

Q 9: Does your learning style help you to improve your learning?

		Effectif	Percentage	ValidPercentage	Cumulative Percentage
Valid	**Yes**	**90**	**100.0**	**100.0**	**100.0**
	No	**0**	**00**	**00.0**	**00.0**

Table 1. The Learning Style Helps for the Improvement of Students' Learning

As it is mentioned in the table (100%) of students state that they are satisfied with their learning style and that it helps them to improve their learning. They answered that a better learning comes from their approval of their learning styles.

Q10: Do your teachers emphasize on students' understanding?

		Effectif	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	58	64.4	64.4	64.4
	No	32	35.6	35.6	100.0
	Total	90	100.0	100.0	

Table2: Teachers Emphasizing on Students' Understanding.

As it is mentioned on the table above, most of teachers (64.4%) emphasize on learners' understanding while (35.6%) do not.

Q12: Are you given the opportunity to express yourselves during the class?

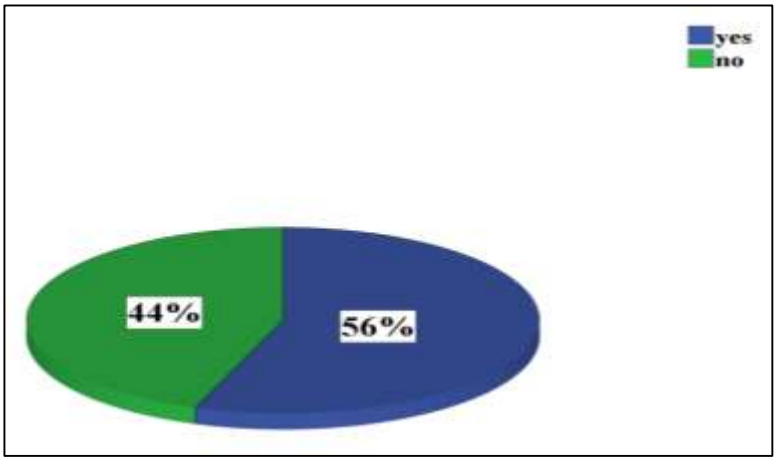


Diagram 9: Students' Opportunity to Express

As it is demonstrated above (56%) of students state that they are given the opportunity to express their opinions and thoughts in classroom discussion, while (44%) claim that they have not been give this opportunity.

Q13: Does your teacher help you to be creative?

		Effectif	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	39	43.3	43.3	43.3
	No	51	56.7	56.7	100.0
	Total	90	100.0	100.0	

Table3: Teachers' Encouragement.

As it is demonstrated above, and according to students' responses, (56.7%) of teachers do not encourage students to be creative, whereas about (43.3 %) of teachers do encourage their students.

3.2. The Data Gathered from the Classroom Observation

This section aims at evaluating the behavior of teachers towards students in classroom and to know if teachers are aware of the different learning styles used by their students: auditory style, read and write style, visual and kinesthetic style (VARC Model).

N	**Teachers' Attitudes towards Students' Learning Styles.**	**Frequency**				**Total Session**
		Always	**Often**	**Sometimes**	**Never**	
01	The teacher starts his lesson by demonstrating caring and kindness with students.	**06**	**00**	**00**	**04**	**10**
02	The teacher creates supportive and worm climates and keeps students' attention.	**10**	**00**	**00**	**00**	**10**
03	The teacher gives clear examples and guided practice.	**06**	**2**	**2**	**00**	**10**
04	The students take notes while the teacher is explaining.	**07**	**03**	**00**	**00**	**10**
05	The teacher interacts in fun, playful manner when appropriate.	**00**	**00**	**04**	**05**	**10**
06	The teacher involves students in the classroom.	**00**	**07**	**03**	**00**	**10**
07	The teacher uses different strategies to explain the lesson.	**00**	**06**	**02**	**02**	**10**
08	The teacher comes to the class regulatory and punctually.	**07**	**03**	**00**	**00**	**10**

Table 01: Results of Classroom Observation of Teachers' Attitudes towards Students' Learning Style.

The sheet contains eight elements that we wanted to observe. First, we noticed in five sessions that six teachers started their lesson by demonstrating caring and kindness with students. For example, before starting the lesson they asked students if they were doing well, if they were not tired especially if it was not the first session of the day and then teachers reviewed the previous lesson by asking students and they started the lesson. Whereas in four other sessions we noticed that this strategy was not used in which the teachers started directly the lesson without greeting students. Second, we noticed that all the teachers in the ten sessions tried to create supportive, worm climate, and keep students' attention to encourage them to work and participate. Since we remarked that even if a student was mistaken, they indirectly tried to correct him /her.

Third, we observed in six sessions that teachers adopted the pattern of giving example during class for more clarifications and guided practice in order to test students' understanding. In one of the sessions, the teacher gave examples about his real life for more illustrating the class. During our observation of all the groups, we remarked that while explaining the lesson, the majority of students were taking notes by writing all the important ideas said by the teacher which made them more focused.

Besides, through the classroom observation we noticed that the minority of the teachers interacted in fun with their students, for instance, while explaining the lesson, a teacher remarked that one of his students was making funny gestures, so he interrupted the class by imitating him rather than blaming him. While conducting the class, we observed that nearly in all the sessions the teachers tried to attract students' attention by making them work in pair, ask relevant questions, ask them to speak and tell their point of view… etc. In ten sessions, we observed that teachers focused on the lesson. Since we saw that they use the different tools to

explain like data show, images and videos, this explains that they were more interested in the learning style of students. Most of them dictated the lesson while others gave hand-outs.

In the ten sessions that we attended, all teachers were on time and came regulatory and punctually to the classroom.

3.3. Presentation of the Results of Teachers' Interview

General Questions

Q1: How long have you been teaching English?

This question is asked to determine the teachers' experience with teaching English. The results show that all of our respondents have taught English for more than ten years, between 15 and 30 years of experience.

Q2: Have you already attended seminars abroad?

This question aims at knowing about teachers' experience abroad, the findings reveal that three of them have been in seminars abroad while the two others have been for training periods there.

Teachers' consideration of their students' learning styles to improve their teaching practices.

Q3: Do you agree that students have different learning styles?

The purpose of this question is to show to what extent teachers agree with the fact that students have different learning styles. All of the respondents agree with this. Two teachers argue that students show difference in their way of understanding concepts in class because they do follow different learning styles. One of the teachers gave an example by saying that, "I *had a group of students who was always asking me for links of videos or web pages where to find more information about the topic we discussed in class, while others do ask me questions or ask me to re-explain the notions for a better understanding*".

Q4: How far do you agree that taking into account students' learning styles is very important?

Strongly agree Agree

Disagree strongly disagree

This question is intended to show how far is important to take into consideration their students' learning styles. Most of the teachers, we asked, (3 of them) strongly agree with this because according to them, knowing students' learning styles help them to know which way to follow in teaching them, while two of them think that they agree but it is not really important, they affirm that they follow their own teaching strategy and the difference of learning styles of their students helps more the students themselves rather than their teachers.

Q5: Stressing students' learning styles can help teachers make their teaching practices more effective.

Strongly agree agree

Disagree strongly disagree

The results of this question indicate whether teaching practices can be more effective through stressing students' learning styles. Four teachers strongly agree with this fact while two of them agree .one of them have claimed that: "*stressing students' learning styles make push as to adopt different and new practices, and that makes the learning and teaching process more effective"*

Q6: In which way can the consideration of students' learning styles allow you to improve your teaching practices?

The results of this question permit to know how the consideration of students' learning styles can promote teaching practices. It is revealed that most teachers make their tasks in accordance with the preferences and needs of each type of students (visual, auditory, read/write and kinaesthetic). And adopt various types of teaching materials (hand-outs, videos, the board).

They claimed that they make use of different techniques and materials to fit all students' need even in case they do not know their students learning styles. However, the neglected the fact that they can make the exams in accordance to the preferred learning styles of students.

Q7: What might be the negative consequences of neglecting students' learning styles?

This question investigates the negative consequences that might be of neglecting students' learning styles. Teachers have suggested different reasons mainly; the mismatch between students' learning styles and teachers' teaching styles that can make the students lose concentration on what is being taught. In addition to the factor of demotivation of students when they notice that their preferences are not taken into account and they risk of becoming disinterested. In the same context, one teacher has said, "*The teaching/learning process is likely to become very passive and unpleasant, and teachers' teaching practices are likely to become ineffective because they are not student-cantered"*.

Q 8: Differences in students' learning styles require teachers to stress ICTs in their teaching practices. Do you agree with the statement? If yes, would you explain?

This question permits to know whether differences in students' learning styles require the use of ICTs in teaching practices. All the respondents agree with this fact and they gave almost the same examples. In short, they affirm that some students like learning through images, others through videos and other type of students prefer data show. One teacher has said that, "*The idea is that teachers are required to make use of ICTs to enrich and vary their teaching practices".*

Conclusion

This chapter has dealt with the presentation of the findings with relation to teachers' attitudes towards students learning styles to improve their teaching practices. The results have been reached through the answers of students' questionnaire, the analysis of checklist and interview. Thus, for a better understanding of the findings, tables, graphs and diagrams have

been used. The results obtained will be discussed and interpreted in the next chapter in attempt to bring answers raised in the General Introduction.

Introduction

This chapter discusses the main results obtained from the students' questionnaire and classroom observation regarding the stated hypotheses. A total of 90 students were questioned and 10 classrooms observed in order to determine the students' learning styles teachers' attitudes towards them to improve their teaching practices. The results are then discussed and interpreted in relation to the literature review presented in chapter one.

This chapter comprises two major sections, each section aims to provide an answer to the research questions asked in general introduction. The first section deals with the discussion of the results of students' questionnaire. The second section discusses the results of the classroom observation sessions.

4.1. Discussion of the Results of Students' Questionnaire

As mentioned before, the present study aims at investigating students' learning styles and teachers' attitudes towards them to improve their teaching practices. Therefore, to answer the research questions, a questionnaire was addressed to a number of master one students (all options). The questionnaire consisted of two rubrics, the goals of which were to determine the appropriate solutions to the given subject matter.

Section I: Students' Learning Styles

According to results, the first rubric queries eleven questions about students' learning styles.

The results of the first question 'I understand better when the teacher gives me instructions', determine whether students better understand when their teacher gives them instructions to facilitate learning and to gain their attention. The findings indicate that the majority (78%) of them agree and strongly agree with this pattern and according to Neil Fleming's (2006) model theory of learning style, students prefer using the kinesthetic style when learning since it permits them to experience things in concrete situations in order to learn new lessons. For instance, the instructions that teachers used in classroom are as the following

(be clear, use short sentences, be chronological, support students' and check understanding.). Most of students seemed to have understood it, and this is crucial to running successful activity in the classroom. Conversely, the minority answered with strongly disagree, they think that it is not helpful since they feel that it makes them board, less productive; that is, students' learn according to teachers' method not to their preferred learning style.

The findings of the second question 'I learn better when the teacher writes on the board' show that most of the participants assert that teachers' writing on the board facilitates the learning process, since it helps them to take notes and assimilate the lesson easily. Consequently, most of the users of this method are for rewriting notes, read/review notes every day. Learners rewrite ideas and principles into other words, organize diagrams or graphs into statements and turn into words reactions, actions, charts, etc. However, the other participants did not feel comfortable with this strategy, for them it is a traditional method that must be replaced by innovative and new technological means like; data show, projection, videos etc... In this regard, David Warlick (2016) argued that, we need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.

Relying on the results of the third question 'when a mate explains a work I remember better about it', students stated that this strategy is important when learning, and they are subcategorized as aural students, since they learn by listening. According to Drago and Wagner (2004) these students give more attention to the words delivered by teachers or mates, they prefer to listen than writing lecture notes end; they choose to discuss topics which were taught with classmates, as a way to clarify their understanding. In essence, auditory learners retain information best when it is presented through sound and speech either by teacher or student. For instance, to improve their learning experience, auditory learner participates in class discussion as much as possible; they talk about their ideas and voice their questions that will

increase their understanding of the material. They encourage other students when they speak so that others feel just as comfortable as they do speaking in front of a group. However, 7% of students were not satisfied with the auditory style, they argue that this technique comes with destructions that can affect the learning process, say, in a classroom setting. If a student is more comfortable with hearing information, classroom environment can be distracting since there are other students in the area. Also, if the teacher uses visual and videos to teach it will be difficult to take in information.

The results obtained from the question four 'I remember instructions I have heard in class better than instructions I have read' indicate that (39%) answered by agree and (17%) by strongly agree state that this strategy helps them to remember what their teachers said and readily participate in class. For example, in classroom those with an auditory learning style like to speak and hear others speak in order to learn, but they may have trouble reading silently or staying engaged in a completely quiet classroom. For instance, auditory learners are considered to be the most engaged and responsive at any classroom. And this are some of strengths that help them to achieve success in the classroom, they are good at explaining ideas out loud, skilled at oral reports and class presentations, unafraid to speak in class and they are effective member of study groups, team up with a study group or a reliable study partner and quiz each other on the content. In contrast, (39%) of students disagree and (6%) strongly disagree, they argue that they understand more when they read instructions and they memorize more when writing what they want to learn by rewriting them down. additionally, according to Drago and Wagner (2004); these students are note takers. They study better through notes taken from lecture or from difficult reading materials. This means that they do prefer words and texts as an information obtaining method. They like presentation style, by text or writing. They are that it is also limited in terms of the learning environment since a noisy classroom is not an ideal place to be at for an auditory learner

The results of the question five **'**in class, I learn more when teacher uses tools like data show, videos, pictures', show that, (39%) of informants agree, and about (33%) strongly agree that they are for the use of the authentic materials like (videos, data-show, pictures etc...). They believe that the exposure to real language develop learners' awareness to cope with concrete situations. According to Piping (2005) students who have visual intelligences are usually rich with imagination and are inclined to be creative and imaginative. This explains that participants prefer the use of figures and symbolic tools like models and arrows that represent printed information. On the contrary (20%) and (8%) disagreed and refuted the idea of learning with visual tools; since for most of the times visual aids are not available and only texts and speeches are used in the learning process. For instance, in our Department both teachers and students do not have the opportunity to use these tools when teaching, that is why they tend to use handouts and oral expression.

We deduce from the diagram six 'when I am learning I prefer' that (56%) of the master one students opt for reading books, articles and handouts while learning, they argue that they need to develop one set of skills to build their competence in reading and learning from paper. In Becoming a Nation of Readers, Anderson, Hiebert, Scott, and Wilkinson (1985:3) stated, "*the basic life skill of reading is a cornerstone for success in both school and life. They further state that without the ability to read well, people will lose opportunities for personal fulfillment and job successes*''. In contrast, (21%) discover the feasibility of using examples and applications in their learning, because they feel that examples aid them to explain and understand things more. In addition, applications to experience things, for example in classroom when teacher is explaining the lesson, the students remember what was done like exercises, concrete examples given by teachers, interactions with students. We also found that (17%) of students answered that they prefer to learn by seeing patterns in things which means that they lean more with visual style, which means that people need to *see* information to learn it, and

this "seeing" takes many forms from spatial awareness, photographic memory, color/tone, brightness/contrast, and other visual information. Finally, only (7%) of students responded to the question that they do like to talk things through, listening to others, and enjoy discussions. Auditory learning methods range from studying with voice recordings to memorizing vocabulary words by inventing short songs.

The results illustrated in the diagram seven ‘when learning from internet I like to’ demonstrate that (40%) of the participants when learning from internet they favor read interesting written descriptions, things, and from this we deduce that the majority of the students in the Department of English rely on read/write style of learning and this is in accordance to what has been said about Neil Fleming model (2001). For instance, these students who tend to use the technological term in reading, is in the benefit of saving time, does not take too much space and it allows them to research a subject from a wide range of resources. (37 %) of the informants responded that they use the audio channels where they can listen to podcasts or interviews which refer to aural style of learning. In addition, (8%) opt for showing how to do or make lists and explanations, for instance students when revising they tend to use internet by watching videos on YouTube. The remaining percentage (16%) defines students that use interesting design and visual features.

Furthermore, in the question eight ‘what type of learning do you prefer?’ we have used the VARK model of Neil Fleming (2001) to find out the various learning styles of students, the findings of this work show that the greater part of students (42%) prefer read and write style of learning, this preference uses the printed word as the most important way to convey and receive information. Students with read/write style promote reading and writing. They like words that have interesting meanings and backgrounds. They also arrange words into hierarchies and points; order and structure in anything presented. Furthermore, they tend to extract meanings from headings and titles and correct mistakes.

In addition, to take in information students use lists and get information from people who use words well and have lots of information in their sentences, read handouts and books that are dense with text, essays, manuals, reading lists. To present information to others they order things into priorities of importance, or categories, or schemas. They even rewrite any ideas and principles in their own words. In addition, as (32%) choose visual learning style; this types of students uses symbolism and different formats, fonts colors to emphasize important points. It does not include videos and pictures that show real images and it is not visual merely because it is shown on a screen. Learners with visual option prefer to work with plans, maps, diagrams, logos, branding and design. They are more attracted by written information that is filled with graphs, charts and colors; presenters use gestures and picturesque language. Moreover, to take in information, learners use books with diagrams, pictures, maps and free-drawn plans. They read the words and convert them into their own designed diagrams and they use pictures, videos, posters, slides where the emphasis is on the design (not the sound or the words or the content). In addition, to present information to others, they construct images in different ways, try spatial arrangements and draw things to show their ideas, using diagrams, symbols and graphs. They make complex processes and lists them into flowcharts.

Furthermore, (19%) of students utilize aural style of learning, this type is for information either spoken or heard. Making statement and using questions are important for those with this type of learning prefer to talk things over, even if they have not gotten things sorted out, they explain things by talking, they use different voices to emphasize things and debates and arguments and ‘deep’ discussions. Besides, to information taking, they join or set up discussion groups, discuss topics with others, argue their case and comment on ideas as soon as they get an opportunity, repeat information and they listen to their own selves talk. They also explain new ideas to other people and check out their ideas with them. To present their information to others, they need to listen and talk, and use the mobile phone for conversations.

Finally, a very tiny number of students that presents (7%) stick to the kinesthetic style of learning, this option uses an individual's own experience and the things that are real even when they are shown as images and on screens. Students who use this type learning, apply what they have learned, do things with others, talk about real things in their life and they solve different problems. In order to take in information, they use hands-on approaches, read case studies, watch videos, especially those that show real things, they also attend laboratory and practical sessions, look for examples of principles and opportunities to apply what they have learned. When they have to present information to others they focus on the "real" things that happened; reality is what is important, they use their previous experience as the basis for any decision-making and use plenty of examples when they talk, discuss, present or write. From the questionnaire, we deduce that the majority of students justified their preferred learning style by an easy memorization of information, and it shows them the path to satisfy their needs. One of the read/write learning style student argued: *"I remember more when I read and especially when I write, this permits me to learn in my way and express myself in a better way than being guided by a video or any other visual or audio materials"*. Another argued that visual learning helps improving pronunciation skills.

Section Two: Teachers' Attitudes Towards Learning Styles of Students

The results of the question nine 'does your learning style help you to improve your learning?' show that (100%) of learners affirm that they are satisfied with their preferred learning style and that this later helps them to improve and develop their skills. As stated by Grasha(1996), learning styles are personal qualities that influence a students' ability to acquire information, to interact with peers and the teachers, and otherwise to participate in learning experiences. This explains that students are characterized by different learning styles, focusing on different types of information in different ways. Some students argued that it best suits their competences, and gives them the opportunity to improve their vocabulary and pronunciation in

English language. Adding to that the logic of lifelong learning suggests that students will become more motivated to learn by knowing more about their own strengths and weaknesses as learners. For example, if students become more independent in their learning as a result of knowing their strengths and weaknesses, then negative effects from lower levels of contact between lecturers and students will be counterbalanced if students develop more effective learning strategies which they can use outside formal contact time.

Furthermore, according to the results, each learning style uses different parts of the brain. For example, auditory learners use hearing to process information while visual learners rely on seeing to learn. Kinetic learners learn best by doing or processing information in a hands-on approach. No learning style is either better or worse than another. In fact, each learning style has its own strengths and limitations. But if you know your limitations, you can extend your abilities and reach your highest potential.

The findings of the question ten ‘do your teachers emphasize on students’ understanding?’ show that (64.40%) of teachers do it. On the one hand, teachers are intended to establish students’ centered learning, where students can plan their own learning method according to their capabilities. According to Blaugh (1976); teachers are expected to understand the cognitive conditions and attitudes necessary in learning, such as students’ interests and students’ self-concept, so that students can attain 75 percent from their lesson. This means that teachers are like orchestra in the classroom, they guide students, give them instructions etc. To enhance their understanding. On the other hand, (35.60%) of teachers do not emphasize the clarification of lessons, and regarding the questionnaires, students say that most of teachers do not focus on the understanding of students, what matters to them is to give the lecture.

Moreover, after having analyzed students’ answers of the question eleven ‘do you have some preferences in your way of studying?’, they have supposed some instructions that they prefer to use instead of the actual ones; to start, the majority of them suggested to provide

authentic materials such as (data show, videos, maps, pictures…etc.), and avoiding a lot of handouts that are not useful, which means that they must not only rely on just one way of learning. Second, they emphasize on not receiving any cruel comment, and respect their points of view. It is preferable for teachers to let them be more creative, more critical thinking and encourage collaborative learning.

This question **'**are you given the opportunity to express yourselves during the class discussion?' is destined only for students, (56.00%) of them stated that they are given the opportunity to express themselves, their opinions, ideas and thoughts. For instance, in the classroom teachers insist on the participation of the students, since they ask them several times to be active and dynamic until the end of the class, they create group activities for making students interact and engage in discussions. For instance, 'Student voice' is the individual and collective perspective and actions of students within the context of learning and education. Not only can it change the education climate effectively, it can also strengthen student achievement and foster workforce readiness. Every single student in every classroom has a voice that should be engaged inside the classroom. Student voice allows students to share who they are, what they believe in, and why they believe what they do, with their peers, parents, teachers and their entire school. However, (44.00%) confirmed that they are not having the chance to speak their thoughts freely in class this could be justified either by their demotivation may be they are not interested in classroom interaction and participation they just prefer to assimilate things or to teachers' inability to give voice to class of 30 to 35 students.

The last question 'does your teacher encourage you to be creative?', reveals that more than a half of students, a number of (56%) affirmed that most teachers limit their creativity to what they have given to them in class, some state that they find this as a problem since creativity helps them to be more interested in class and more focused and motivated. According to their justifications, they said that: "*students are obliged to have the same visions"*, and "*most*

teachers used with the traditional teacher centered way of teaching and creativity is not really accepted". However, (44%) stated that teachers do support the students to be creative and imaginative, since they state that teachers give students the opportunity to be creative and speak out their opinions". According to (Dorman, Aldridge, and Fraser, 2006), ''Classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive' which explain that students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. Teacher should encourage open communication and free thinking with their students to make them feel important.

4.2. Discussions of the Classroom Observation

The second data collection tool that we dealt with in our investigation is the classroom observation which is of a great significance to this research since its findings help to confirm those of the students' questionnaire. Ten (10) attendances have been conducted with the teachers of Master one students. We used the classroom observation to help us refute or confirm the research hypotheses, since it aided us to be present in the class and observe in a natural setting. In this session, the checklist contains eight (8) questions.

In response to the first item of the checklist 'the teacher started his lesson by demonstrating caring and kindness with students, reveal that most of the teachers we have observed do know how to demonstrate care and kindness to students, in regard to this question we constitute that students feel at ease and more comfortable, and it is very practical to apply educational theories in the classroom like constructivism such as using strategies to reduce stress and build a positive emotional environment, students gain emotional resilience and learn more efficiently. In addition to this, we had seen that some teachers memorized the name of students and when speaking they had the liberty and did not blame the students when making

mistakes. In the second question of the checklist, 'the teacher creates supportive and worm climates and keeps students' attention', we dealt with the creation of a supportive and a worm climate and keep students' attention, the teacher can model the behavior to the student and use both positive and negative reinforcement for example a teacher can talk to his students, play team-building games with students and have students complete learning style and personality assessment. According to Gardner's theory (1983) a teacher may daily use the theory of multiple intelligences: (linguistic, logical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturalistic) (cited in Bee and Boyd, 2010). We constitute that the two first questions confirm the second hypothesis.

The third item 'the teacher gives clear examples and guided practice' shows that nearly most teachers give explanations with the use of examples and guided activities. Thus, putting students into a world of explanation aims at developing and reinforcing their knowledge, promoting their autonomy and motivating them to make further researches about their studies. The teacher is to build upon the student's knowledge and emphasize problem solving since he allows them to find or discover what is known and what is ambiguous such as giving examples about his real experiences make them focus more about the topic.

In addition in the fourth item 'the students take notes while the teacher is explaining', under the classroom observation we observed that in seven (7) sessions the students take notes, we remarked that the teachers tried to give relevant and useful information, and students are almost involved and participate during a class by asking questions, debating and interacting with their mates and teachers; besides, what is important in the observation also is that sometimes the teachers tried to interact in fun with their student as we refer to the checklist it is placed as the fifth item 'the teacher interacts in fun, playful manner when appropriate' so that to gain their confidence. For example, repeating a student's error of spelling in a funny way

without even humiliating him so that to correct it instead of blaming him in a wicked manner. Actually this helps students to be active members in the class and remember more than before.

With regard to the results we obtained in the observation in the sixth item 'the teacher involves students in the classroom', some teachers did often interrogate student and involve them in the classroom in order to improve their focus and attention, in fact, engaging students in the lessons allow them using their brain, thinking in their own way and resulting in long-term memory retention, for example, to let the student do the teacher's job at the end of a lesson by summing up the main points, others neglected this option. Concerning the seventh item 'the teacher uses different strategies to explain the lesson' shows that some of them try to improve their way of explaining by taking into consideration the learning style of the students, since this influences students' attention in teaching and learning process (Dom, 2006, cited in Norsmah and Mohd, 2010: 652) for example we saw that few teachers dealt with data show even though it is obvious that the students appreciate learning through different strategies, since this later reinforces the learning to students, and it allows them to understand in a way or in another. Some of them took notes some of them just listened, but the most important was that the teacher did not neglect the vision of students. Finally, we noticed that all the teachers respect the time of entering the class and devote the whole lesson in explain the lessons as we refer to the last item in the checklist 'the teacher comes to the class regulatory and punctually'.

From the above discussed results of the classroom observation, we may answer the first second questions and confirm the second hypothesis 'teachers hold positive attitudes towards the students' learning styles' which showed the teachers' attitudes in the classroom towards their students in terms of interaction and behaviors.

4.3. Discussion of Teachers' Interview

Teachers' Profile

From the answers obtained from the interview, teachers' professional experience has no significant differences on their consideration of students' learning styles to improve their teaching practices in Master I degree, in other words, it seems that the professional experience does not influence teachers taking into consideration students' learning styles to improve their teaching practices. Since we can deduce from the interview that most of our respondents have taught English for more than 8 years, which is of a great significance in the teaching context, and we constitute that the number of years does not influence teachers to know how to behave with students or limit their success in teaching practices. The outcomes aim at knowing teachers' experiences abroad, it demonstrates that three of them have been in seminars abroad while the remaining two ones have been for a training period abroad and during their experiences; they have worked on the development of teaching methods so that to remain an affective learning for students. So teachers' experiences have positively affected their attitudes.

Teachers' Consideration of their Students' Learning Styles to Improve their Teaching Practices

The results obtained from the third question reveal that the respondents agree with the fact that students have different learning styles. In this perspective, Rita and Kenneth Dunn (1993: 2 cited in Fernando and McCarney, 2012: 7) define learning styles as *"the way in which each learner begins to concentrate process and retain new and difficult information. That interaction occurs differently for everyone."* That is to say, learners are distinctive in a matter of conceiving information as it is mentioned in the review of literature, since learning styles influence the way students learn and that the teachers teach. It is noticed that students learn easily whether by visual by the attraction of colors, schemas or videos; or auditory style by hearing and listening, they learn best in group discussions or groups; or by the read/write style,

students prefer to copy words or to take notes from teachers, whereas the kinesthetic learning style like to use their whole body to learn. Most teachers have argued that *"each student have his/her own way of learning styles."* In this regard some teachers argued also that *"there are students who ask for more authentic material to over expand their understandings by recommending the use of new links or websites to fulfil their needs".*

As it has been mentioned in the review of literature, taking into account students' learning styles is of a great importance for both teachers and students. At this point, learners become a center of the learning process and control their learning while teachers act as facilitators (Gilakjani and Ahmadi, 2011, cited in Awla, 2014: 242). So, question four which was asked to know whether taking into account students' learning styles is very important. This latter helped us to find out that three of the respondents strongly agreed with this point, because, according to teachers, knowing students' learning styles aid them to know which method to follow, in one hand, teaching gets students involved. in the other hand it may pave the way to ameliorate their teaching practices. In fact, matching students' preferred learning styles with teaching practices is one of a great significant teaching strategies in the teaching/learning process. In contrast, two of the teachers answered by "agree", they believe that taking into consideration the learning styles of students create an atmosphere of motivation and encouragement to students. Besides, this point facilitates the understanding and get them involved in the class. However, one of the teachers argued that *"if I do not take the students learning style into consideration, is because of the lack of the authentic materials such as (computers, lack of accessibility to internet, machine rooms, and many other, but he deals with the traditional way of learning like handouts".*

The results of the question five dealing with stressing students' learning styles can help teachers make their teaching practices more effective indicate that all of the teachers argue that it is strongly agree. That is because, as the teacher explained, *"teaching practices is an*

opportunity for teachers to understand the role and functioning how the school is carried out". As it is mentioned in the review of literature, it is very important for the educator to use different teaching so that students' with diverse particular styles can learn and understand lectures in an effective way that will help them to improve their learning process (Gilakjani, 2012) methods or strategies. Another one has argued that: *"most of the effective teaching derive from knowing the students' learning styles",* in this case, teachers are considered as a center in their classes, they work on managing their classes by controlling student's interactions and behaviors to create a safe atmosphere for students' success and they consider learning styles of students as the basis for their success in the transmission of information and in the teaching process. In this regard, the fourth hypothesis has been confirmed.

The findings of the sixth question permit us know how teachers can consider the students' learning styles in improving their teaching practices. We have conducted that most of them emphasis on the improvement of teaching practices by dealing with the different learning styles of students (visual, auditory, read/write and kinesthetic). All teachers selected the three different ways that we have suggested to them according the review of literature. The first way stresses the importance of preparing lessons taking into account the preferences and needs of each type of students (visual, auditory, read/write and kinesthetic). The second one is about basing explanations on the needs and preferences of each type of students. The last one stated during the teaching learning process and the exam, I make the tasks in accordance with the preferences and needs of each types of students (visual, auditory, read/write and kinesthetic). So teachers argued that the consideration of students' learning styles is of great importance in improving teaching practices in effective way. In the other hand, teachers were asked whether they emphasize on students' preferences during the exams or assessment, and actually, we have not gotten positive results about it. That is to say, teachers ignored this part of students in the teaching process.

The findings of question 07 where we asked teachers what might be the negative consequences of neglecting students' learning styles, to show that neglecting students learning styles have negative impact on both learning and teaching process as it is mentioned in review literature. One of teachers' has stated that, ''*when teachers neglect learning styles of students this may lead to a mismatch between students' learning styles and teachers' teaching style is likely to take place. As result, the students cannot concentrate on what is being taught. They also might be highly demotivated when they notice that their preferences are not taken into account which leads to very passive and unpleasant teaching and learning process''*. Another one has answered that, "*ignoring students learning styles might increase the failure of students. In addition, if differences in students' learning styles are not considered by teachers, all students, particularly the high-achieving students may give up and become disinterested"*. So teachers have to diagnosis each learner's weaknesses and their strength as well in order to ease the learning process to students' and help them improving their skills by incorporating and favoring their preferred learning style in teaching methods and practices.

The findings of question 08 where we asked teachers if they agree with this statement, ''Differences in students' learning styles require teachers to stress ICTs in their teaching practices", all respondents answered by agree. The teachers focus on the fact that this technique is a good strategy that should be encouraged this is because any new technique that brings new things and supports the teaching and learning process has to be encouraged. One of them has argued, ''*the use of information communication technologies enables the students / learners to enhance entertainments in the different classes, it helps also the students to easily assimilate and learn more*''. These also aid the teacher to transmit his message and achieve his scientific objective while teaching. Another teacher has stated, ''*The idea is that teachers are required to make use of ICTs to enrich and vary their teaching practices because some students like to learn through images other with videos and other students through data show''*. For instance,

teachers should account for the role played by this technology in the EFL classroom which aid them to improve their teaching practices since incorporating ICTs in classroom teaching is a step to boost teaching strategies and methods and also because EFL classrooms today are constantly evolving to meet the changing needs of student. In this perspective, Shelke (2006: 21) *''It is a well-established fact that the use of ICT in teaching facilitates the students' interest to participate in the teaching-learning process''.*

Conclusion

This chapter has discussed the data collected from students' questionnaire, classroom observation and teachers' interview regarding the importance of using students' learning styles by teachers to improve their teaching practices. The discussion of the findings provides us with clear answers for the research questions advanced in the general introduction. Adding to that, the hypotheses are confirmed. Based on the results above, it has been noticed that teachers' of the Department of English hold a positive attitude towards students, since they have a great impact in developing students' competencies.

General Conclusion

This research has aimed at investigating students' learning styles and teachers' attitudes towards them to improve their teaching practices. We have focused on investigating teachers' strategies and methods adopted when teaching, which can influence the improvement of their teaching practices. Second objective was about providing data that can improve the role of teachers to insure the good quality of teaching, by the help of knowing students' differences in learning styles. Finally, our work has emphasized on the effectiveness of teaching practices, which is considered the key for students' success.

The research has been divided into four chapters: as a first step, we have dealt with some theoretical consideration on teaching and learning process. The second chapter, the investigation has given an overview on research methodology and procedures. The third one has discussed the findings. The last one deeply explains the findings.

To realize our work, we have relied on the mixed method approach so that to accomplish our research. This approach has mingled between the qualitative method and quantitative method for data collection and data analysis. In the Department of English at MMUTO, we have randomly selected students of master one of different options as respondents to our questionnaires. The latter consists of 13 questions, divided into two essential sections. Additionally, to this questionnaire, we have conducted 10 (ten) sessions with 5 (five) teachers so that to fulfill the needs of the investigation and it aid us to observe teachers' attitudes in terms of behaviors towards their students. Besides, we have interviewed five teachers to get more information about their teaching practices and whether learning styles of students has an effect on their way of teaching. Concerning the methodology, we have utilized the (SPSS) the Statistical Package for Social Sciences for the quantitative data to appraise numerical data or the information gathered from the questionnaires. The (QCA) which is the Quantitative Content

Analysis has been used for analyzing the non-numerical data that was obtained from the classroom observation.

Our research has been based on the VARK theory of Fleming and Baume, (2006). The current results demonstrate that the first hypothesis *'there are different learning styles used by students in classroom in the English Department'* has been confirmed with the students' questionnaire and the classroom observation, the majority of students tend to use the read and write style of learning, since it develops their minds and deepens their ways of talking things out, most of them utilize the kinesthetic style, whereas the remaining students prefer the use of visual and auditory learning styles. In addition to the first hypothesis, the second '*teachers hold positive attitudes towards the students' learning styles'* has been confirmed, since teachers possess positive attitudes over their students, and we can see from the results above. The last hypothesis *"according to the teachers, students' learning styles have good influence on good teaching practices"* has been confirmed by the structured teachers' interview.

However, we cannot deny the fact that this study has encountered some limitations. Because the findings of this investigation cannot be generalized to the remaining levels in the Department of English at MMUTO, since our participants were only master one students. Besides, the university lacks access to internet and documentation about our topic, which made the research more complex. Another point is that students lack seriousness, since most of our questionnaires have not been handed back. Consequently, it was not easy for us to gather data in such conditions.

In fact, further research on the same issue, in the same setting with the same or the different levels (first, second, third year) can be conducted. There is theoretical framework that are to be taken as the source of analytic for further research in the context of MMUTO such as, Gardner, (1991), Fleming, (2006) and Kolb, (1999). In addition, teachers are not expected to

ignore the importance of choosing the appropriate teaching method that fits the students' learning styles, as this plays a crucial role in language learning development and achievement.

The research work *'investigating students' learning styles and teachers attitudes towards them to improve their teaching practices'* was as our first investigation at the Department of English of MMUTO and our focus is to make teachers' aware of the existing learning styles, since it is one of a necessary information that they must know. More research is needed to take advantage of these benefits in terms of improving teaching and learning processes. Finally, the majority of the findings demonstrate the positive attitudes that teachers hold towards their students.

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Appendix 01: Students' Questionnaire

Dear Student,

This questionnaire is part of our research in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. This questionnaire investigates teachers' attitudes towards students' learning styles to improve their teaching practices. Case study of Master One Students' It has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Your answers are of great significance for our work. Thank you in advance for your help and collaboration.

Section I: Students' Learning Styles.

a- Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (SA) Agree (A)

Disagree (D) Strongly Disagree(DS)

	SA	A	D	SD
1.I understand better when the teacher gives me the instructions (anything that is done purposely to facilitate learning).				
2. I learn better when the teacher writes on the board.				
3.When someone tells me how to do something in class , I learn it better .				
4.I remember things I have heard in class better than things I have read.				
5.I learn more when teachers uses tools like data show; videos and pictures				

b-Choose the answer which best explains your preference and please leave blank any question that does not apply.

Q6.When I am learning I:

☐ Read books, articles and handouts. See patterns in things. ☐

☐ Like to talk things through. Use examples and applications. ☐

Q7. When learning from internet I like:

Interesting written description, ☐ Videos showing how to do or make things ☐. lists and explanations

Audio channels where I can listen ☐ Interesting design and visual features ☐

to podcasts or interviews.

Q8 .What type of learning style do you prefer ?

- Visual learning (is style of learning by seeing) ☐
- Auditory learning (is learning by hearing) ☐
- Read/write style ☐
- Kinesthetic style (is learning by doing,learner learns through physical activity) ☐

Why?

.....
.....

Section II: Teachers attitudes towards students' learning styles.

Q9.Do your teachers take into consideration the learning style of students?

- Yes ☐
- No ☐

Q10. Does your learning style help you to improve your learning?

-yes, tell how?.....

……

-No, tell how?.....
.....……

Q11. Do your teachers emphasize on students' understanding?

.....
.....

Q12. Are you given the opportunity to express yourselves during the class discussion?

-Yes ☐
☐

Q13. Does your teacher encourage you to be creative?

.....
.....

Appendix 02: Classroom observation

Observation Checklist

Teachers Attitudes Towards Students Learning Styles to improve their teaching practices

Session number: 10

N	Teachers'attitudes towards students' learning styles.	Frequency			
		Always	Often	Sometimes	Never
01	The teacher starts his lesson by demonstrating caring and kindness with students.				
02	The teacher creates supportive and worm climates and keeps students' attention.				
03	The teacher gives clear examples and guided practice .				
04	The students take notes while the teacher is explaining .				
05	The teacher interacts in fun, playful manner when appropriate .				
06	The teacher involves students in the classroom .				
07	The teacher uses different strategies to explain the lesson .				
08	The teacher comes to the class regulatory and punctually.				

Appendix 03: teachers' interview

Teachers' interview

This interview aims at casting light on teachers' consideration of their students' learning styles to improve their teaching practices in Master One (all options) in the Department of English at MMUTO.

Thank you very much for your help!

General questions:

Q1: how long have you been teaching English?

Q2: have you already attended seminars abroad?

Q3: Do you agree that students have different learning styles?

Q4: How fardo you agree that taking into account students' learning styles is very important?

Strongly agree Agree

Disagree strongly disagree

Q5: Stressing students' learning styles can help teachers make their teaching practices more effective.

Strongly agree agree

Disagree strongly disagree

Q6: In which way can the consideration of students' learning styles allow you to improve your teaching practices?

1. I prepare my lessons taking into account the preferences and needs of each type of students (visual, auditory, read/write and kinaesthetic).
2. I base my explanations on the needs and preferences of each type of students. (visual, auditory, read/write and kinaesthetic).
3. During the teaching learning process and the exams, I make the tasks in accordance with the preferences and needs of each type of students (visual, auditory, read/write and kinaesthetic).
4. I adopt various types of teaching materials (handouts, videos, the board).

Q7: What might be the negative consequences of neglecting students' learning styles?

Q 8: Differences in students' learning styles require teachers to stress ICTs in their teaching practices.

Do you agree with the statement?

If yes, would you explain?