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On: **THE ROLE OF AUDITORY LEARNING STYLE IN IMPROVING EFL
LEARNERS' SPEAKING SKILL**

The Case of First Year EFL Students

at Biskra University

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Declaration

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Dedication

Praise is to Allah who has granted me the power to accomplish this work.

To my parents, who have always supported me in achieving my dreams and encouraged me to pursue higher education. Your unwavering love and guidance have been my rock throughout this journey, and I cannot thank you enough for everything you have done for me.

I dedicate this work to all the teachers who have left an indelible mark on my life, and to my professors, who have challenged me to think critically and helped me to develop a deeper understanding of the subjects I love.

Finally, I dedicate this work to myself, as a reminder that with hard work, perseverance, discipline and determination, anything is possible.

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Abstract

EFL learners supposed to master all the language skills, however; EFL students at the University of Biskra face many obstacles, especially those related to speaking skill. This may result from their lack of practice and experience in the language learning process. The aim of this study is to investigate the role of auditory learning style as a teaching/learning strategy to enhance EFL learners' speaking skill. Therefore, we hypothesized that the more EFL students are familiar with this learning style, the more their speaking skills will be enhanced. To test the validity of our hypothesis, a descriptive study has been conducted with the adaptation of the qualitative approach to collect, analyze, and interpret data. We used two different tools in the data collection operation: an interview administered to five (5) EFL teachers at University of Biskra and a questionnaire which was administered to twenty-five (25) first year (LMD) EFL students from the same university. The findings of the study confirmed that both teachers and students agreed upon the importance of auditory learning style in learning English as a foreign language and the effective role of auditory learning strategies to enhance students' speaking skill. In sum, it is highly recommended for teachers to introduce the auditory learning strategies of teaching and evaluating students in order to make them more creative and productive. Moreover, this learners' centered approach contributes in the development of students' personal, social, academic, and cognitive skills.

Keywords: EFL learners, auditory learning style, speaking skill.

List of Abbreviations and Acronyms

ALS: Auditory Learning Style

EFL: English Foreign Language

FL: Foreign Language

LMD: Licence Master Doctorat

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General Introduction

1. Introduction

The effective teaching of speaking skill has become increasingly important in EFL setting because of the strengthening rank “position” of the English as a language for international communication. A great number of EFL learners study English just for the sake of using it for their interpersonal communication. Therefore, helping learners to become fluent and accurate despite of the problems they face seems to be a challenge for EFL teachers. Hence, many educators and researchers emphasize the importance of using the learning styles to improve the learning process.

The term “learning style” is widely used to describe how learners gather or store the information for further use. As spelled out in the VARK (one of the most popular learning styles inventories). These styles are often categorized by sensory approaches: visual, aural or auditory, verbal (reading/writing), and kinesthetic. In most people's brain, the speaking skill is mostly related to the auditory learning style since the latter can help assimilating or retaining the information without having to see it in texts or pictures.

Since the speaking skill has become the interest of considerable number of educators, numerous studies have been conducted for the sake of looking for the best ways to improve EFL learners’ speaking skill. This may lead us to base our research on the auditory learning style as an engaging strategy to develop the speaking skill. Auditory learning is a style of learning in which an individual learns most efficiently through hearing and listening. Auditory learners retain information better when it is delivered through sound or speech rather than written form. This type of learning is

one of the three different styles that are recognized by the Fleming VAK model of learning.

2. Statement of the Problem

Many researchers and scholars claimed that learning styles play a main role in developing speaking skill. Most students in EFL classes face several difficulties in oral classes such as: inhibition, lack of confidence, anxiety and fear of expressing their ideas. In this work, we will be investigating how to develop EFL learners' speaking skill, and whether auditory learning style would represent a successful strategy for improving the learning and the teaching process.

3. Research Questions

The present study attempts to answer the following questions:

- How can the auditory learning style affect the learners' speaking skill?
- Does the application of the auditory learning style work as an engaging strategy to enhance EFL learners' speaking skill?

4. Research Hypothesis

We hypothesize that if teachers use auditory learning materials as an engaged teaching strategy, this will develop the EFL learners' speaking skill.

5. Aims of the study

The general aim of the current study is to verify whether the learners' speaking skill can be improved through the application of the auditory learning style as an engaging teaching/learning strategy. Regarding the specific objective this study aims to:

- Highlights the role of the auditory learning style in improving EFL learners' speaking skill.
- Advocate and raise EFL teachers' awareness to the use of the auditory learning style as an engaged teaching strategy to improve the learning process.

6. Research Methodology

The current study aims at investigating the importance of the auditory learning style as an engaging strategy in order to develop the EFL learners' speaking skill. Thus, we intend to employ a descriptive research methodology (mixed method approach) to collect and analyze data.

7. Research tools

- Questionnaire submitted to the students.
- Interview administrated to teachers.

8. Sample and Population

Since the study is concerned with the implementation of the auditory learning style as a teaching strategy to improve the EFL learners' speaking skill. The chosen population is the first year students of English, and teachers of oral expression at University Mohamed Kheider, Biskra. We chose this population because most of the students have difficulties on how to improve their speaking skill.

The current study deals with a sample of (n=25) students out of a population of more than (n=175) first year English students and (n=5) teachers out of a population of (n=60) EFL teachers at University of Mohamed Kheider, Biskra.

9. Significance of the study

The present study attempts to highlight the advantages of auditory learning style as an engaging strategy in improving EFL learners' speaking skill. More specifically, using this strategy will:

- Engage learners and build their active learning
- Give an effective concept to learning.
- Build a self confidence among learners to show their skills and capacities

Chapter One

VARK Learning Styles for EFL Learners

Introduction

The VARK learning style is a procedure that is recognizable among many other learning styles. However; each style affects the learning of any subject and therefore affects the learning of English as a foreign language. Additionally, students with the four preferences differ as to whether they are visual, auditory, reading/writing, and kinesthetic learners.

1.1 Learning styles

1.1.1 Definitions

Both teachers and students are involved in learning. As it is known, teachers can agree as they may not agree with the opinions of their students. Some teachers would say that they treat their students equally because they are equal. They are all here to study the same material and are exposed to the same teacher and his/her explanations. However, others would say that the students are different even though they are in the same situation. For teachers who believe students are different, it may be because of students' reactions in the classroom. Hence, it has been argued that "in one sense, all students are different; in another sense, all students are the same" (Wallace, 1991, p.20). As a result, teachers may find that the students they teach in the same class are different and "certainly learn in different ways" (Wallace, 1991, p.20). Teachers can also identify students based on their knowledge and background. Furthermore, they can easily distinguish their students from observation and their own experience. In other words, teachers tend to recognize their students as such common group than individual when it comes to the first sessions. Therefore, they can know what differentiates the students from each other. So the students differ not only in appearance, but also in style. Thus, learning styles seem to be of primary interest to

both teachers and researchers (Shunk, 2009). Subsequently, learning styles have been defined in different ways, but they have been viewed from the same vantage point. That is, they are considered the same concept with different expressions.

Many scholars agree that learning styles represent the different preferences that students rely on when learning something, including in this case the EFL learners. And to better account for learning styles, the basic definition is: "individuals learn best in many different ways and the lecturer needs to be aware of this" . However, they are difficult to recognize because, as Felder and Brent (2005) have also defined them, they are "characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment".

In short, learning styles have been defined as different personal approaches. They are then included and classified as models in the present research.

1.1.2 Learning Styles as Categories and Models

Many researchers were interested in students as individuals, more specifically their learning styles. In this way, different learning styles were conveyed from different perspectives. Learning styles have been categorized as:

- **Cognitive learning style:** that involve analytical learners who like to notice grammatical differences through comparative analysis; synthesizing students who enjoy synthesizing the situations in which they participate; concrete/sequential learners who are expected to prefer gradual learning of concrete/real language elements; and intuitive/abstract learners, who are assumed to prefer abstract language elements (Tarone and Swierzbinska, 2009).

- **Sensory/perceptual learning style:** This category includes preferences for sensory modalities. Thus, the sensory modality preference expresses the idea that "we prefer to learn through the senses." Sensory modality preferences include kinesthetic (discovered as kinesthetic or active), visual (discovered as symbolic), and auditory (auditory, discovered as symbolic) (Shunk, 2009). Additionally, other researchers have suggested that sensory learning styles are visual (learners prefer to learn through pictures, diagrams, and readings), auditory/auditory (learners prefer to learn through tapes, lectures, and conversations), Tactile/kinesthetic (learners prefer to learn through moving, manipulating, and drawing) (Tarone and Swierzbin, 2009).

However, when investigating the learning styles of learners, researchers have relied on style inventories. For example, each style stock seems to be a reaction to the previous one. So the style inventory contains:

- The Myers-Briggs Type Indicator;
- Kolb's Experiential Learning Model;
- Oxford & Chamot, and;
- Neil Fleming (Shunk, 2009).

In attempting to examine diversity among learners, these inventories serve the same purpose of distinguishing between learning styles and categorizing them. To organize them differently, many researchers were interested in identifying students' learning styles and tried to identify them through some pre-selected indicators and questionnaires, in addition to the Felder-Silverman model. On the other hand, Hawk and Shah (2007) noted that other researchers, such as Gregorc and Ward (1977) who provide learning style models in a different way. Furthermore, VAK is categorized as

preferred learning style among the models provided. That is, VAK learning methods are preferred and valued. The acronym VAK, according to S. Davies (2006), stands for Visual, Auditory, and Kinesthetic.

To present the main point more concisely, it should be noted that "there are many models on learning styles that can be identified from previous studies. Among them are models developed by previous researchers, such as Salmes', Felder-Silverman's, Dunn and Dunn's, Kolb, Honey, and Mumford's, and VARK (Visual, Aural, Read or Write, and Kinesthetic)" (Othman and Amiruddin, 2010). That is, the current work is a consideration and highlights the sensory/perceptual styles among the provided categories of learning styles. To highlight the VARK style, the VAK model, which is preferred and is concerned in the current work, must be bypassed. VAK preferences are known as the preferred primary representational system in NLP (Neurolinguistic Programming) (Molina, Canado, and Agulló). Furthermore, Woolcock (2006) stated that "it is important to remember that we all learn things through at least three of our five senses, one of which is usually dominant. We learn by hearing (Audio), such as in lectures, seminars, and discussion sections; by seeing (Visual), such as in reading and observing; and by doing (Kinesthetic), such as in performance..." (p. 40).

Neil Fleming (2006) created the VARK ("V.A.R.K: Visual, Aural/Auditory, Read/Write, Kinesthetic") learning style as a model, yet in the first place as a type of questionnaire. As a result, a questionnaire was proposed to provide learners with a profile of their learning preferences. The preferences are viewed as a method for people to "take in and give out" information. In other words, Neil Fleming developed the LSI (VARK Learning Style Inventory) at Lincoln University in New Zealand in 1992. He states that VARK is an acronym, as previously stated, stands for Visual,

Aural, Read/Write, and Kinesthetic, which can also be found as kinesthetic in other sources, modes of learning.

1.1.3 VARK Learning Style

Before referring to the VARK as a learning model, Fleming (2012) stated in his article "Facts, Fallacies, and Myths: VARK and Learning Preferences" that naming the style is debatable. He even titled this point "Learning Style or Learning Preference", but he suggested that the name is irrelevant because the point is about learning. "VARK is about [learners] and their learning, and it focuses on modalities that they may prefer when learning," he wrote.

It appears that VARK style is an extension of VAK model, however, when comparing the acronyms one to another, one would ask the question: "what is the difference between them?". "Where does Read/Write come from?" Fleming did indeed ask. He estimated that the very old distinctions that used three-part VAK modalities had no known designer. As a result, he was convinced that there was a fourth learning modality and introduced Read/Write for text-based learning strategies. He also insisted that his suggestion meant separating Read/Write from the previous visual modality. He also believed that visual modality is concerned with "symbolic representations" of information found in graphs, charts, maps, logos, and diagrams.

Many researchers, including Bendarik and Fränti (p.2) and Marc (p.118) have discussed the VARK learning style. Those researchers were drawn to the term as a representative acronym of four distinct modalities or preferences, as it is mentioned. Furthermore, as seen in her article, Marcy (2001) describes the VARK style as a method by which learners best acquire information, and she illustrates: "for example,

does the student learn best by listening, reading, visualizing, or experiencing?". Thus, in an attempt to categorize the learners, learners are observed as they differ in their modalities as some "cannot remember words or sentences unless they see them written down" while others are "less dependent on the written word". According to Othman and Amiruddin's article (2010), the VARK learning style model was adapted from the VAK model. Students are classified into four modes based on their senses, which are visual, aural, reading, and kinesthetic. They combined reading and kinesthetic preferences into a single preference. Furthermore, they claimed that "the name of the model itself was derived from those senses prefix letters."

To summarize the various definitions and claims, learning styles, including the VARK style, appear to be personal characteristics of learners. The characteristics of the learners determine how the learning process should take place. To put it simply, Williams and Burden (1997) asserted that "... learners bring many individual characteristics to the learning process that will affect both the way they learn and the outcomes of that process" (p.88). As a result, EFL learners' attitudes toward learning differ. Some learners find it comfortable to learn by seeing and/or watching and listening without taking notes, whereas others do not feel comfortable if they do not write anything in their note-books.

According to the consensus of several researchers on the VARK concept as a preferred learning style, this concept involves four preferences: visual through eyes, auditory or aural through ears, read and write which is mostly associated with academic situations, and kinesthetic through participation and practice.

1.2 VARK Learning Style Modality

Janvier and Ghaoui (2015) were inspired by Fleming's VARK learning style model. They called the styles "modes of information intake," which stand for Visual (Iconic), Auditory (Echoic), Read/Write, and Kinesthetic. Furthermore, they classified students as:

- "The Visually Oriented prefers to receive information through their eyes..."
- "The Aural Oriented prefers hearing information".
- "The Read/Write Oriented prefers information displayed as words".
- "The Kinesthetic Oriented prefers simulated real-world experience and practice".

1.2.1 VARK Styles and EFL Learners

When we say that learners prefer different styles, we mean that they have different preferences for learning modes such as seeing, hearing, doing, and interacting. As a result, most of those modes appear to be self-explanatory (McKay and Tom, 1999, p.19). However, those modes will be referred to as visual, auditory, in addition to read/write mode, and kinesthetic. It is assumed that EFL learners may have different preferences for adapting to different learning materials in an attempt to relate preferences to the EFL domain. However, the diversity of preferences may be related to and result from personality. As the names of those modes suggest, learners' preferences differ and can be classified within the four following styles to answer the question of how those preferences appear dissimilar.

1.2.1.1 Visual (V)

According to Fleming, these students pay attention to information through visuals such as graphs and charts. Many researchers believe that learners who prefer the visual mode rely more on their eyes to grasp and remember the information they are learning. As a result, Maysore Narayanan (2007), one of the researchers who worked on the VARK learning style, mentioned in his article the proverb "a picture is worth a thousand words.". He mentioned the proverb, which was chosen to supplement the idea that visual learners learn better through their eyes. That is, they learn better visually, with diagrams, graphs, and charts associated with and drawn to clarify and illustrate the relevant material(s). For example, visual learners are more likely to work with maps when studying places and events, as well as charts, graphs, diagrams, brochures, flow charts, highlighters, different colors, and pictures. As a result, EFL students may attend lectures expecting to see some of these features associated with the information. It was emphasized that, in addition to the identification of this category, this mode is also known as Graphic (G), and it excludes real-world pictures or photographs, movies, videos, or Power Point presentations.

Also, "when a whiteboard is used to draw a diagram with meaningful symbols for the relationship between different things," those with visual preferences will benefit. It must be more than just words in boxes for those with Read/Write preferences" (The VARK Modalities). However, EFL learners may be characterized as having some issues. Visual learners are thought to be "easily disturbed or distracted by movements or actions, whereas noise usually does not bother them" (Drago and Wagner, 2004) (Othman and Amiruddin). Visual learners are defined as those who prefer to see and study charts, drawings, and other graphic information (Brown,

p.129). Students with a visual learning style, on the other hand, prefer "seen or observed things, such as... diagrams, demonstrations, displays, handouts,... flip-charts, etc. As observed, these learners will use phrases like "show me," "let's take a look at that," and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the students who work from lists, written directions, and instructions (VAK Learning Styles Self-Assessment Questionnaire, 2015).

Furthermore, visual learners are described as a preference in the work titled "V.A.R.K: Visual, Aural/Auditory, Read/Write, and Kinesthetic". This preference is concerned with maps, spider diagrams, charts, graphs, flow charts, and all of the symbolic arrows, circles, hierarchies, and other devices used by instructors to present information that could have been represented in words. However, as previously stated, movies, videos, or Power Point presentations are not considered visual (The VARK Modalities, para.1). In other words, visual learners "would prefer to see information presented visually rather than in written form" (Cherry, 2015). This can be described as preferring to see the teacher's body language and facial expressions, sitting near the front of the class, visualizing thoughts, and learning through visual displays. Handouts, diagrams, illustrated text books, overhead transparencies, interactive whiteboards, and flip charts, for example, are preferred visual displays (Davies, 2006).

1.2.1.2 Auditory (A)

They are also known as Aural learners because they rely heavily on their hearing sense. They prefer to explain new ideas to others, attend lectures and discussion groups, and use stories and jokes, as opposed to visual learners (or visuals)

(Hawk & Shah, 2007). Narayanan (2007) mentioned auditory preference in his work from a specific point of view. Learners who prefer the auditory mode prefer group discussions where they can discuss and express their thoughts on the information they are exposed to. For example, in either orientation, whether with teachers or classmates, these students learn better through discussion (Allen, et al., 2012). Furthermore, it was stated that they preferred listening to lectures (Brown, 2007). In other words, auditory learners appear to prefer transferred information via "spoken words, of self or others" or "sounds and noises". It is also predicted that "these learners will use phrases like "tell me," "let's talk it over," and will be best able to perform a new task after listening to instructions from an expert. These are the learners who... remember every word to every song they hear! (VAK Learning Styles Self-Assessment Questionnaire, p.5).

Auditory learners are seen to have auditory strength on which to rely when learning, for example, an EFL. That is, auditory learners tend to acquire and retain more information based on their auditory preference, indicating that the learner is "most responsive to verbal rather than written communication," as (Wolf, 2007) put it. As a result, these students are thought to remember information by listening to someone speak rather than reading documents or taking notes. They prefer any type of spoken information; for example, they may read documents but prefer to read them aloud and hear the sounds associated with them; additionally, they prefer conversations and discussions (Wolf, 2007). Moreover, students prefer to hear or speak information; thus, they (students) prefer lectures, tutorials, group discussions, speaking and talking things through. Besides, talking to oneself (yourself) (V.A.R.K: Visual, Aural/Auditory, Read/Write, Kinesthetic, 2006). These students have also been observed to prefer listening to information rather than dealing with it with their

eyes. Ghaedi and Jam (2014) also discussed in their article on Reid's sensory learning styles that auditory students prefer to listen to recorded books, as opposed to visual and kinesthetic learners.

Though aural learners are thought to be better listeners, they often suffer as a result of their preference. That is, while aural learners are observed to learn foreign languages quickly and have a large vocabulary (Armstrong, 2004). They are also noted to be easily distracted by noise (Othman & Amiruddin, 2010). To re-compile this second preference, auditory learners, unlike visual learners, prefer verbal lectures, discussions, talking things through, and listening to what others say. They may comprehend the stimuli by recalling a featured speech's tone of voice, pitch, speed, and other nuances. They may remember written information as well as spoken information if they hear it while seeing it (S. Davies, 2006).

1.2.1.3 Read/Write (R)

To begin with, this modality/preference was mentioned in a number of works. This preference is thought to be shared by the majority of teachers and students. They have a strong preference for being able to write well and read widely (The VARK Modalities). According to Drago and Wagner (2004), as cited in Othman and Amiruddin (2010), reading students are labeled as note takers. Sellers and Sherrill (2007), on the other hand, referred to read/write preference as "verbal learners".

In addition, learners in this category prefer information in the form of words. They prefer "text-based input and output," as well as reading and writing in any form, such as lists, Power Point presentations, dictionaries, and quotations (V.A.R.K: Visual, Aural/Auditory, Read/Write, Kinesthetic, 2006). Apparently, learners in this category are sometimes confused with visual learners. As a result, these students

remember information best when it is presented to them in word form, such as text-based materials (Cherry, 2015). Because they are called Read(R) learners, they are assumed to find it easy to learn through words, such as writing and reading essays, taking notes, reading and writing reports, and any other type of "encoded" information (Allen, et al., 2012). As previously stated, Read (including write) learners who prefer learning through reading and writing can be classified as Narayanan suggested:

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

In other words, they have their own way of doing things. Lists, essays, reports, text books, definitions, printed handouts, readings, manuals, Web pages, and taking notes are all ways they learn (Hawk and Shah, 2007).

1.2.1.4 Kinesthetic (K)

It is estimated that "learners with this as a strong preference learn from doing something and value their own background of experience..." (The VARK Modalities, 2006). As a result, these students may learn the language more effectively if they engage in physical activities, such as participation. They will not improve their English grammar, for example, unless they participate in class and write something on the board. Generally, these students prefer real or simulated

information. They prefer information that is grounded in reality, such as concrete personal experiences, examples, practice, or simulation.

According to some researchers, kinesthetic learners prefer "physical experience-touching, feeling, holding, going, practical hands-on experiences. These learners will use phrases like "let me try" and "how do you feel?" and will be best able to perform a new task by going ahead and learning as they go. They are learners who like to experiment, do things by hand, and never read the instructions first (VAK Learning Style Self-Assessment Questionnaire, 2015). On the other hand, most EFL students are not kinesthetic. For example, kinesthetic learners are passive in class, according to Drago and Wagner cited in (Othman and Amiruddin, 2010). This type of learner, however, is not the same as the previous types; these learners prefer to learn through trial and error, by doing things to understand them (Hawk and Shah, 2007). As a result, in addition to the previous models, kinesthetic learners prefer learning through physical activities such as participating in role playing (S. Davies, 2006).

Conclusion

This chapter provided an overview and description of the VARK learning style for both language learners and teachers. The VARK learning style was initially presented as one of many styles that learners can have. The term was then described and defined in detail. That is, after introducing the styles in general, the VARK learning style was defined as a collection of modalities, with each modality presented as a partial preference. As a result, learners' preferences differ depending on the four letters of the acronym.

Chapter Two

Auditory Learning Style

Introduction

Students learn best when they see the value and significance of the information presented in class. They will not be motivated to learn if they are not interested in the material presented. It is critical to use a variety of teaching methods and to make the classroom environment as stimulating and interactive as possible in order to achieve the ultimate goal of teaching/learning operation. Students learn in a variety of ways. This second chapter is about the auditory learning style. That is, knowing and being aware of the auditory learners and the auditory learning style. In addition, a number of significant elements in terms of definition, characteristics, and evaluation of auditory learning are equally analyzed.

2.1. Section One: Auditory Learning Style

2.1.1. Definitions

Auditory learning implies that a student learns best by listening. These learners would rather listen to a lecture than read a textbook, or hear project instructions rather than figuring it out for themselves (Western Governors University, 2020). Eads (2022) identified the auditory learning as a learning style in which a person learns more effectively by listening. Auditory learners remember information better when it is delivered orally or through sound rather than in writing. This is one of the four learning styles recognized by the Fleming VARK model of learning. An auditory learner's primary method of learning is through speaking and listening.

2.1.2. Auditory Learner Definition

An auditory learner is a learner who learns through listening and speaking and who needs to hear the information to be able to process and comprehend as well as

have the opportunity to reinforce that information orally (McCarthy, 2022). A person with an auditory learning style learns best by listening. Music, video clips, and conversations are their preferred modes of instruction. Auditory learners perform well in traditional school settings, listening to lectures and participating in discussions (Auditory Learning Style, n.d.).

2.1.3. Auditory Learner Characteristics: An Analysis of The BayAtlantic University Framework

Understanding auditory learner characteristics can aid in determining whether or not a person is an auditory learner. Understanding auditory learner characteristics is critical in finding ways to make learning more effective (Bay Atlantic University, 2022, para.6).

2.1.3.1. They Learn Best When Listening to the Information

Auditory learners tend to retain information better when they hear it described verbally rather than reading or seeing it. For instance, they learn better by listening, hearing, and discussing information. Therefore, listening to lectures, podcasts, audiobooks, or having group discussions can be more effective for these learners than reading books or looking at visual aids alone (opt cit, 2022).

2.1.3.2. Have a Good Memory for Spoken Information

Auditory learners remember and retain information better when they hear it spoken out loud. These learners typically have excellent listening skills and can quickly understand information when it is presented orally. They can generally remember what they have heard previously. As a result, auditory learners may excel in situations like lectures, class discussions, or audio recordings (opt cit, 2022).

2.1.3.3. Have Good Public Speaking Abilities

These learners who learn best through listening and speaking , are likely to be effective at public speaking. This is due to the fact that auditory learners are more attuned to the nuances of speech, inflection, tone and pacing, which can enhance the effectiveness of their public speaking skills. Additionally, they may be more comfortable expressing themselves verbally and engaging with an audience, which can also contribute to their success in public speaking (opt cit, 2022).

2.1.3.4. Possess Strong Listening Skills

Learners who have strong a strong auditory learning style tend to have strong listening skills. This is because one of the characteristics of auditory learners is that they learn best through listening and processing information through speech and sounds. They tend to pay close attention to the nuances of language, tone, and intonation and can easily take in and recall verbal information. Therefore, auditory learners develop good listening skills which enable them to pay attention to details, comprehend the information presented to them, and remember it accurately. They are also likely to ask questions for clarification or to get more information, making them good listeners and effective communicators (opt cit, 2022).

2.1.3.5. Prefer Spoken Directions

When given directions, auditory learners prefer them to be spoken rather than in written form as it helps them better remember and understand the instruction; These learners may find it challenging to follow written instructions and may require additional explanations or clarifications to comprehend the information (opt cit, 2022).

2.1.3.6. Excel in Oral Presentations and Exams

Learners who have an auditory learning style perform exceptionally well in oral presentations and exams. Therefore, when it comes to assessments that require oral communication such as giving presentations or answering questions in interviews, they have an upper hand. Auditory learners can easily recall information heard during lectures, class discussions, and presentations. They can answer questions with clarity and confidence. Consequently, they perform better in exams and achieve better grades in oral communication tasks. Overall, auditory learners' strength lies in their ability to process and retain information heard, making them excel in oral presentations and exams.

2.1.3.7. Skilled at Telling Stories

Being skilled at telling stories refers to a person's ability to convey information in a narrative form while keeping the listener engaged. Storytelling is an art that involves presenting information in a way that captures people's attention while conveying a clear message. Combining the two, being an auditory learner who is skilled at telling stories means that the individual is likely to excel at conveying information effectively through spoken narratives. They might be particularly good at explaining complex topics, providing vivid descriptions, and keeping their audience engaged (opt cit, 2022).

2.1.3.8. Are Distracted by Background Noises or Silence

Background noises such as the sound of traffic, people talking, music, or appliances can disrupt auditory learners' ability to concentrate and absorb information. They may find it challenging to separate the relevant information from

the noise around them. Similarly, complete silence can be distracting to auditory learners as it may make them feel uncomfortable or unsettled. Some auditory learners may even create their background noise by tapping their feet, humming, or whistling to aid their learning process. Overall, the auditory learners' need for sound to aid their learning puts them at a disadvantage when faced with background noises or silence.

2.1.3.9. Possess Strong Communication Abilities

This means that learners are primarily auditory learners, meaning they learn best through listening and hearing information. They usually have a great ability to communicate effectively with others. They may be skilled at explaining things verbally; using appropriate tone and inflection, and can easily comprehend and respond to spoken language. Additionally, they are more likely to understand the meaning and intention behind someone's words, making them better listeners and effective communicators in interpersonal relationships or group settings (opt cit, 2022).

2.1.3.10. Express Emotion by the Tone and Volume of Voice

This means that learners who are auditory convey their emotions through the way they speak. They may adjust the tone and volume of their voice to express their feelings of happiness, sadness, anger, or excitement. These learners rely on hearing and listening to understand and communicate ideas effectively, so the way they speak also reflects their emotional state (opt cit, 2022).

2.1.4. The Advantages and Benefits of Auditory Learning Style

Every learning style has advantages and all people who use it, whether it is their first choice or not, can benefit from these credits. Indeed, some of the most important benefits are discussed in the following.

2.1.4.1. Enhanced Critical Thinking

According to the findings of a study on the challenge teachers face in assisting EFL learners in engaging with the studying material, the best way is to address their various learning styles. When you present the material to students in their preferred learning style, they are more likely to engage with it. As a result of paying more attention to the course, they are more likely to use and develop their critical thinking skills.

2.1.4.2. Improved Listening Skills

You improve your listening skills when you interact with different materials using your auditory sense. With time, you will be able to easily connect sentences because, after all, practice makes perfect. The more you practice listening skills, the better they will become (Bay Atlantic University, 2022).

2.1.4.3. Better Comprehension Skills and Brainstorming

Additionally, auditory learning techniques will assist you in improving your comprehension and brainstorming abilities. You should be aware that, whether on purpose or not, as you tackle various listening tasks, you will develop many skills at different levels of complexity at the same time.

2.1.4.4. Increased Memory

Auditory learners absorb information quickly and thoroughly, in contrast to people who prefer other learning styles, who may forget what they hear after hearing it. According to the INC, auditory learners can retain more than 75% of the information they hear, demonstrating that auditory learning skills can increase or improve memory retention.

2.1.4.5. Interactivity

Using a student's preferred learning style, as previously stated, will help them engage with school material more effectively; it will also make you more interactive with other learners. The need to better understand through listening drives auditory learners to speak to more people and have them explain things by sound.

2.1.4.6. Allows for Multi-Tasking

Learning by ear, according to proponents, allows an individual to be versatile when it comes to accomplishing multiple tasks. This is because listening to audio recordings allows you to process information without having to use your eyes or hands. However, a person can do other things in addition to studying. Driving, cooking, painting, and cleaning are some examples. This makes this learning style useful for people who must engage in other activities while learning. As a result, more tasks will be completed in less time (Editor in Chief & by Editor in Chief, 2017).

2.1.4.7. Availability

Another benefit of listening to learn is that there are numerous sources available in the market and on the internet. People now have more ways to get information from

podcasts and other audio materials thanks to technological advancements (Editor in Chief & by Editor in Chief, 2017).

2.1.5. Some Disadvantages of Auditory Learning Style

The auditory learning style has advantages as well as disadvantages. While auditory learners may excel in certain areas, there are also some disadvantages to this learning style.

2.1.5.1. Reliance on A Single Sense

Auditory learners are heavily reliant on their sense of hearing to learn. This can be a disadvantage as some information is better processed through visual aids, which is not available to an auditory learner (What Is the Auditory Learning Style? | UOPX, n.d.).

2.1.5.2. Difficulty in Noisy Environments

Auditory learners are prone to distraction in noisy environments. This could make it difficult for them to concentrate and learn effectively (What Is the Auditory Learning Style? | UOPX, n.d.).

2.1.5.3. Limited Retention

These learners might have difficulty retaining information for a long period. They may also find it challenging to recall complex information (opt cit, n.d.).

2.1.5.4. Limited Availability of Auditory Resources

As it was mentioned in UOPX, n.d. not all educational resources are available in an auditory format. Therefore, auditory learners may face difficulties in accessing relevant learning material.

2.1.5.5. Limited Participation in Group Work

Students who are auditory learners might struggle to participate actively in group work, as they might require more time to process information before responding. This could lead to them feeling left out of the group discussion (opt cit, n.d.).

2.1.5.6. Communication Difficulties

Due to their reliance on the auditory sense, auditory learners might struggle with communication in situations where their hearing is impaired or the speaker's accent is hard to understand (opt cit, n.d.).

Section Two: Auditory Learning Style and Speaking Skill

2.2.1. The Relationship Between Auditory Learning Style and EFL Learners' Speaking Skill

According to Indriani (2020), students are members of a global target- language community. They are prepared to communicate in the future by using English as a global language. Because English has such a strong influence on people's lives, learning it from a young age is essential. English is the most widely spoken language throughout the world.

In EFL (English as a Foreign Language) teaching, the auditory learning style can play a vital role in developing learners' speaking skills. Speaking is one of the most challenging skills for EFL learners, and using the auditory style can help to overcome such difficulties. This learning style helps EFL learners to learn and practice pronunciation, intonation, and stress. By listening to model pronunciation, learners can imitate and refine their speaking skills. They also learn to distinguish

different sounds, so they can accurately pronounce words which ultimately lead to clearer and more coherent speech.

In a study conducted by Mahjoub and Tohidian (2015), the role of auditory intelligence and learning style was investigated in EFL learners' speaking skill. The researchers found that there was a significant correlation between the auditory learning style and speaking proficiency of EFL learners. They found that learners who preferred to learn through sound were more confident and fluent in their speech than those who preferred visual or kinesthetic learning styles. Additionally, researchers have reported that using songs and chants can also positively impact EFL learners' speaking skills. These activities enhance the learners' concentration and memory capacity, providing them with opportunities to practice the target language and improve their pronunciation.

2.2.2. The importance of Auditory Learning Style in the Learning Process

Learning is a complex process that involves various factors such as motivation, environment, and learning style (Cherry, 2021). People have different ways of perceiving, processing, and retaining information, and these differences in learning style affect the learning outcomes significantly. Among the different learning styles, the auditory learning style has been found to be particularly important in the learning process.

The auditory learning is a crucial component of language learning. Language is an auditory phenomenon, the ability to perceive, process, and produce sounds in the target language is essential for a successful language acquisition (Kuhl, 2004). Auditory learners are more adept at recognizing and reproducing the sounds of the target language, which facilitates their acquisition of pronunciation and intonation.

Furthermore, this learning style is also important in other areas of learning, such as music, history, and science. In music, auditory learners have an advantage as they can recognize rhythms, melodies, and harmonies more easily (Jakobson et al., 2014). In history, they can listen to lectures and podcasts to retain information and make connections between historical events. In science, they can comprehend scientific concepts by listening to explanations and participating in discussions and debates.

This style of learning has several benefits in the learning process. First, auditory learners are able to process information efficiently, as they can focus on verbal cues and can easily distinguish between similar sounds (Pashler et al., 2008). Second, they are able to recall information better, as they can remember the tone, intonation, and emphasis of a speaker which helps them retrieve information more easily (Baddeley, 1999). Third, auditory learners can recognize patterns and make connections between information, which improves their overall understanding of a subject (Kolb, 1984). Thus, the auditory learning style is a crucial component of the learning process. It facilitates the acquisition of language skills, aids in the comprehension of complex subjects, and improves retention and recall of information.

2.2.3. Auditory learning strategies

There are some specific auditory learning strategies that teachers can try. Some of these strategies will assist teachers in meeting individual student needs and creating an environment in which students can thrive while learning in the way that is most effective for them (Western Governors University, 2020). They can be summarized in the following:

- Take advantage of lectures, speeches, and audio recordings (Felder & Henriques, 1995). Auditory learners tend to benefit from hearing information presented in a clear and organized manner.
- Engage in discussions and debates with others (Riding & Rayner, 1998). Hearing different perspectives on a topic can help auditory learners retain information and gain a deeper understanding.
- Repeat information out loud (Zhang, Yang & Lu, 2014). Auditory learners may benefit from hearing information presented in their own voice.
- Use mnemonic devices, such as songs or rhymes, to help remember information (Cherney, 2010). These learners tend to have good musical and rhythmical skills, which can aid in memorization.
- Create study groups where discussions are emphasized (Riding & Rayner, 1998). Learners who are auditory tend to thrive in social environments where they can exchange ideas and information.

Conclusion

In summary, this chapter demonstrated that there is a strong relationship between auditory learning style and EFL learners' speaking skill. Learners who have a stronger auditory learning style tend to have a better speaking ability as they can process oral instructions, retain verbal information, and speak fluently. Moreover, auditory learning is an essential aspect of the learning process as it plays a significant role in language acquisition, especially in EFL contexts. Therefore, to address the needs of auditory learners, it is crucial to implement auditory learning style strategies. These strategies include the integration of audio materials, lectures, and debates.

Implementing these strategies can help enhance the speaking skills of EFL learners, particularly those with an auditory learning style.

Chapter Three

Fieldwork and Data Analysis

Introduction

The current chapter is concerned with the study's field work, which is divided into two parts. The first part addresses the foundations of the under-investigated study's research methodology, specifically the research approach, research design, population, sampling, and data collection tools. The second part, on the other hand, aims to assess the effectiveness of using the auditory learning style as an engaged teaching strategy in improving EFL learners' speaking skill. It also provides a detailed analysis and interpretation of the collected data, as well as discussing and synthesizing the findings. Furthermore, it presents the findings to test the validity of the proposed hypothesis.

3.1. Research Methodology

Every research requires a specific methodology that the researcher goes through while conducting her/ his investigation.

3.2. Research Approach

In general, a research approach can be defined as the theoretical framework of a study that a researcher selects based on the nature of her/his study. Furthermore, we found that research approaches are classified into three types (qualitative approaches, quantitative approaches, and mixed-method approaches). Creswell (2014) distinguishes between these two types of research approaches: "qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human people," he stated. To put it simply, this research approach is concerned with describing, exploring, or comprehending a specific phenomenon.

He defines quantitative approach, on the other hand, as "an approach to testing objective theories by examining the relationship between variables (...) it can be measured (...) using statistical procedure". Briefly, the quantitative approach is concerned with testing theories or relationships between variables and measuring data with statistics. Finally, Creswell (2014, p. 4) defines a mixed-method approach as "an approach to inquiry involving the collection of both quantitative and qualitative data (...) and the use of distinct designs that may involve philosophical assumptions and theoretical framework." In other words, a mixed-method approach combines quantitative and qualitative research approaches; thus, it deals with people's ideas and attitudes in addition to the use of numbers and statistics.

Finally, a research approach is the framework that researchers use; it comes in three varieties (qualitative, quantitative, and mixed-method approaches). Depending on the nature of the study, the researcher may employ more than one approach.

3.2.1. Research Approach for This Study

Since the aim of this study is to describe the role of the auditory learning style in improving the EFL learners' speaking skill and to find out the link between these variables (how one can enhance the other); this study adopted the mixed-method approach (qualitative and quantitative approaches). The reason is that it is suitable for the nature of the present study, it helps to get more detailed and credible responses. More importantly, it gives the chance to know teachers' and students' attitudes and ideas towards the use of the auditory learning style as teaching/learning strategy for enhancing EFL learners' speaking skill.

3.3. Research Design

Any researcher should be familiar with her/ his research design and choose it carefully because it is essential for the research organization. Gorard defines research design (2013, p. 8) as follows:

Research design in the social sciences is a way of organizing research project or program from its inception in order to maximizing the likelihood of generating evidence that provides a convincing answer to the research questions for a given level of resources.

In other words, research design is a method of organizing research from the beginning to the end in order to obtain credible results. Bhattacharjee (2012, pp. 39-40) specifies a number of research designs, including: field survey, experimental studies, cross-sectional field survey, longitudinal field survey, focus group research, action research, and case study research.

3.3.1. Research Design for This Study

Due to time constraints and the nature of our research, we chose a case study (small-scale study) as the research design for this study. According to Zainal (2007, pp.1-6), the main reasons for choosing this research design are as follows: “case study simplifies the complexity of the discussed issue and makes it easy to understand; it helps to describe the data in real life at a macro level and provides a deep insight into the subjects' behaviors”. As a result, this research design is appropriate for our study.

3.4. Sampling and Population

To check the validity of the hypothesis and gather data information which help in answering the research questions, the researchers dealt with EFL teachers and students to collect their responses.

- **For Teachers**

From about (n=60) teachers of English Language at Mohamed Kheider University of Biskra, the researcher dealt with five (n=5) volunteer teachers who were chosen systematically. Those teachers instruct first year students the oral expression course.

- **For Students**

The population of this study was First Year EFL students (English Language) at Mohamed Kheider University of Biskra. There are many reasons behind choosing this population particularly first year students face some difficulties on how to improve their speaking skill. So, working with them offers the chance to be familiar with the topic. More importantly, we have chosen first year EFL students because we observed that they try to do more efforts to learn in class. Therefore, as novice learners they need to identify the appropriate learning style for them and other effective, practical and easy techniques and strategies to guarantee their development in improving their speaking skill.

Thus, from a population of about more than (n=175) students, the researcher decided to deal with twenty five (n=25) who have been chosen randomly.

3.5. Data Collection Methods

According to Walliman (2006, p.83), data collection methods can be defined as "raw materials" that any researcher requires when conducting research, regardless of the research problem or methods used. She or he may interpret in order to achieve effective results. To clarify, data collection methods are critical for producing effective results; thus, the researcher should carefully select them while keeping her/his research theme in mind. There are also several data collection methods, including questionnaires (structured, semi-structured, and unstructured), interviews (structured, semi-structured, and unstructured), active and passive observations, focus groups, and quasi-experiments.

In our study, we employed with both, an interview (semi-structured) to gather data from EFL teachers and a questionnaire (semi-structured) to collect data from first year students.

3.5.1. Questionnaire

A questionnaire is a data collection tool used by the majority of social science researchers because it is appropriate for the majority of their studies. It is a booklet (more than two pages long) that contains the researcher's personal information as well as a series of questions divided into sections. Furthermore, the questions can be (open-ended, closed-ended, or a combination of the two), which determines the type of questionnaire (structured, semi-structured, or unstructured).

3.5.2. Interview

A number of social science researchers use the interview as a data collection method. Indeed, it is a series of questions (open-ended, closed-ended, or a

combination of the two) that indicate its type (structured, semi-structured, or unstructured). The researcher (interviewer) asks the interviewees (teachers, experts, etc.) in order to gather data; thus, the interview should be conducted face-to-face and recorded.

3.6. Data Analysis and Procedure

The researcher analyzes the data through counts, and percentages by using statistics with the questionnaire and descriptive analysis with the interview to explore teachers' and students' attitudes towards the use of auditory learning style.

3.7. The Questionnaire

The first tool that the researcher used is a semi-structured questionnaire, which aimed to collect EFL students' feedback, comments, and attitudes towards the use of the auditory learning style in improving their speaking skill.

3.7.1. Description of the Questionnaire

The questionnaire is the first tool of study. It is a semi-structured questionnaire addressed to EFL students at the University of Biskra, and it was divided into three sections:

Section One: General information (from item 1 to item 5)

The first section of this questionnaire contains five (5) questions that aim to collect general information about the respondents as: students' gender and their age. Also, we wanted to check if their choice of English language was their personal choice or no. Furthermore, the researcher intended to gather students' points of view about their level in English language. The last question aimed to ask students about

their attitudes towards English studies at the University along with the appropriate justifications.

Section Two: Speaking Skill (From item 1 to item 6)

The second section includes seven (6) questions dealing with the speaking skill. At the beginning, the students were asked to define which language learning skill that they master the most. Then, it attempted to collect students' point views about the significance of the speaking skill in the learning of the English language. Additionally, we gave them options to choose the one that better evaluate their speaking skill. Moreover, this section was elaborated to indicate if learners face difficulties during the speaking tasks and if "yes", they were required to specify these difficulties. Furthermore, it helped us have an idea about if students are trying to adopt any strategies to overcome their speaking difficulties, and to mention some examples about these strategies. At last, we aimed to collect students' beliefs about the use of auditory learning materials in EFL classroom to improve the learners' speaking skill.

Section Three: Auditory Learning Style (From item 1 to item 4)

The third section of the questionnaire consists of six (4) questions, which focused on auditory learning style. From this section, we aimed to gather students' thoughts about which learning style does their teacher focus on in the classroom. Hence, we suggested to them four learning styles and auditory learning style was among them. In addition, it attempted to know the frequency of using the auditory strategies and materials by the teacher in the classroom. Moreover, it aimed to collect their opinions towards the use of auditory materials and to justify their points of view.

Finally, in the last question students were invited to give their opinion about if they agree or disagree with the statements.

3.7.2. Aim of the Questionnaire

The purpose of the under-investigated questionnaire is to collect data from EFL first year English language students at Biskra University. It was used as a tool for the study to check the role of the auditory learning style in improving EFL learners' speaking skill. In addition, it aimed to check students familiarity with auditory learning style and if they consider themselves as auditory learners. Furthermore, it attempted to collect students' thoughts on the role of the auditory learning style as technique to enhance their speaking skill.

3.7.3. Piloting and Validation

After designing the first draft of students' questionnaire, the researcher pre-used it to verify its validity before the administration stage. Fundamentally, the piloting drafts were submitted hand by hand to six (6) students from the population of first year English students at Biskra University. In fact, the main aim of the piloting stage of the questionnaire was to check the questions difficulty, ambiguity, to verify the attractiveness of its layout, and to check if there were any repeated questions. Due to students charged timetable, when we handed them the questionnaire on April 21st, 2023, they spent a long time in answering it. Therefore, when they gave back the questionnaire they suggested that it would be better if the researcher posted it online because they do not have enough time to answer it in the classroom. More importantly, all students agreed that the questions were comprehensive, there was no ambiguity, the layout was attractive, and there were no repeated questions.

Apart from students' feedback, our supervisor made some beneficial remarks about some words and adverbs that were supposed to be changed or to be added in order to add more precision to the questionnaire. The aforementioned students' remarks and the supervisor's feedback have been taken into consideration in designing the final administration draft.

3.7.4. Administration

After the piloting and the validation stage, we designed the final draft of the questionnaire. For the administration phase, we decided to distribute the questionnaire online through "Facebook.com" as the students have suggested. Later on, after discussing with the supervisor we decided to work with 25 students of first year English language at the University of Biskra as a simple study. In fact, the idea of using Facebook was beneficial; it gave us the chance to receive the intended number of answered questionnaires in a week from May 2nd, 2023 to May 9th, 2023. In addition, it helped to receive totally clear and completed answered questionnaires.

3.7.5. Analysis and Interpretation of Students' Questionnaire

As a first tool to collect data for the under-investigated study, we designed this questionnaire to collect information, opinions, and thoughts from students then analyze and interpret them to test (prove/ reject) our hypothesis.

Section One: General Information (From item 1 to item 5)

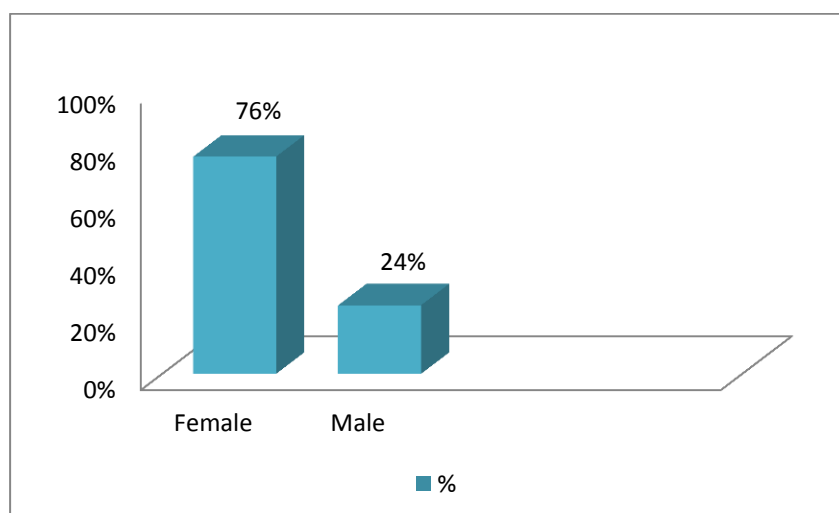
The aim of this section is to have an idea about our sample's gender, age, their opinions about learning at university, the difficulties they faced, and their choice of English language.

Item 01. Students' gender

This item illustrated respondents' gender distribution (Female or male).

Table 3.1: Respondents Gender Distribution

Option	Number	%
Female	19	76
Male	6	24
Total	25	100



Graph 3.1: Respondents Gender Distribution

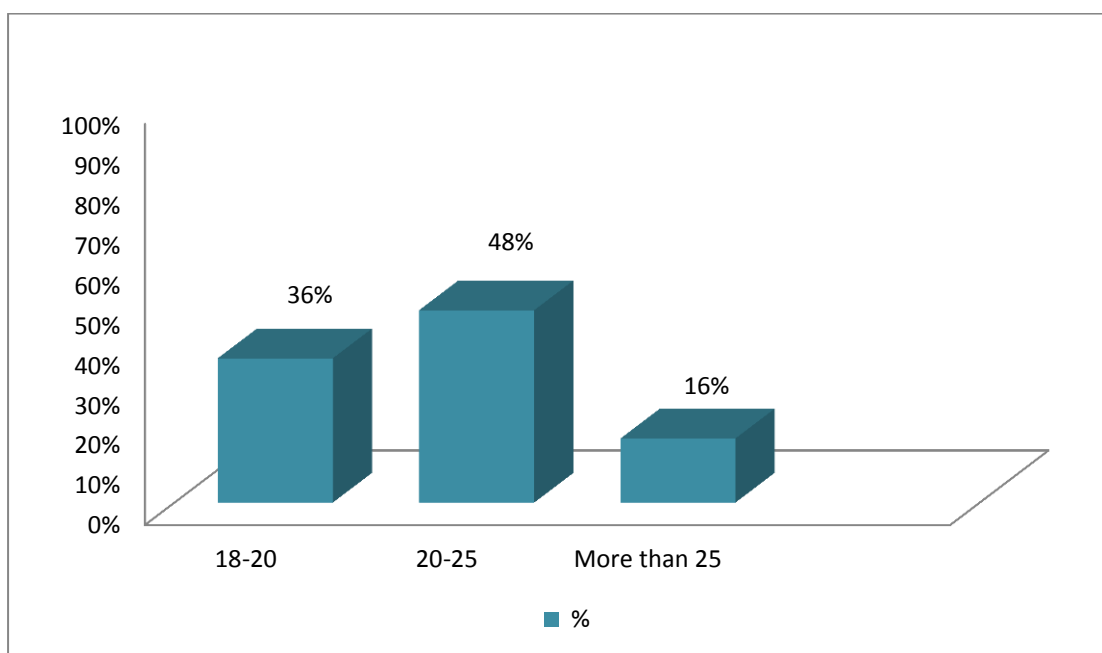
The table (5.1) demonstrates the distribution of gender in our sample. As it is shown, it presents the number as well as the percentage of females and males. Additionally, it is observable that 19 respondents (76%) are females, whereas six 6 respondents (24%) were males. This clarifies that the majority of our sample are females. This means that females are more interested in learning English than males.

Item 02. Students' Age

This item represented the respondents' age distribution (18-20, 20-25, more than 25).

Table 3.2: Respondents Age Distribution

Option	Number	%
18-20	9	36
20-25	12	48
More than 25	4	16
Total	25	100



Graph 3.2: Respondents Age Distribution

This question was posed to respondents to indicate their age. As the table indicated, the majority (nearly the half) of respondents 12 respondents that represent (48%) noted that the majority of English students in first year at Biskra University are

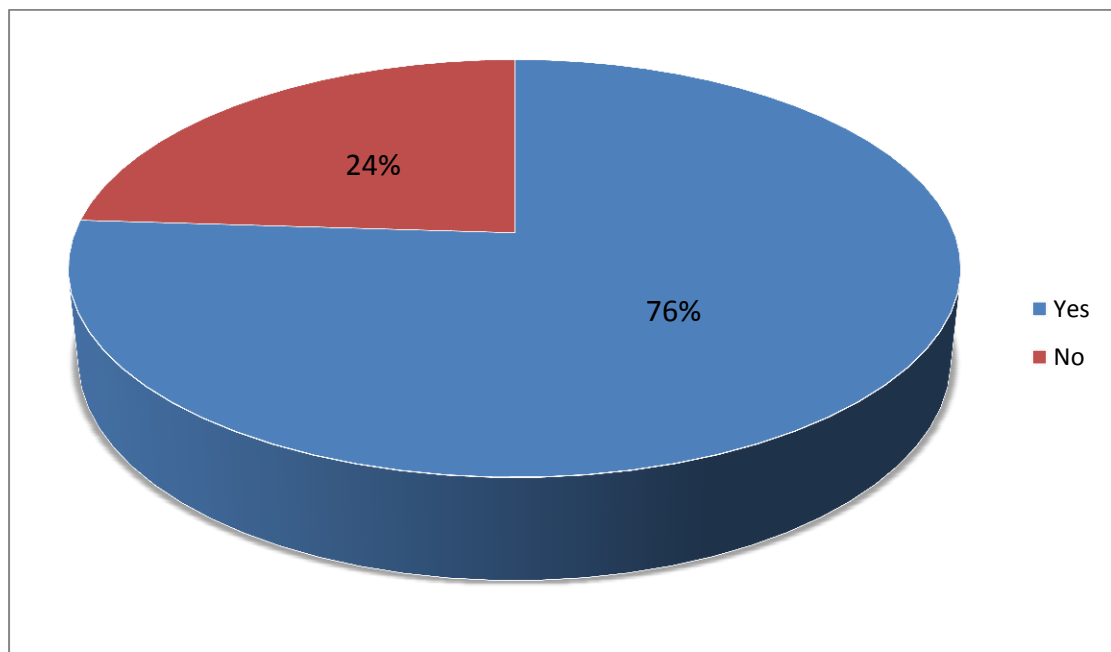
between the age of 20 to 25, while 9 respondents are between 18 and 20 and the last 4 respondents are more than 25 years old.

Item 03. Students' Choice of English Language at University

From this item, we attempted to know if choosing English language at University was their own choice or not (yes or no).

Table 3.3: Students' Choice of English Language at University

Option	Number	%
Yes	19	76
No	6	24
Total	25	100



Graph 3.3: Students' Choice of English Language at University

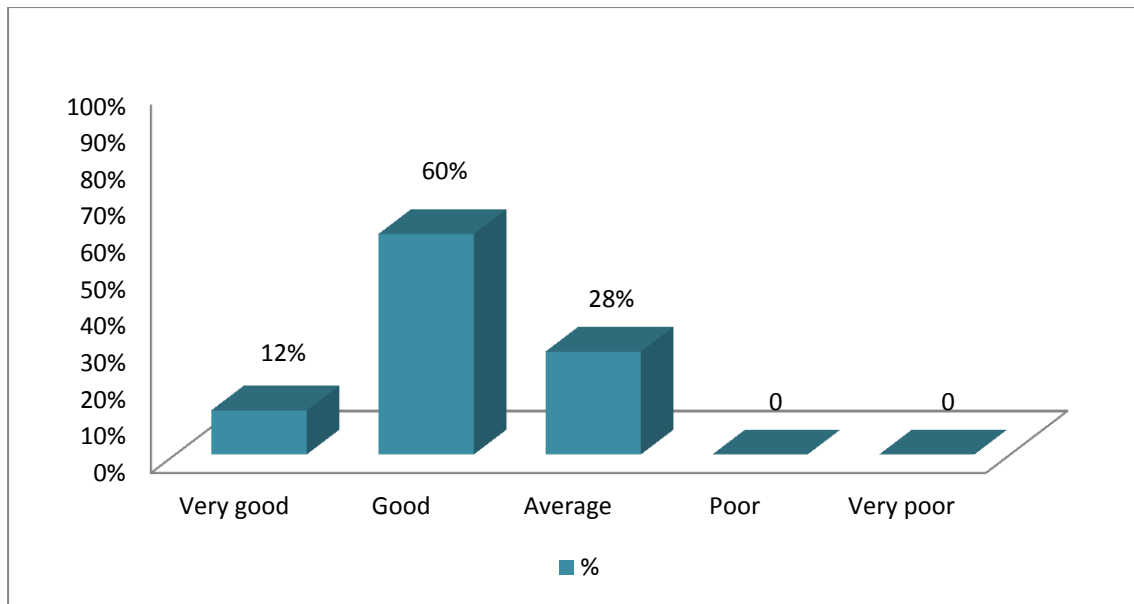
The table above revealed that the majority of respondents (76%) chose the English language at University by themselves, while (24%) claimed that it was not their first choice. Hence, the majority affirmed that choosing English was a personal choice of students. This proves the high demands of learning English at University.

Item 04. Students' Level in English

This question was asked to respondents to give their evaluation about their level in English at university (very good, good, average, poor, and very poor).

Table 3.4: Students' Level in English

Option	Number	%
Very good	3	12
Good	15	60
Average	7	28
Poor	0	0
Very poor	0	0
Total	25	100



Graph 3.4: Students' Level in English

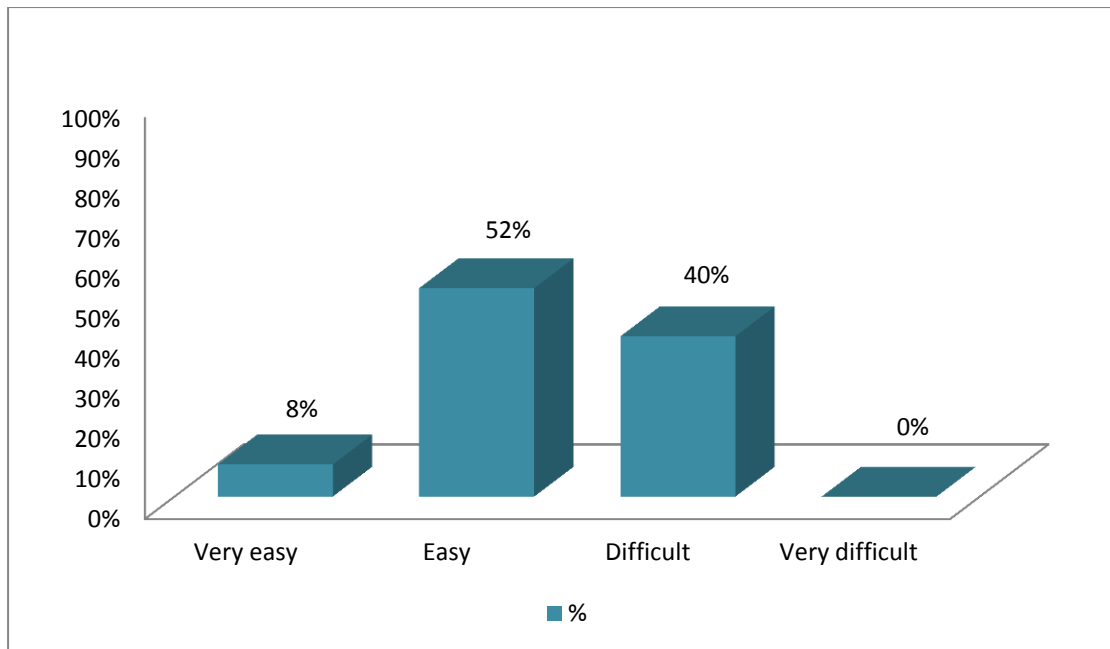
As it is shown on the table, the majority of respondents (60%) asserted that they have a good level in English in first year, while (28%) found that their level is average. However, only (12%) claimed that they have a very good level in English. Hence, we can deduce that first year English students at Biskra University think they have a good level in English.

Item 05. Respondents' evaluation of English studies at university

This item sought to ask students to evaluate learning English at university (very easy, easy, difficult, very difficult). Then we requested them to justify their answers.

Table 3.5: Respondents' evaluation of English studies at university

Option	Number	%
Very easy	2	8
Easy	13	52
Difficult	10	40
Very difficult	0	0
Total	25	100



Graph 3.5: Respondents' evaluation of English studies at university

As it is clearly observed, 13 respondents that is about (52%) found that English studies at university are easy, while 10 respondents with (40%) whose answers were that the English studies are difficult and (8%) from them with a number of 2 respondents who argued that the studies are very easy. However, none of them found the English studies at university very difficult. Since the majority of first year English students at the University of Biskra found the studies easy, this proves the ease of English studies at this level.

Respondents' Justification of Their Answers

In this question, all respondents were asked to justify their answers and they provided various and valuable justifications. To start with, those who have noted that English studies at university are difficult they highlighted that university courses require a higher level of academic rigor and critical thinking than high school where most of them were scientific students. Additionally, they claimed that they are expected to have a higher degree of independence and responsibility for own learn

than in previous education levels which make studies at university a significant challenge for them. In opposition, for the minority who has indicated that university studies are very easy justified this easiness with their very good level in English language which make their studies more engaging, enjoyable and easier to understand.

Furthermore, some other respondents returned it to their well-prepared courses with strong academic backgrounds, sufficient knowledge, skills, and experience. Contrariwise, the majority who has agreed that the university studies are easy stated a number of reasons. As they have mentioned in question (05), the most common justifications that respondents stressed were qualified teachers, their effective teaching style which matches with the students' learning style. Moreover, the help of technology in which they can easily have access to vast amounts of information, online resources, collaborate with peers, and take advantage of digital tools that makes studying more streamlined and accessible. Consequently, one can deduce that studies at first year level English language at university of Biskra are easy. This latter shows that EFL learners at Mohamed Kheider university have the ability to acquire the language. They just need some strategies to develop and improve their learning.

Section Two: Speaking Skill (from item 6 to item 11)

This section was designed to focus more on the speaking skill. It attempted to gather information about which of the four language learning skills do first year English students at Biskra University master the most. Furthermore, it aimed to collect students' thoughts about speaking and whether it is an important skill in the learning of the English language. Accordingly, it sought to determine EFL learners' evaluation of their speaking skill. Moreover, this section's purpose is to know the

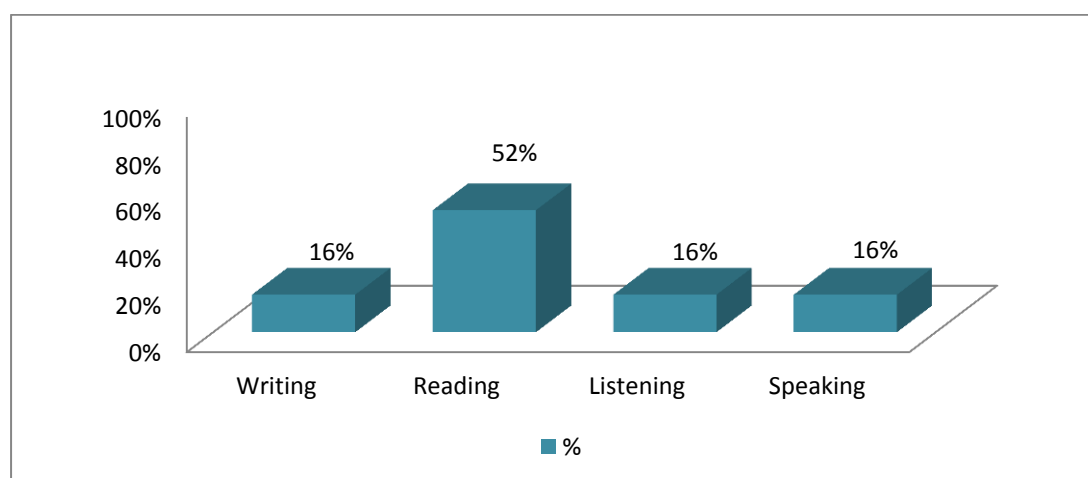
students' level in speaking, to check if they encounter any difficulties during the speaking tasks, and to know the main strategies that they adopt to overcome their speaking difficulties. Finally, it attempted to analyze the learners' point of view about teaching speaking skill using the auditory learning materials in EFL classroom.

Item 06. Respondents' Language Learning Skill

This item sought to determine which of the four language learning skills do the learners master the most (writing, reading, listening, and speaking).

Table 3.6: Respondents' Language Learning Skill

Option	Number	%
Writing	4	16
Reading	13	52
Listening	4	16
Speaking	4	16
Total	25	100



Graph 3.6: Respondents' Language Learning Skill

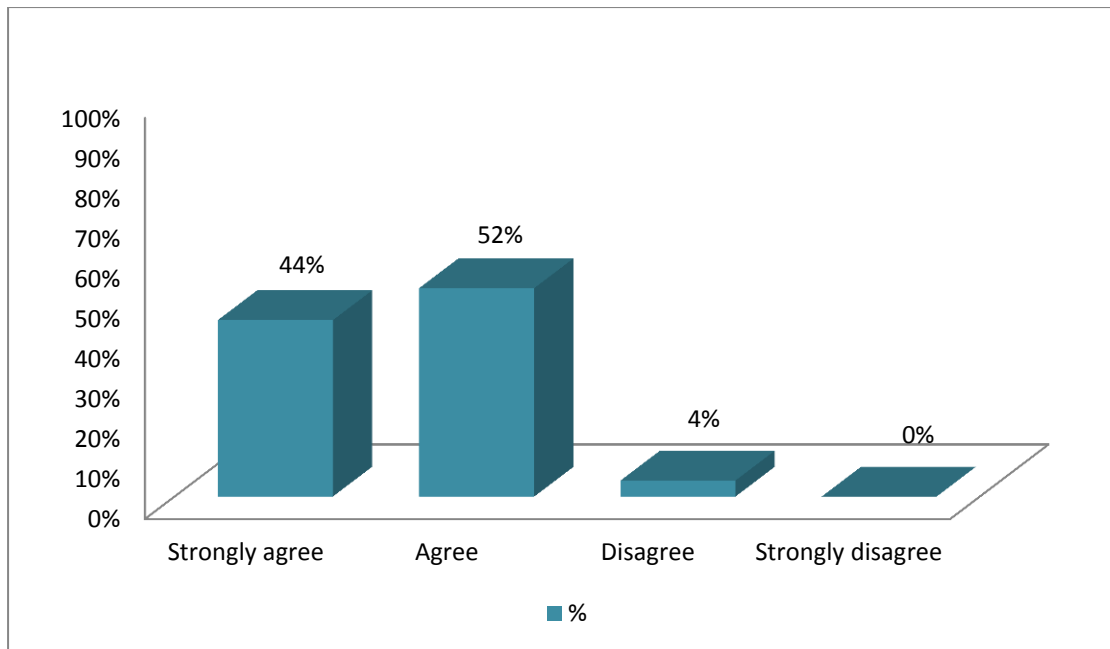
To simplify what the displayed graph and table indicated, we proposed to the respondents four language learning skills which are writing, reading, listening, and speaking. Then, we asked them to choose the one that they master the most. Initially, the majority of respondents (52%) with a number of 13 students asserted that they master the reading skill the most, while the other three language learning skills (writing, listening, and speaking) have an equal percentage of (16%) indicating that respondents had an equal proficiency in those areas. Thus, since the majority of EFL learners chose the option of reading we can say that first year English students master the reading skill the most. So, we can call them readers.

Item 07. Respondents’ Evaluation of the Significance of Speaking Skill in the Learning of English Language

These items aimed to gather students’ thoughts towards the speaking skill as an important element in EFL learning (strongly agree, agree, disagree, and strongly disagree).

Table 3.7: Respondents’ Evaluation of the Significance of Speaking Skill in the Learning of English Language

Option	Number	%
Strongly agree	11	44
Agree	13	52
Disagree	1	4
Strongly disagree	0	0
Total	25	100



Graph 3.7: Respondents' Evaluation of the Significance of Speaking Skill in the Learning of English Language

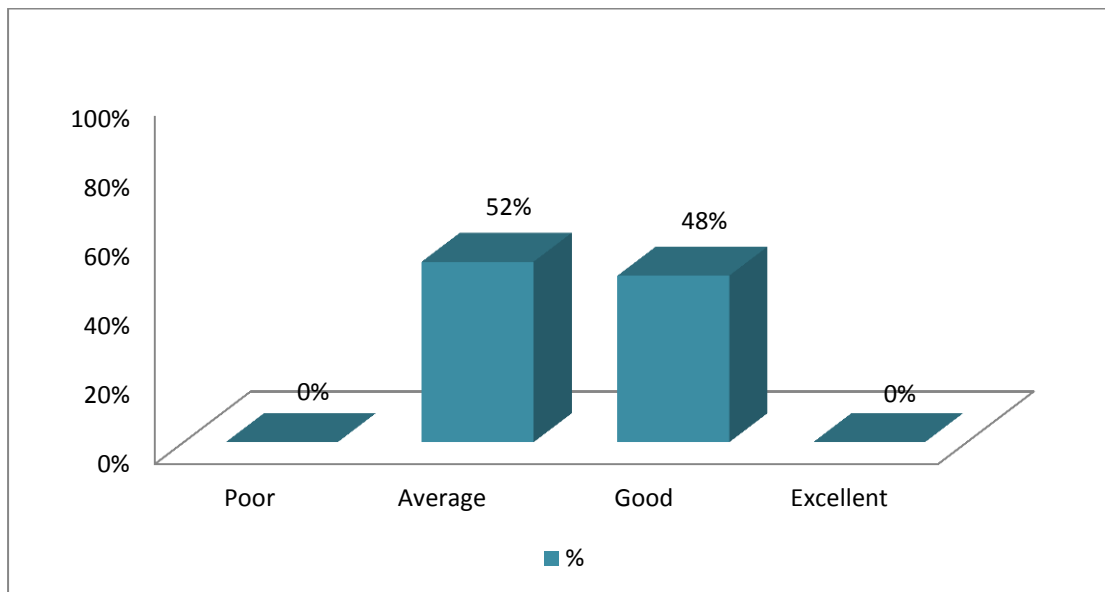
It is clearly observable above that a significant percentage of the respondents agreed with the statement that “speaking is a significant skill in the learning of the English language”. More specifically, (96%) of respondents agreed with the statement. This reveals that the majority of learners consider speaking as an essential component of learning English. (44%) of participants with a number of 11 respondents strongly agreed with the statement, indicating that they believe speaking is an integral part of learning the English language. Furthermore, (52%) with a number of 13 respondents also agreed with the previous statement and only (4%) of respondents with a number of 1 student disagreed, while none of them reported that they “strongly disagree” with the statement. Generally, the results highlight that EFL learners of first year at Biskra University need adequate opportunities to practice their speaking skills, since this skill is essential for communication in the target language.

Item 08. Respondents' Evaluation of Their Speaking Skill

After the confirmation that the speaking skill has a great importance in learning EFL, we designed this item to check the respondents' thoughts about their level in speaking skill (poor – I definitely need some improvements, average – but I know I could improve, good – I could improve with some advanced tips, excellent, I don't think I need further improvements).

Table 3.8: Respondents' Evaluation of Their Speaking Skill

Option	Number	%
Poor	0	0
Average	13	52
Good	12	48
Excellent	0	0
Total	25	100



Graph 3.8: Respondents' Evaluation of Their Speaking Skill

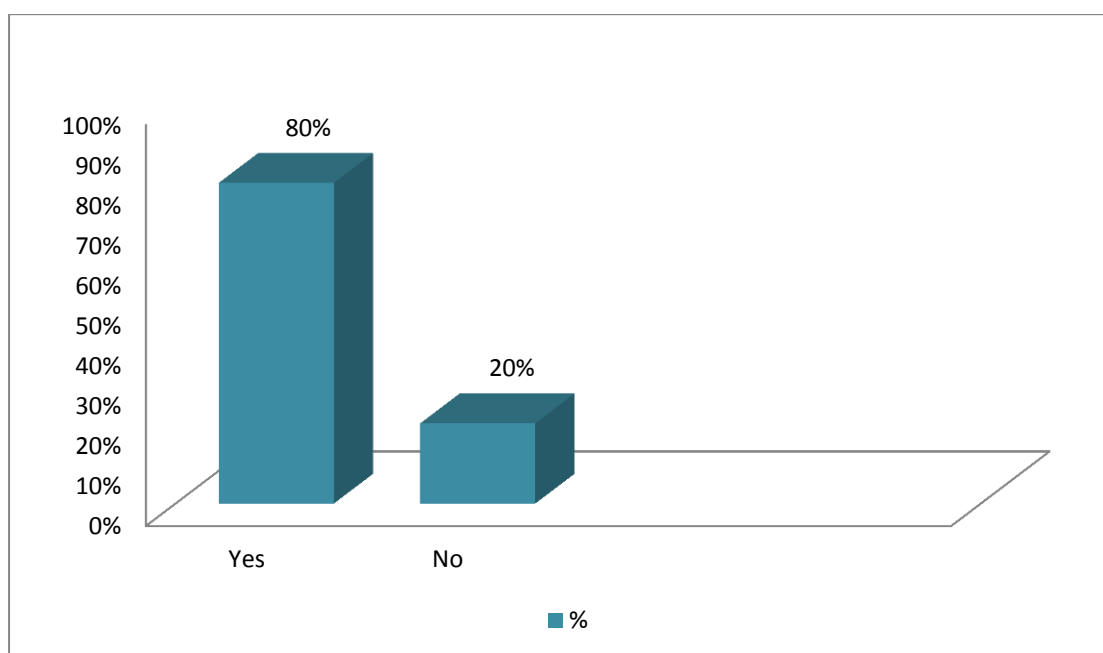
This item aimed to assess how individuals perceive their own speaking abilities. The response options are set up as a Likert-type scale, which means that respondents were tasked with selecting one option that best represents their evaluation of their speaking skill. Out of the total respondents, no one rated themselves as having poor speaking skills, suggesting that the sample may have consisted of learners who are confident in their speaking abilities. The majority of participants (52%) with a number of 13 students rated themselves as having average speaking skills but acknowledged that there is room for improvement. Meanwhile, almost an equal percentage (48%) with a number of 12 EFL learners rated their skills as good but still felt that they could improve further with advanced tips. No one rated himself/herself as having excellent speaking skills, indicating that participants may have been humble in their self-assessments or that they may have believed that there is always room for improvement. Hence, the majority of respondents have an average speaking skill and they could improve their abilities with the right guidance and support.

Item 09. Students' Difficulties during Speaking Tasks

This item sought to investigate whether EFL students face difficulties during speaking tasks or not (yes or no), suggesting to them some difficulties such as: (you do not know what to say, you know what to say but, you do not know how to say it, and you know what to say and how but, you cannot say it), and they were supposed to specify other difficulties if they were not mentioned.

Table 3.9: Students' Difficulties during Speaking Tasks

Option	Number	%
Yes	20	80
No	5	20
Total	25	100



Graph 3.9: Students' Difficulties during Speaking Tasks

From what has been mentioned above, a considerable percentage (80%) of 20 respondents have encountered difficulties during speaking tasks, while only (20%) with a number of 5 respondents have not. Hence, the majority of first year EFL learners face difficulties during speaking tasks, which could have implications for language learning and teaching.

Table 3.10: Students' Difficulties during Speaking Tasks

Option	Number	%
You do not know what to say.	5	20
You know what to say but, you do not know how to say it.	11	44
You know what to say and how but, you cannot say it.	9	36
Total	25	100

The table (3.10) demonstrates the most common difficulties during speaking tasks. Based on the responses, the majority of respondents (44%) faced difficulties in expressing their thoughts despite being aware of what they wanted to say. This indicates a possible lack of speaking skill or confidence in conveying messages effectively. Meanwhile, (36%) of respondents reported that they knew what they wanted to say and how to do so, but struggled to express their thoughts. This suggests potential language or speech-related limitations that may hinder effective communication. Moreover, (20%) of participants admitted being unsure of what to say, indicating a possible lack of clarity or understanding of the topic or conversation at hand.

Respondents' Difficulties Specification

In addition to what was mentioned above, respondents were supposed to specify other difficulties that they face during the speaking skill. Regarding the data collected from 25 respondents, we identified five types of difficulties that EFL learners experience while speaking in the target language. These difficulties include nervousness, lack of vocabulary, shyness, inability to translate speech from their mother tongue Arabic to English, and inhibition.

The first difficulty that was identified is nervousness. This suggests that some EFL learners experience a lack of confidence while communicating in English. The second difficulty is the inability to think in a native way, which may suggest the absence of fluency in the English language. The third one that was identified is shyness, which also suggests low self-esteem as a factor that influences speaking for communication. The fourth difficulty is the inability to translate speech from their mother tongue. This indicated that the respondents may experience challenges in finding the right words or phrases to use in English. The last one is inhibition, which suggests that EFL learners are constrained by certain rules or social norms, limiting their ability to communicate effectively. In sum, the data above provide valuable insights into the difficulties that EFL learners face while speaking in English, and they need to enhance their fluency and proficiency in English speaking.

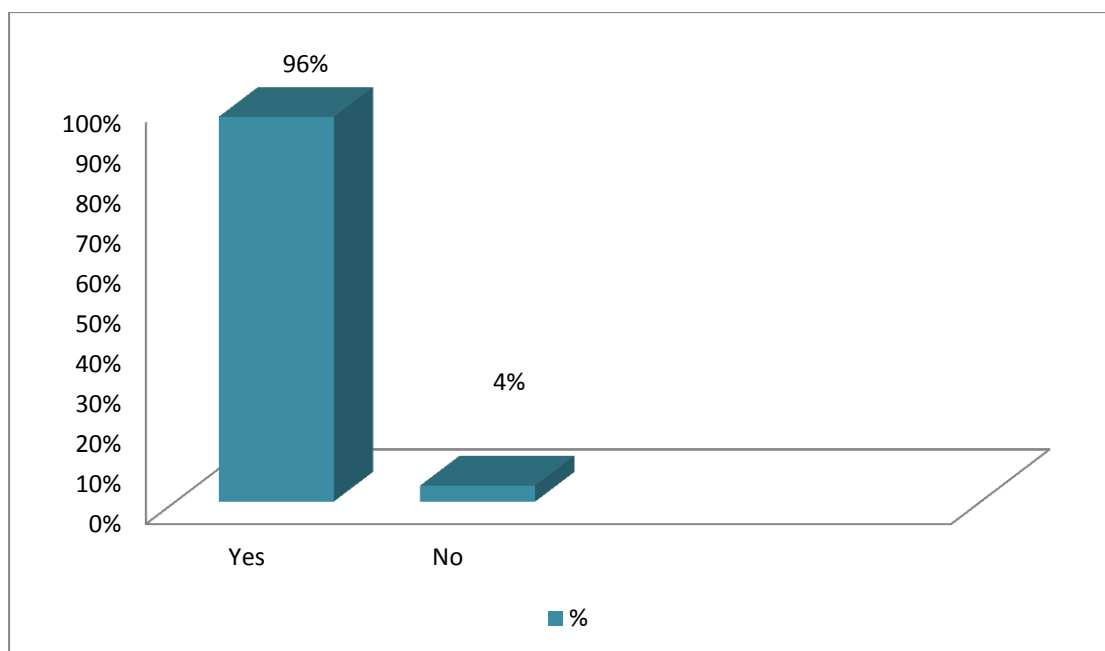
Item 10. Respondents' Adaptation of Strategies to Overcoming Speaking Difficulties

This item aimed to collect respondents' opinions about the strategies adopted to overcome their speaking difficulties, and they were required to mention some of these strategies.

Table 3.11: Respondents' Adaptation of Strategies to Overcoming Speaking

Difficulties

Option	Number	%
Yes	24	96
No	1	4
Total	25	100



Graph 3.10: Respondents' Adaptation of Strategies to Overcoming Speaking

Difficulties

As it is illustrated in the above table, (96%) with a number of 24 respondents answered with (yes), which means that they adopt some strategies to overcome their speaking difficulties. Nevertheless, (1%) asserted that s/he did not adapt any

strategies. Consequently, the majority of respondent asserted that they use different strategies to overcome their speaking difficulties.

Respondents' strategies

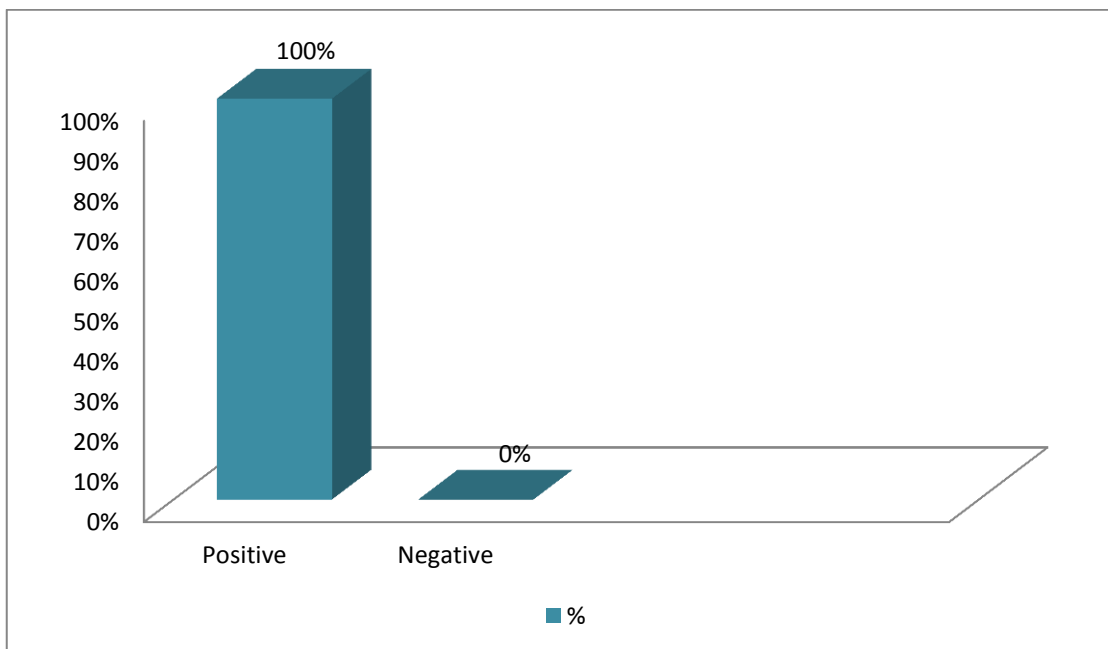
When we asked respondents whether they adapt strategies to overcome their speaking difficulties or not, all of them but one, have insisted on the great importance of this process. Then, to gather extra information about this question we requested them to mention these strategies. Those who answered with “yes” to the adaptation of strategies to overcoming speaking difficulties offered several strategies. Nearly the overall answers showed a range of different strategies , from reading and listening to native speakers to more interactive methods such as doing plays or talking with friends. Thus, we can understand that the respondents are aware that those strategies raise their chance to make better overcoming, as well as improving their speaking skills.

Item 11. Students' Evaluation of Teaching Speaking Skill Using Auditory Materials in EFL Classroom

This item targeted EFL first year students to collect their opinions about teaching speaking skill using auditory materials in EFL classroom. They were supposed to answer positively or negatively.

Table 3.12: Students' Evaluation of Teaching Speaking Skill Using Auditory Materials in EFL Classroom

Option	Number	%
Positive	25	100
Negative	0	0
Total	25	100



Graph 3.11: Students' Evaluation of Teaching Speaking Skill Using Auditory Materials in EFL Classroom

From what has been mentioned above, a percentage of (100%) with a number of 25 respondents had positive view on this approach, while zero percent had a negative view. It means that there is a strong belief among the respondents that auditory materials can be a valuable tool in enhancing the teaching of speaking skills in an EFL classroom. Thus, the unanimity of the positive responses is significant, as it

suggests a general consensus in the field of EFL teaching on the efficacy of using auditory materials for teaching speaking skills.

Section Three: Auditory Learning Style (from item 12 to item 15)

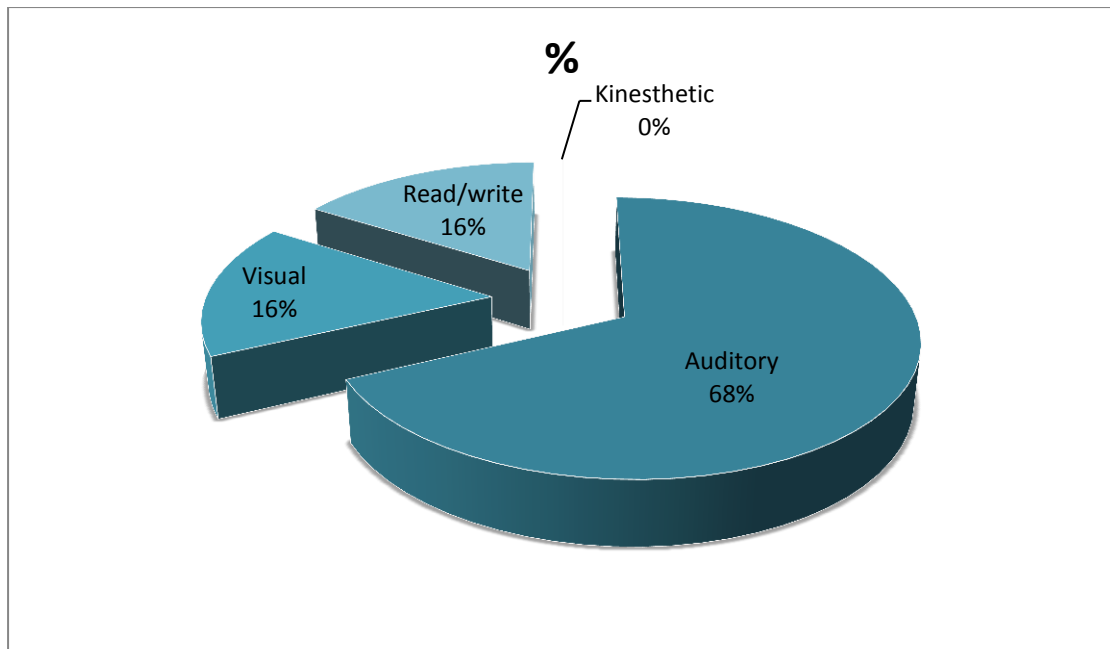
Through this section, we spotlight on the auditory learning style. First of all, it aimed to collect information about the type of the teaching style used by the teacher in EFL classroom. In addition, it attempted to look at the frequency of teachers' use of auditory materials in classroom. Moreover, it is intended to shed light on the attitude of EFL learners towards the auditory materials. Finally, it purposed to collect students' points of view about their agreement or disagreement of the statements.

Item 12. The Type of Learning Style Used by The Teacher in Classroom

In this item, we have suggested four learning styles that can improve EFL students' speaking skill (auditory, visual, read/write, kinesthetic).

Table 3.13: The Type of Learning Style Used by the Teacher in Classroom

Option	Number	%
Auditory	17	68
Visual	4	16
Read/write	4	16
Kinesthetic	0	0
Total	25	100



Graph 3.12: The Type of Learning Style Used by the Teacher in Classroom

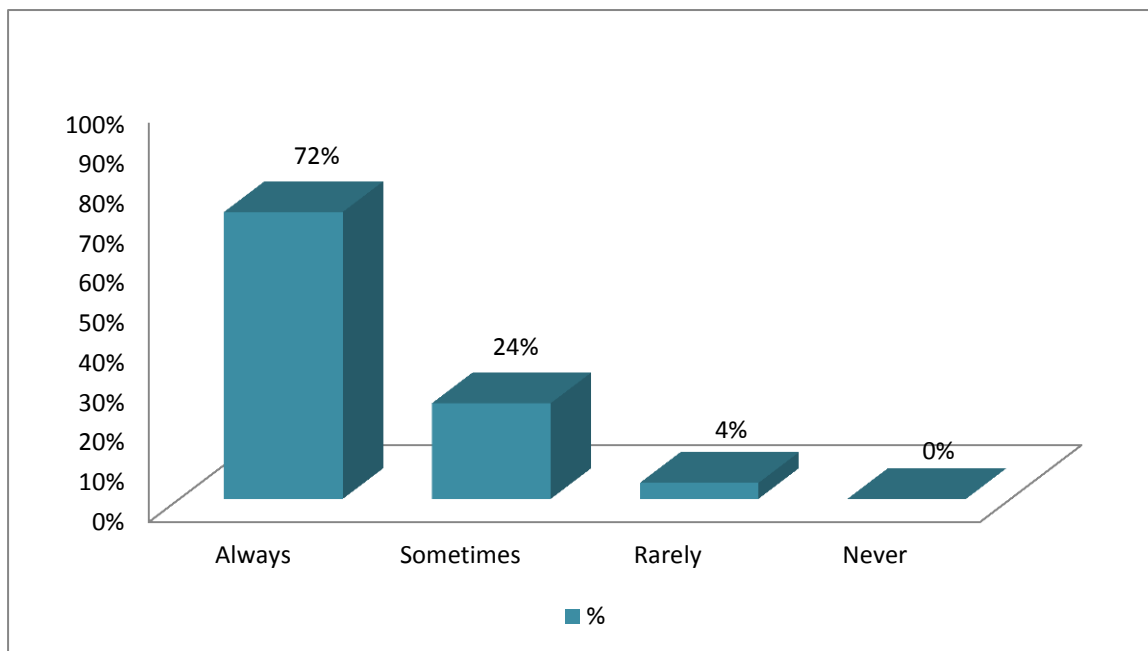
As the above table reveals, on one hand a noticeable percentage (68%) respondents who perceive that their teacher of oral expression uses an auditory learning style in classroom. On the other, an equal percentage of (16%) outcomes those who have chosen that their teacher uses either visual or read/write learning style. Thus, the majority of respondents' answers agreed that there is a preference for auditory learning style among teachers as perceived by their students.

Item 13. The Frequency of Teachers' Use of Auditory Materials in Classroom

Through this question we aimed to check the frequency of using the auditory materials by the teacher in the classroom (always, sometimes, rarely, and never).

Table 3.14: The Frequency of Teachers' Use of Auditory Materials in Classroom

Option	Number	%
Always	18	72
Sometimes	6	24
Rarely	1	4
Never	0	0
Total	25	100



Graph 3.13: The Frequency of Teachers' Use of Auditory Materials in Classroom

As it is clearly shown on the above table, the majority of teachers use auditory materials in their classroom on a regular basis. Specifically, (72%) of respondents selected “always”, indicating that their teachers use auditory materials every time they

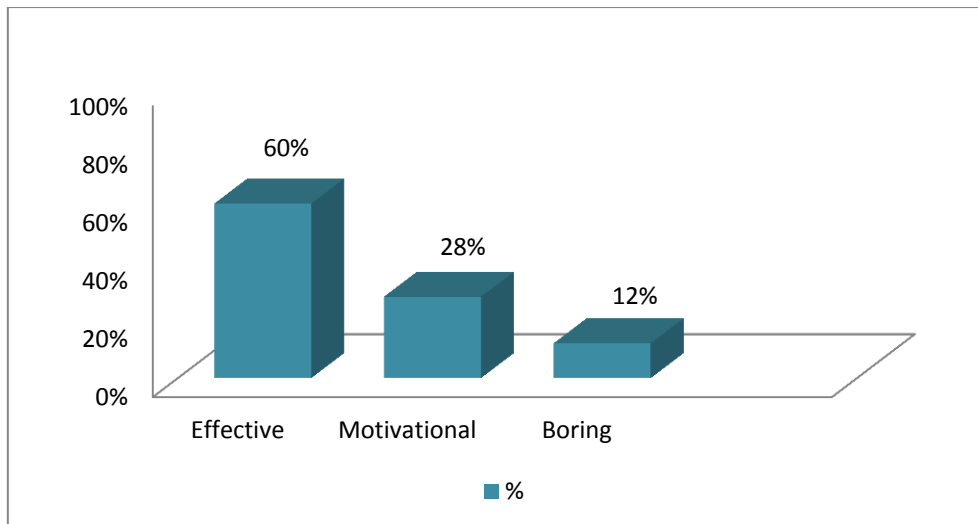
teach. On the other hand, only (4%) of respondents stated that their teacher rarely used auditory materials in the classroom. This implies that the inclusion of auditory materials is a common practice in most classrooms. Additionally, (24%) of respondents indicated that their teacher uses auditory materials sometimes. This implies that the use of auditory materials is variable, and teachers might choose to incorporate them depending on their teaching style, the subject matter, or the learning need of their students. It is noteworthy that none of the respondents selected “never” as an option, indicating that all the teachers of first year English at Biskra University utilize the auditory materials in some form or another. Thus, auditory materials have become an essential component of teaching and learning in EFL classrooms.

Item 14. Respondents’ Attitude towards the Use of Auditory Materials

This item designed for the sake of discovering EFL students’ attitude towards the use of auditory materials (effective, motivational, or boring). Then we asked them to justify their answers.

Table 3.15: Respondents’ Attitude towards the Use of Auditory Materials

Option	Number	%
Effective	15	60
Motivational	7	28
Boring	3	12
Total	25	100



Graph 3.14: Respondents’ Attitude towards the Use of Auditory Materials

The data above reveal that the majority of respondents (60%) hold a positive attitude towards the use of the auditory materials, describing them as effective. This confirmed that they believe that auditory materials are useful for learning, understanding, and retaining information. Moreover, a significant minority (28%) of respondents perceive auditory materials as motivational, which indicates that they find them stimulating, enjoyable, or inspiring. Those respondents insured that they value the entertainment or emotional aspects of auditory materials, as well as their educational features. Yet, only (12%) of respondents view auditory materials as boring, which implies that they consider them dull, uninteresting, or tedious. This could reflect their personal preferences, learning style, or previous experiences with auditory materials that did not meet their expectations. Accordingly, the majority of respondents asserted that the use of auditory materials can provide a more positive and engaging learning experience and, therefore; improve the speaking skill.

Respondents' Justifications of their Answers

To gather more data about EFL students' attitude towards the use of the auditory materials, we asked our respondents to justify their answers. Initially, those who answered with "effective" and "motivational" have provided interesting justifications that proved the importance of the use of the auditory materials in classroom. We can summarize these justifications in five reasons.

The first reason suggests that auditory materials enhance the quality of the input, which can be beneficial for learners who need exposure to authentic, meaningful, and comprehensible input in order to develop their receptive skills and awareness. The second reason implies that auditory materials create a new area and spirit in the classroom. It can be motivating, entertaining, and engaging for EFL learners who enjoy multimedia and interactive learning environments. The third reason suggests that these materials make the student attentive, which can be important for maintaining focus, interest, and participation in the lesson. The fourth reason proposes auditory materials make the EFL learner familiar with the target language (English), which can be useful for developing the phonological, lexical, and syntactic features of the target language (English). The last reason assured that auditory materials can help them learn pronouncing the words correctly. This can be beneficial for developing the phonetic and phonemic awareness of the English language.

Eventually, respondents who pointed that the use of auditory materials is boring have mentioned some reasons which make them disagree with the effectiveness of the auditory materials. The first reason identified was the lack of interest in the content, which means these learners often find the materials presented to them too irrelevant or

unreliable to their lives to maintain their focus. The second reason is that these respondents complained about the teachers' teaching style. They referred to a monotonous delivery or overreliance on auditory materials that caused boredom in the classroom. The third and last one identified the duration of the use of auditory material in which is often too long; it makes learners feel bored, learning less enjoyable, and lose their attention.

On the other hand, the majority of respondents proved the vital role of the auditory materials in developing their English language learning; because they enhance EFL learners' speaking skills and help them retain information for a long time compared to other ways of learning.

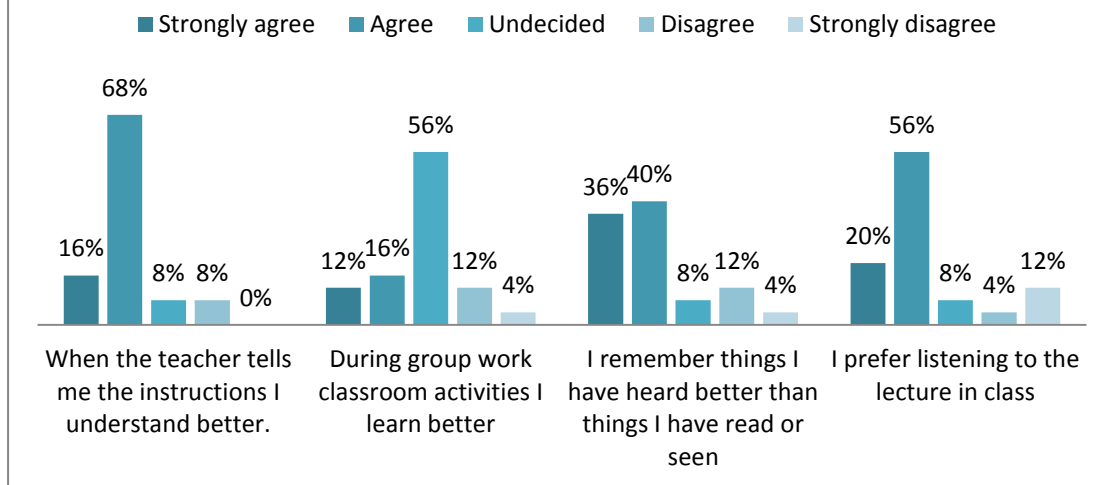
Item 15. Respondents' Agreement or Disagreement with Statements

Through this question we aimed to check the EFL learners view about if they agree or disagree with some auditory materials that are used in classroom. Precisely, when the teacher tells me the instructions I understand better, during group work classroom activities I learn better, I remember things I have heard better than things I have read or seen, I prefer listening to the lecture in class.

Table 3.16: Respondents' Agreement or Disagreement with Statements

Option	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
When the teacher tells me the instructions I understand better.	4	16%	17	68%	2	8%	2	8%	0	0%	25	100%
During group work classroom activities I learn better	3	12%	4	16%	14	56%	3	12%	1	4%	25	100%
I remember things I have heard better than things I have read or seen	9	36%	10	40%	2	8%	3	12%	1	4%	25	100%
I prefer listening to the lecture in class	5	20%	14	56%	2	8%	1	4%	3	12%	25	100%

Histogram 3.1: Respondents' Agreement or Disagreement with Statements



To simplify what is illustrated on the above table, a considerable percentage (84%) of respondents have a positive perception towards the effectiveness of the teachers instructions. Specifically, (16%) strongly agree and (68%) agree that they understand better when the teacher provides instructions. Only a small portion of students (8%) are undecided or disagree with this statement, while none strongly disagree. Thus, clear and concise instructions from the teacher have a significant impact on learners' ability to comprehend and follow instructions.

In the same path, when respondents were asked about their learning during group work activities in the classroom. Out of the total participants, (12%) strongly agree that they learn better during group work, while (16%) agree, indicating that approximately one-fourth of the participants find group work beneficial. The largest portion of respondents (56%), remain undecided about whether they learn better during group work or not. This could suggest that group work needs to be better structured or sparked an interest in students to become more engaged in these activities. Disagreement is expressed by (12%) of the respondents while only (4%)

strongly disagree, meaning that a small percentage of the participants found group work to be unhelpful in their learning process. Generally, the data implies that group work has its benefits for some students, but it may need to be improved in a way that encourages engagement.

In addition, when we asked respondents about their attitudes towards remembering information better based on listening the majority of them , 76% (36% strongly agree and 40% agree), indicated that they remember things they have heard better than things they have read or seen. That is audio inputs are a more effective means for these learners to absorb and recall information. Additionally, the undecided responses are only (8%). The disagreement responses make up a minor proportion of the total respondents, with (12%) disagreeing and (4%) strongly disagreeing that they retain better information through listening, which means that may have proclivities towards visual or reading aids when learning. So, we can say that there is a significant preference for oral or auditory input as materials of better remembering information.

Similarly, a majority of respondents (76%) agree or strongly agree (20%) that they prefer listening to the lecture in class. This indicates that the classroom setting is still an important aspect of education for most learners. However, a significant minority (16%) either disagree or undecided, which highlights the need for alternative methods of instruction to cater to different learners.

To sum up, we can observe that the percentages were nearly similar but there were a slight difference in “undecided”. We can deduce that EFL learners learn better when listening which means that they can improve their speaking skills through this way. Hence teaching-learning the speaking skill in EFL classroom using auditory

materials and strategies is highly recommended and should be based on what makes students creative and productive.

3.7.6. Discussion and Interpretation of the Findings

The analysis of students' findings provides different information and valuable responses that supported our hypothesis. Initially, from students' responses we deduced that learning EFL at university is somehow easy; precisely in first year. However; it is difficult for some learners due to the challenges they face. To mention some, the charged timetables are considered to be the obstacle which enables students to make balance between studying in classroom and revising at home. Also, the resemblance of the subjects' content makes them difficult to be understood, and the complexity of the whole LMD system that requires much efforts and research.

In the same vein, the respondents urged teachers and syllabus designers to change the way of designing lectures, tasks, and evaluations. The reason is that most of students complained about what makes learning depends only on some specific learning styles. This latter, leads to students' impassivity because they just copy and paste the received information. It limits their thinking, creativity, productivity, and the opportunity to practice or to express their thoughts towards given information. However; the majority of respondents have assured that the speaking skill is one of the most important skills in the learning of English.

In the same path, students' responses highlighted that auditory learning is highly required for successful EFL learning because it improves the learners speaking skills. Therefore, they claimed that they need to develop those skills by practicing them inside the classroom due to the fact that practicing treats their minds, gives them the opportunity to learn autonomously and pronounce the words correctly. They also

mentioned that the more they practice what they have learned, the more their speaking skill will be developed.

Consequently, learning EFL at the University of Biskra needs some modifications starting with the system to the way of assigning students, which demotivates them in learning and prevents them from being active. Also, teachers and syllabus designers should base the lectures and examinations on what makes students practice and express their thoughts. In order to develop their students' speaking skill, teachers should raise their students' awareness about its vital role in the learning process. In relation to what we have suggested as strategies to develop the EFL learners' speaking skill, students provided some strategies such as reading and listening to native speakers, doing plays, talking with friends, public speaking, and listening to songs and podcast.

3.8. The Interview

The second tool that the researcher used for her study was a semi-structured interview which was administrated to EFL teachers of oral expression course at the University of Biskra. It aimed to obtain EFL teachers' feedback and attitudes towards the use of auditory learning style as a teaching strategy to develop EFL learners' speaking skill.

3.8.1. Description of the Interview

The study interview is designed to collect data from EFL teachers of oral expression at Biskra University. It is a semi-structured interview which consists of ten (10) questions (open-ended and close-ended questions) to maintain the researcher's theme boundaries, and encourage teachers to give much more details about the issue.

The designed interview aimed to check whether auditory learning style is crucial in EFL teaching-learning. It is intended to shed the light on what does auditory learning mean to them and how do they use it to enhance their learners' speaking skill. In addition, our intention was to gather teachers' opinions about the use of the auditory learning style as a teaching strategy to improve EFL learners' speaking skill. Besides, the purpose of the interview was to check if teachers think that this learning style and speaking skill are interrelated and what kind of relationship exists between them. Finally, we gave them the opportunity to mention the most effective auditory materials and strategies.

3.8.2. Aim of the Interview

The under-investigated study interview was designed for EFL teachers at the University of Biskra. It was used to collect data in relation to their opinions and attitudes towards the role of the auditory learning style as an engaged teaching strategy to improve EFL learners' speaking skill.

3.8.3. Administration

Concerning the administration phase, the interview was a semi-structured and was administrated to teachers of the division of English at Mohamed Kheider University of Biskra. In anticipation, the researcher printed some copies for teachers who may not have time to do face to face interview. In fact, the interview was administrated to five (n=5) teachers; it was face to face and recorded.

Additionally, the interview took a month from April 10th, 2023 to May 11th, 2023, for many reasons such as: teachers were not available, some of them gave rendezvous, and others do not like to do interview. Furthermore, the interviews lasted

between 8 to 15 minutes and all teachers gave beneficial answers and rich information.

3.8.4. Analysis and Interpretation of Teachers' Interview

As a tool to collect data from teachers, this interview was designed to gather information opinions, thoughts from teachers that would be analyzed, interpreted, then used to reinforce our study.

Item 01. Teachers' Awareness of the Auditory Learning Style

In this item, we wanted to have an idea about whether the teachers are familiar with the auditory learning style as a teaching strategy to improve EFL learners speaking skills or not.

Table 3.17: Teachers' Awareness of the Auditory Learning Style

Option	Number	%
Yes	5	100
No	0	0
Total	5	100

Teachers' responses indicate that all teachers (n=5) are familiar with the auditory learning style as a teaching strategy to improve EFL learners' speaking skill. This indicates that these teachers have knowledge and understanding of various teaching strategies that can be used effectively to improve the EFL learning process.

Item 02. The Effectiveness of Auditory Learning Style in Enhancing EFL Learners' Speaking Skills

This item was for checking teachers' thoughts about the effectiveness of the auditory learning style to enhance the speaking skills of EFL learners.

Teacher 01: It is effective because it enables EFL learners to use the target language communicatively and to discover new vocabulary and cultural information.

Teacher 02: It is essential because most of the teaching of the English language is done through speaking.

Teacher 03: The ALS is essential because learning the language relies on speaking which is the most crucial skill.

Teacher 04: It is effective because it allows EFL learners to become familiar with the language through getting more vocabulary in different contexts.

Teacher 05: It is effective because the ALS helps EFL students by facilitating the spelling of the new lexis they learn in the target language.

All teachers claimed that the auditory learning style is effective and essential in enhancing EFL learners' speaking skill. But from their answers we infer that the ALS improve the learners' speaking skill in different contexts and facilitate the process of spelling new lexis of the target language. A teacher added some information about the effectiveness of this learning style because it enables the learners to use the target language communicatively. From the teachers' responses, we deduce that the auditory learning style has an effective and essential role in enhancing the EFL learners' speaking skill.

Item 03. The Implementation of Auditory Learning Strategies in EFL Lessons

Through this item we intended to know the way in which EFL teachers incorporate the auditory learning strategies into their EFL lessons.

Teacher 01: They can be used through dialogue memorization, expansion drills, chain substitution and transformation drills.

Teacher 02: They can be used through monologues and songs.

Teacher 03: They can be used through audio recordings and conversations

Teacher 04: They can be used through podcasts.

Teacher 05: They can be used through audio books and role plays.

According to teachers' responses, there are various strategies used by EFL teachers to incorporate auditory learning in their lessons. These strategies include dialogue memorization, expansion drills, chain substitution, transformation drills, audio recordings, conversations, monologues, songs, podcasts, audio books and role plays. It is clear from these responses that a variety of strategies are used to help EFL learners learn through auditory materials.

Item 04. The Best Auditory Learning Strategies that Improve the EFL Learners' Speaking Skill

To know the most effective auditory learning strategies that improve the speaking skills of EFL learners, we asked this question in order to collect teachers' opinions.

Teacher 01: The use of teacher's aural feedback, evaluation of students' distinction of words and supplying appropriate words forms and meaning through auditory activities.

Teacher 02: The use of podcasts, group work and oral presentations

Teacher 03: The use of aural activities such as singing and play roles.

Teacher 04: There are different auditory learning strategies that each one can be more effective in a specific context.

Teacher 05: The practice of dialogues and discussions.

Through the above responses we observe that teachers explored different approaches to utilize auditory feedback and activities to enhance students' speaking and learning. Teacher one highlighted the value of aural feedback and supplying appropriate word forms and meanings, while teacher two emphasized the use of podcasts, group work and oral presentations. In contrast, teacher three promoted the use of more creative aural activities such as singing and play roles, while teacher five stressed the importance of practice through dialogues and discussions with an emphasis on pronunciation. Interestingly, teacher four argued that the effectiveness of auditory learning strategies depends on the specific context in which they are used. Thus, the teachers' responses assured that successful auditory learning strategies involve a combination of traditional strategies such as oral feedback and modern strategies like using podcasts, as well as creative activities such as singing and role-playing.

Item 05. Teachers' Evaluation of Auditory Learning Strategies

Through this question, we aimed to have an idea about teachers' view of the auditory learning strategies; in other words, to see whether the auditory learning strategies engage EFL students' at University of Biskra more effectively than other teaching strategies.

Table 3.18: Teachers' Evaluation of Auditory Learning Strategies

Option	Number	%
Yes	5	100
No	0	0
Total	5	100

Based on the data collected from this item, (100%) with a number of 5 EFL teachers found that auditory learning strategies engage EFL learners more effectively than other teaching strategies in the most of times. Thus, the teachers approved that incorporating auditory strategies in the classroom is a valuable tool to enhance the learning experience of EFL learners.

Item 06. The Frequency of Auditory Material Used in EFL lessons

From this item, we aimed to collect the appropriate frequency of auditory material that is used by the EFL teachers in their lessons.

Teacher 01: It depends on the objectives of the lesson and a distribution of time allocation 25% for each strategy would be more effective.

Teacher 02: It depends on the learners learning style.

Teacher 03: The auditory learning strategies always take a large part in the presentation of the lesson.

Teacher 04: It depends on the learners' level.

Teacher 05: There is no cited time because it depends on the lesson's objectives.

From what the interviewed teachers demonstrated above, they mostly asserted that determining the appropriate frequency of auditory material in EFL lessons depends on various factors. These factors include the objectives of the lesson, time allocation for different strategies, learners' learning style and level. While some teachers prioritized auditory learning strategies, others considered it as part of a mix of different strategies. One teacher did not specifically cite any time for auditory material, emphasizing that it is dependent on the lesson objectives. Thereupon, as an outcome, the teachers' responses showed that a personalized approach is necessary when determining the appropriate frequency of auditory material to use in EFL lessons.

Item 07. Challenges Faced in Implementing Auditory Learning Strategies in EFL Lessons

The purpose of this item is to check whether teachers face challenges in implementing auditory learning strategies in EFL lessons or not.

Table 3.19: Challenges Faced in Implementing Auditory Learning Strategies in EFL Lessons

Option	Number	%
Yes	4	80
No	1	20
Total	5	100

It is clearly observed that the majority of teachers confirmed that they have experienced challenges in implementing auditory learning strategies in their EFL lessons with, (80%) answering “yes”. Thus, there are some obstacles that teachers face when attempting to incorporate auditory learning into their teaching plans, such as crowded classes, lack of material, shortage of time and passive learners.

Item 08. Teachers’ Assessment of the Effectiveness of Auditory Learning Strategies in Improving EFL Learners Speaking Skill

We aimed to check to what extent can auditory learning strategies be effective in teaching EFL lessons.

Teacher 01: It can be by evaluating learners’ understanding of specific notions; structures of words and functions of acts of communication.

Teacher 02: It is very important to adopt this style in EFL classes, but the focus would be in varying the strategies to meet all learners’ needs.

Teacher 03: It can be through students’ performances such as role play, songs, dialogues, etc.

Teacher 04: It can be through dealing with a particular topic then redo it more broadly or more specifically.

Teacher 05: It can be through repetition activities.

As it is illustrated above, all teachers agreed that auditory learning strategies can be effective in improving EFL learners' speaking skills. Teacher 01 emphasized the importance of evaluating learners' understanding of specific notions, word structures, and language functions. Teacher 02 believed that varying strategies is the key to meeting the needs of all learners. Teacher 03 suggested that student performances, such as role play, songs, and dialogues, can be used to assess effectiveness. Teacher 04 suggested broadening or narrowing the focus of certain topics to assess improvement. Teacher 05 proposed repetition activities as a way to test effectiveness. Consequently, it is clear that these teachers have thought carefully about how to evaluate the effectiveness of auditory learning strategies and have come up with a range of approaches that take into account various aspects of language learning.

Item 09. Exploring The Effectiveness of Auditory Learning Strategies in Decreasing EFL Learners' Fear of Speaking in Public

This designed item sought to know whether utilizing auditory learning strategies can help EFL learners overcome their fear of speaking in front of others.

Table 3.20: Exploring The Effectiveness of Auditory Learning Strategies in Decreasing EFL Learners' Fear of Speaking in Public

Option	Number	%
Yes	5	100
No	0	0
Total	5	100

The total number of the interviewees agreed that utilizing auditory learning strategies can help EFL learners overcome their fear of speaking in front of others. This indicates that auditory learning strategies can be an effective approach for EFL learners who struggle to express themselves in front of an audience.

Item 10. The Most Important Auditory Learning Strategies

From this item, we opened a door for teachers to provide us with strategies that can be effective in developing students' speaking skills.

Teacher 01: Many activities can be developed such as; conversation practice, filling the gaps exercises, listening comprehension activities; increase motivation.

Teacher 02: They motivate learners, make them self-confident, improve their oral skills, and help the teachers in presenting the course.

Teacher 03: They help learners to overcome shyness, be able to speak up, to develop their courage and self-confidence.

Teacher 04: They help learners to become familiar with the language.

Teacher 05: They help the EFL learners to have fast and better learning experience.

The data collected from the teachers' interviews show that incorporating auditory learning strategies into EFL lessons has various benefits. The most commonly cited benefits include an increase in motivation, improvement in oral skills, development of self-confidence, and better familiarization with the language. In terms of specific auditory learning activities, the teachers noted that conversation practice, filling the gaps exercises, and listening comprehension activities are effective. These activities help not only EFL learners practicing their speaking skills but also gaining a better understanding of the language. Another benefit mentioned by the teachers is the ability of the auditory learning strategies to help students overcome shyness and develop courage to speak up in class. This is especially important for EFL learners with lack of confidence. Overall, the teachers assured that the auditory learning strategies are essential in EFL lessons to ensure that EFL students have a fast and effective learning experience.

4. Summary of the Results

The main aim of this study is to investigate the role of auditory learning style as a teaching/learning strategy to improve EFL students' speaking skills. Thus, the researcher employed a couple of tools to gather information that feed the study which are: an interview administrated to EFL teachers and a questionnaire administrated to first year (LMD) EFL students. In addition, through this study we aimed to enhance EFL students' speaking skill through the suggesting of some effective auditory learning strategies and materials. Besides, the study attempted to analyze the importance of auditory learning style, its position, and its role in teaching-learning EFL from EFL teachers and students perspectives. Moreover, it provided additional strategies suggested by teachers that can develop students' speaking skills.

On one hand, the interview findings showed that teachers insisted on the great impact of auditory learning style on the EFL teaching-learning operation. Also, they gave priority to this learning style and they described it as one of the pillars for successful EFL learning. Additionally, they indicated that EFL students have an average level of speaking skill due to the students' impassivity and lack of practice. Therefore, they showed the awareness of the role of auditory learning style and they pointed that students need to develop their speaking skill for better mastery of the FL.

In the same vein, the conducted interview showed that auditory learning strategies are one of the most effective techniques that should be adopted; precisely to develop EFL students speaking skills because it allows them to practice more. Due to the teachers' positive attitudes towards the role of auditory learning style as a teaching/learning strategy to develop EFL learners' speaking skill, the interview results proved that adopting this learning style is worth the implementation in the oral expression course. Moreover, the results indicated that auditory learning strategies enhance the students' speaking skill. This latter can be considered to be a positive point for the validity of our hypothesis.

On the other hand, students' questionnaire results corresponded to the teachers' interview results in some points. In addition, students revealed their approval of the lectures and examinations that are based on auditory learning style. This gives them the opportunity to express their thoughts as well as to train their minds. Moreover, they pointed out that ALS effects are not limited to developing speaking skill; they equally give students the chance to practice, enhance their academic level, and raise their familiarity with the target language.

In summary, both sides feedback was beneficial, effective, and positive which contribute the validity of research hypothesis. More importantly, it showed that the suggested strategies can be usefully adopted for both teachers and students. Thus, ALS helps students learn by themselves, engage in the classroom, and enhance their speaking skill. Furthermore, the outcomes highlighted the awareness of auditory learning style role in the success of the EFL teaching-learning process.

Conclusion

This chapter was devoted to the field work of the study that consisted of two parts. The first part focused on the theoretical background of the research methodology of the study, namely: research approach, research design, population, sampling, and data collection methods. The second part aimed to check whether the use of auditory learning style improve the EFL learners' speaking skill from EFL teachers and students' perspectives. In addition, it dealt with detailed data analysis, interpretation, discussion of findings, and the synthesis of the results.

Limitations of the Study

In conducting any research, the researcher faces some obstacles that obstruct the research process progress. In our study, we have faced some difficulties. Initially, the lack of references about auditory learning style in particular represented the main obstacles that affected our research progress. Moreover, the unavailability of the teachers for the interviews also hampered the progress of the research data collection. Furthermore, due to students charged timetable, some students refused to answer the questionnaire. Besides, the students' feedback was limited because of their lack of experience.

General Conclusion

The present study aimed to shed light on improving EFL learners' speaking skills through the employment auditory learning strategies. Thus, this research attempted to answer all the research questions and to confirm the hypotheses validity. The study comprises three chapters, the two initial chapters were devoted to the theoretical part of the study; whereas, the third chapter analyzed the field work framework.

The first chapter was devoted to highlighting all the fundamentals of VARK learning styles. To be precise, it dealt VARK learning styles in terms of definition and history.

The second chapter consisted of two sections that dealt with auditory learning style and speaking skill. The initial section provided the essential elements of auditory learning style: its meaning, advantages, disadvantages, and its strategies in ELT. While the second section focused on the speaking skill: it presented its definition, importance, and the challenges that face students when speaking in the FL.

The third chapter analyzed/investigated the study framework. Initially, this chapter presented a literature review of the research methodology (research approach, research design, population and sampling, and data collection methods). Then, it shifted to the data analysis, interpretation, and discussion of the findings.

The nature of the research work required the use of a mixed-method. To collect the data, the researcher utilized an interview, which has been administrated to EFL teachers and a questionnaire, which has been submitted to EFL students.. The sample of the study included five teachers and twenty-five students of Mohamed Kheider University of Biskra.

Accordingly, the results of the interview and the questionnaire proved that teachers and students have positive attitudes towards the use of auditory learning style as a teaching/learning strategy to improve EFL students' speaking skills. Moreover, teachers recommended the adoption of these strategies to evaluate students from an early level of learning.

In sum, it can be deduced that using auditory learning style as a teaching/learning strategy is very effective. This strategy can be used to give students the opportunity to enhance their speaking skills, practice and express their thoughts. Nevertheless, adopting this strategy requires certain conditions such as a small number of students, availability of sources, and appropriate time allotment.

General Recommendations

Auditory learning style is regarded as one of the pillars of successful EFL teaching learning. It can be affected by many factors such as: students' fear of speaking and the lack of practice. Therefore, to minimize these obstacles and to raise EFL students' awareness about the role of auditory learning style, the researcher proposed a series of recommendations, which may help EFL students to become familiar with this learning style and to improve their speaking skill.

Suggestions for Teachers

- It is highly recommended to teach auditory learning style and spread its utilization by the students from early levels in view of its effective role in successful EFL learning.
- It is highly recommended for teachers to develop their students' speaking skills through auditory learning style.

- It is highly recommended to impose/oblige students to practice inside classroom through adopting effective strategies to reduce their impassivity.

Suggestions for Students

- Students should learn autonomously and engage in classroom activities.
- Students should learn about auditory learning style to be aware about its effectiveness; precisely, in EFL learning.

Suggestions for Syllabus Designers

- Due to the overcrowded classrooms, it is recommended to reduce the number of students in the classroom. This situation prevents students from practicing what they learn in the classroom, and limits teachers from providing effective feedback.
- Due to the students' charged timetables, it is recommended to reduce the number of sessions per day in order to devote more time for students' practice and revision.

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Appendices

Appendix 01

Students' Questionnaire

Dear Students

You are kindly requested to answer the following questionnaire, which is a tool to collect information for the accomplishment of my master dissertation, which is about "The Role of The Auditory Learning Style in Improving EFL Learners Speaking Skill". Your contribution will be of great help for the success of this research work. Please, tick the appropriate box (es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Section One: General Information

- 1- Would you specify your gender, please?
 - Female
 - Male
- 2- Would you specify your age, please?
 - 18-20
 - 20-25
 - More than 25
- 3- Was English your first choice ?
 - Yes
 - No
- 4- How do you consider your level in English ?
 - Very good

- Good
- Average
- Poor
- Very poor

5- How do you appreciate the English studies at university?

- Very easy
- Easy
- Difficult
- Very difficult

Justify your answer, please.

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Section Two: Speaking Skill

6- Which of the four language learning skills do you master the most?

- Writing
- Reading
- Speaking
- Listening

7- Speaking is a significant skill in the learning of the English language.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

8- How do you evaluate your speaking skill?

- Poor - I definitely need some improvements.
- Average - but I know I could improve.
- Good - I could improve with some more advanced tips.
- Excellent - I don't think I need further improvement.

9- Do you encounter any difficulties during speaking tasks?

- Yes
- No

If yes, which one of the following you encounter mostly?

- You do not know what to say.
- You know what to say but, you do not know how to say it.
- You know what to say and how but, you cannot say it.

Others, please specify.

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10- Do you adopt any strategies to overcome your speaking difficulties?

- Yes
- No

If yes, please mention them.

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11- What do you think about teaching speaking skill using auditory materials in EFL classroom?

- Positive
- Negative

Section Three: Auditory Learning Style

12- Which type of learning style does your teacher use in classroom?

- Auditory
- Visual
- Read/write
- Kinesthetic

13- How often does your teacher use the auditory strategies and materials in the classroom?

- Always
- Sometimes
- Rarely
- Never

14- What is your attitude towards the use of auditory materials?

- Effective
- Motivational
- Boring

Justify your answer, please.

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15- To what extent do you agree or disagree with the following statements?

Option	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
When the teacher tells me the instructions I understand better					
During group work classroom activities, I learn better.					
I remember things I have heard better than things I have read or seen.					
I prefer listening to the lecture in class.					

Thank you for your precious time, efforts and collaboration.

Appendix 02

Teachers' Interview

Dear teacher

I would be very grateful if you could answer these questions which aim at gathering information about the use of auditory learning style as an engaged teaching strategy to improve the EFL learners' speaking skill. your precious help is mostly appreciated.

1. Are you familiar with the auditory learning style as a teaching strategy to improve speaking skills of EFL learners?

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2. How do you think the auditory learning style can be effective in enhancing the speaking skills of EFL learners?

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3. How do you incorporate auditory learning strategies into your EFL lessons?

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4. In your experience, what are the most effective auditory learning strategies that would improve the speaking skills of EFL learners?

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5. Do you find that auditory learning strategies engage EFL learners more effectively than other teaching strategies?

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6. How do you determine the appropriate frequency of auditory material to use in your EFL lessons?

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7. Have you ever experienced any challenges in implementing auditory learning strategies in your EFL lessons?

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8. How do you assess the effectiveness of auditory learning strategies in improving your EFL learners speaking skill?

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9. Do you think that utilizing auditory learning strategies can help EFL learners overcome their fear of speaking in front of others?

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10. In your opinion, what are the most important benefits in incorporating auditory learning strategies into EFL lessons?

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Thank you for your precious time, efforts and collaboration.

المخلص

يحاول طلاب اللغات دائماً إتقان جميع مهارات تعلم اللغة ؛ لهذا، ادعى طلاب اللغة الانجليزية في جامعة بسكرة أنهم يواجهون بعض العقبات في جميع المهارات وخاصة مهارة التحدث. قد ينتج هذا عن افتقارهم إلى الممارسة والخبرة بالإضافة إلى افتقارهم إلى مهارات معينة مثل مهارات التحدث. الهدف من هذه الدراسة هو التحقيق في دور أسلوب التعلم السمعي كاستراتيجية تدريس/تعلم لتعزيز مهارات التحدث لدى طلاب اللغة الانجليزية. لذلك، افترضنا أنه كلما زاد معرفة طلاب اللغة الانجليزية بأسلوب التعلم هذا، زادت مهارات التحدث لديهم. لاختبار صحة فرضياتنا، يتم إجراء لجمع البيانات وتحليلها. تم جمع هؤلاء من خلال أداتين مختلفتين مقابلة مع خمسة (5) من أساتذة اللغة الانجليزية في جامعة بسكرة واستبيان يتم إدارته لخمسة وعشرين (25) من طلاب السنة الأولى تخصص لغة انجليزية من نفس الجامعة. نتيجة لذلك، أثبتت نتائج الدراسة أن كلاً من المعلمين والطلاب اتفقوا على أهمية أسلوب التعلم السمعي في تعلم اللغة الإنجليزية كلغة أجنبية والدور الفعال لاستراتيجيات التعلم السمعي لتعزيز مهارة الطلاب في التحدث. وبالتالي، أكدت نتائج الدراسة صحة فرضياتنا. في النهاية، يوصى بشدة للمعلمين بتغيير طرق التدريس وتقييم الطلاب واستنادهم إلى ما يجعل الطلاب أكثر إبداعاً وإنتاجية من خلال تبني تقنيات تركز على المتعلم مثل أسلوب التعلم السمعي من أجل تطوير طلابهم لأساليب التعلم والمهارات بما في ذلك (المهارات الشخصية والاجتماعية والأكاديمية والمعرفية).