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**Bridging Teaching Methods and Techniques to  
Learning Styles and Strategies**

**Case study of third year LMD students of English at Biskra University**

A dissertation submitted in partial fulfilment of the requirement for the Master degree  
in Sciences of Language

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## DEDICATION

*I dedicate this present work especially to:*

*My beloved parents who I am thankful for their everlasting love, prayers, and encouragements;*

*My supervisor Mr. Meddour Mostefa for his supervision, advise, kindness, patience, and encouragements;*

*My whole family members without exception;*

*All my friends wherever they are;*

*Every person who helped me in realizing this research work.*

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*I would like to express my sincere appreciation to my respectable supervision Mr. Mostefa Meddour for his great help and assistance;*

*Special thanks to my family who were and are still the source of our motivation to fulfill this work;*

*I am thankful to any person who contributed in this research.*

## ABSTRACT

The present work aims at looking for differences that exist among teachers and students in terms of their ways of teaching and learning and then finding out suitable strategies, techniques, and methods so as to respond to the learners' needs and preferences. It surveys different learners' learning styles and strategies, effective teaching methods and strategies, and then it states the ways of bridging a gap between the teachers' ways of teaching and the learners' preferable ways to be taught. The data gathering tool for this research are questionnaire and classroom observation which their chief purpose is to seek for both teachers' and their students' ways of teaching and learning as well. Questionnaire is administrated to teachers of English Department at Biskra University while classroom observation is made for both teachers and students of Third year level during the academic year: 2012/ 2013. The finding of both methods revealed that teachers are not the same concerning their ways of teaching as learners do. Therefore, the teachers' main role is trying to adapt strategies, methods, procedures, techniques, and materials; it means all the available means that allow them to respond to their learners' learning styles and strategies.

## LIST OF ABBREVIATIONS

**ALM:** Audio Lingual Method

**CALLA:** Cognitive Academic Language Learning Approach

**CLT:** Communicative Language Teaching

**ESL:** English as a Second Language

**JiTT:** Just-in-Time Teaching

**L2:** Second Language

**MI :** Multiple Intelligence

**NA:** Natural Approach.

**NLP:** Neuro Linguistic Programming

**SALT:** Suggestive – Accelerative learning and Teaching

**SSBI:** Styles and Strategies Based Instruction

**TEFL:** Teaching English as a Foreign Language

**TESL:** Teaching English as a Second Language

**TPR:** Total Physical Response

**TPRS:** Total Physical Response Storytelling

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**APPENDIX 01****Observation Check List for Ways of Teaching and Learning**

Observer:	Group:
Course:	Date:
Session:	Time:

Rating system:

- a. yes,    b. somehow,    c. no

<b>Section One: General Observation of the Classroom Management</b>	a	b	c
1. The physical setting is clean, organized, light, and comfortable so that learners can totally engaged in the classroom.			
2. The teacher moves around learners to explain and checks for comprehension.			
3. The teacher sets out objectives of the lesson.			
4. The interaction between t-ss and between ss-ss.			
<b>Section Two: General Observation of the Learners' Learning Styles and Strategies</b>			
1. Students prefer information written on the board.			
2. Students prefer information to be presented in pictures, charts, and diagrams.			
3. Students enjoy working alone.			
4. Students enjoy working with others.			
5. Students learn through silence and reflection.			

<p>6. Students learn through discussion.</p> <p>7. Students like participating in the class.</p> <p>8. Students prefer the teacher explain and they take notes.</p> <p>9. Students enjoy using dictionary to check for meaning of new word.</p> <p>10. Students prefer to guess the meaning of new word by using clues in the text.</p>			
<p><b>Section three: General Observation of the Teachers' Teaching Methods and Strategies</b></p>			
<p>1. Teachers relate the lesson with the previous one by asking students what they have previously learned.</p> <p>2. Teachers vary the lesson type (lecture, small group discussion, pair work, and individual work).</p> <p>3. Teachers use a range of presentation techniques (e.g. Charts, diagrams, pictures, graphic organizers) to accommodate all learning styles.</p> <p>4. Teachers lecture and write on the board.</p> <p>5. Teachers use the colored marking pens to clarify the main points on the board.</p> <p>6. Teachers provide paper-copy handouts in electronic form of the lesson content.</p>			
<p><b>Section Four: Bridging Teaching Methods to Learning Styles and Strategies</b></p>			
<p>1. Extravert and introvert learners work together with the help of the teacher by giving an opportunity to the introvert one to discuss and participate equally with extroverts.</p>			



<p>2. To teach both intuitive and sensory learners through offering them a variety of choices sometimes highly organised structure for sensory learners and sometimes enrichment activities for intuitive learners.</p> <p>3. Closure and open learners provide a good balance for each other in the L2 classroom and in fact the good teacher creates cooperative group that include both types and they can benefit from collaboration from each other.</p>			
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**APPENDIX 02****Questionnaire for Teachers**

The purpose of this questionnaire is to identify the differences that exist among the teachers of English in terms of teaching methods and strategies so as to adopt the most suitable to fit their students' learning styles and strategies.

**Please tick (√) in the suitable box or make full answers to express your view.**

**Section One: Personal Information**

1. Gender:

a. male     b. female

2. Age:

3. Qualification:

a. License; B. A     b. Magister; M. A     c. Doctorat; PH.D

4. How many years have you been teaching English?

.....

**Section Two: Differences exist Among Teachers' Teaching Methods and Strategies and Students' Learning Styles and Strategies**

1. What do teaching methods and strategies mean to you?

a. the way teacher himself see as the most suitable method regardless of his students' preferences

b. Methods and techniques that the teacher use to accomplish the course's goals and enhance student learning

2. Do you think that all students learn in the same way?

a. yes

b. no

3. If no, do you notice differences exist between learners in terms of their learning styles and strategies?

a. yes

b. no

justify.....  
.....

4. Do these differences affect the teaching procedures?

a. yes

b. no

justify.....  
.....

5. Why are learning styles and strategies important for second language teachers to understand?

Because.....  
.....

**Section Three: Teachers' Teaching Methods and Strategies**

1. When you teach do you take into consideration your students':

a. personality characteristics

b. background knowledge

c. learning styles and strategies

d. all these

e. none of these

2. Do you teach in the same way you have learned?

a. yes

b. no

Justify.....

.....

3. How often do you use diagrams, tables and charts to clarify verbal explanation?

a. always

b. sometimes

c. rarely

d. never

4. How often do you spend your time lecturing and writing on the board?

a. always

b. sometimes

c. rarely

d. never

5. Which lesson type do you often use?

a. lecture / T.D

b. small group discussion

c. pair work

d. individual work

e. all these

f. none of these

6. When you prepare your lesson do you rely on?

a. text-book material

b. adopted material

c. both of them

7. How often do you use learning strategy training to improve students' achievements?

a. always

b. sometimes

c. rarely

d. never

### Section three: Matching Teaching Methods to Learning Styles and Strategies

1. Do you adopt the way you teach to the way your students prefer to learn?

a. yes

b. no

c. it depends on the situation

justify.....

.....

2. Do you encourage your students' to vary their ways of learning?

a. yes

b. no

If yes, how do you do so?

.....

.....

.....

3. According to you, what is the kind of learner that can largely take profit from the current teaching method?

a. auditory learner

b. visual learner

c. kinesthetic learner

justify.....  
.....

4. What can be done to match learning styles and strategies with teacher's instructional methods?

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

Thank you for your cooperation

## **GENERAL INTRODUCTION**

Learning English as a foreign language is a complex process which differs according to context, place, time, and types of learners. It focuses on what is happening in the class when learning takes place. There are some factors that influence student's achievement in learning English. One of these factors is the lack of appropriate teaching strategies, methods and techniques used by teachers.

In the process of teaching and learning a second or a foreign language, differences are shown among teachers' and learners' styles of teaching and learning. These various ways of teaching and learning may raise real problems which encounter both teachers and students during the English course. Students with the same opportunity may show differences in the extent to which they learn English because they possess different personalities, abilities, attitudes, styles, and strategies of learning. Hence each learner has his/ her own private way of learning. For example, some learners learn through observing and storing, while others focus on thinking and acting, whereas others rely on taking information and analysing it.

Teachers also vary in the way they run the course. Most of them teach in the way they themselves see as the most suitable regardless of their learners' styles and needs. Some teachers rely on memory, others focus on understanding, while others emphasize on practice. Obviously, the role of teacher has a great impact on the learners' achievements.. Hence, there should be relevance between the teachers' way of teaching and the learners' style of learning since relevance is one of the most important factor that lead to motivation, because once learners feel that there is a connection with their needs, their motivation for learning English will increase. So, the first step in teacher's success is to know the learners' differences in terms of their ways of learning and then adapt the effective strategies, methods, techniques, and course books, it means, all the means that enable teachers to develop learners abilities in English as a second or a foreign language.



### **1. Statement of the Purpose**

The purpose of this academic research study is to identify the differences that exist among students and teachers in terms of ways of learning and teaching and thus to find out relevant ways to link teachers' methods to learners' styles and strategies.

### **2. Significance of the Study**

Knowing the differences exist among teachers' ways of teaching and their learners' ways of learning is a crucial element in the field of TEFL. Thus as an academic research, this work is done mainly for the purpose of trying to adapt suitable methods that help teachers catering for the different learners' needs and preferences while learning English language.

### **3. Research Hypotheses**

- If teachers adapt effective teaching methods and strategies, they will respond to the learners' various ways of learning;
- If teachers neglect students' learning styles, they will not improve their achievements in learning English language.

### **4. Research Questions**

We are in a position to ask the following questions:

- Why do students find problems in English lessons?
- why do some students learn successfully while others fail to do so?
- What are the main reasons that lead to mismatch between the learners' way of learning and the teachers' way of teaching?
- What can be done to match learners' learning styles and strategies with teacher's instructional methods?

## **5. Research Methodology**

### **5.1. The choice of the method.**

We find it appropriate to adapt the descriptive method to identify various ways of teaching and learning found in the classroom so as to find appropriate strategies of teaching fitting the way learners prefer to be taught.

### **5.2. Population.**

We have chosen as a case study the third year students of English department at Biskra University during the academic year (2012-2013) to be the population of our study with whom we attended eight groups for eight sessions during the classroom observation to see their preferable ways of learning and their teachers for whom questionnaire were distributed in order to express their views about their teaching' methods.

### **5.3. Sampling.**

The representative sample of this research study has been chosen randomly which consist of eight (08) classes of third year students of English department and ten (10) teachers.

### **5.4. Research tools.**

The tools used to gather data for this study are both classroom observation and teachers' questionnaire. The classroom observation used as a tool to see the ways teachers run their courses and the way learners prefer to study while the questionnaire is administrated to teachers so as to collect information concerning their different methods of teaching in order to look for the appropriate ways that help joining teachers' instructional methods with the learners' learning styles and strategies.

## **6. Limitation of the study**

Our research deals with one of the most important issues in foreign language teaching /learning process .Finding the instructional approaches that meet the needs of learners with a

variety of aptitude and learning styles has always been a recommended way to reach effective teaching English as a second or a foreign language. Our study is limited to the third year students at English Department and their teachers and it can't be generalized to the other branches.

## **7. Structure of Dissertation**

Our research study is divided into two parts: the theoretical part and the practical part. The former includes three chapters; the first chapter gives a general overview on learners' learning styles and strategies, the second chapter tackles effective teaching methods and strategies that enhance students' abilities to learn English. The third chapter is about ways of bridging teaching methods and techniques to learning styles and strategies in. The later part includes the classroom observation that targets to see how teachers teach and how their students prefer to be taught as well as the questionnaire which are administrated to teachers of English at Biskra University in the academic year 2012-2013.

## **Chapter One**

### **Students' Learning Styles and Strategies**

#### **Introduction**

Language learning styles and strategies are among the main factors that help to determine how students learn a second or a foreign language. They are key variables influence the students' ability to learn. The chapter is a general survey on different learning styles and learning strategies. First, it identifies learners' differences and defines the learning styles and learning strategies with mentioning types of each one. Then, it states the impact of learners' differences on teaching procedures as it handles characteristics of good language learners and characteristics of learning strategies.

#### **1.1. Learners' Differences**

Many researchers in the field of TEFL and TESL have noticed the problems rising from differences that exist among learners in terms of learning styles and strategies of learning. In this area, many researchers said that learners of L2 differ from each other in the way they are learning because of many factors.

According to Benson and Nuan (as cited in Chamot et al, 1996, p. 19) argued that diversity is perhaps apparent in classroom where learners come from varied backgrounds, however; even learners with similar backgrounds vary in terms of psychological predisposition and learning experiences that they bring to the classroom. Learners differ mainly in how quickly they learn an L2, in the type of proficiency they acquire, and the ultimate level of proficiency they reach. These differences can be explained by referring to psychological factors such as language aptitude, learning styles and personality type. Therefore, some students are better at learning languages than others since there're differences in the way individuals' brain work and each one respond differently to the same stimuli. Hence, it is good for the teacher to understand that there are different individuals in

his class so as to plan kinds of activities that will be appropriate for them and to balance their interests against what is good for a group and to be aware of a certain individual traits when putting students into pairs and groups. Therefore, teachers need to recognise which students need more personal attention than others and which need different kinds of explanation and practice of language. Because there are different styles of language students have. Some students better than others at discovery activities, others prefer a more directed approach to language study, whereas others may respond with enthusiasm to creative writing or speaking activities (Harmer.2001.p, 45)

It is considered a complex task for the teacher to cater for each preference all the time, but he may give opportunities during the language program for visualisation, for students to work on their own, for sharing and comparing and for physical movement, by keeping his/ her eyes on different individuals.

## **1.2. Definition of Learning Style**

Many researchers defined the term learning styles and each one has his own definition, we mention some of them in the following:

“Cognitive style, learning style, and conceptual style are related terms which refer to an individuals’ consistent approach to organising and processing information” (quoted by Tennant, 2003, P. 80). According to Molightbown (2006, p. 59), “learning style has been used to describe an individuals’ natural habitual and preferred way of absorbing, processing, and retaining new information and skills”. In the same view, it was defined by Hewitt (2008, p. 50), as the qualitative difference among individuals’ habits, preferences, or orientation towards learning and studying. Similarly, learning style According to Brown (2000, p. 04), are those general characteristics of intellectual functioning and personality type that differentiate individuals from each other. For example; a person may be more extraverted than

introverted or more closure oriented than open, or visual and auditory but with less kinaesthetic and tactile involvement.

From all these definitions, we deduce that learning style is a unique learning method expressed by a learner during the learning process. This signifies that learners of second language are not the same in terms of their way of learning and therefore each one possesses his own way in processing information.

### **1.3. Types of Learning Styles**

Ehrman and Oxford (1990, p. 311-326) cited four major styles dimension relevant to L2 learning which are: Sensory preferences, personality types, desired degree of generality, and biological differences with mentioning each type of them are:

#### **1.3.1. Sensory preferences.**

Sensory preferences defined by Ehrman and Oxford (1990, p. 312), as the physical, perceptual ways of learning with which learner is the most comfortable. They include four types of them are: visual, auditory, kinaesthetic (movement oriented), and tactile (touch oriented) learners.

- **Visual learners:** learn in the best way from what they see such as: pictures, films, diagrams, and charts. Those visual learners have some difficulty to process information which is presented verbally.
- **Auditory learners:** are comfortable without visual input as they understand best from the information which is spoken and written and thus they need to express verbally what they learn.
- **Kinaesthetic and tactile learners:** prefer active participation experiences such as: drama, role play, and moving around as they learn by experience and being involved physically in classroom experiences.

Reid (1987) demonstrated that ESL students differ in their sensory preferences. For instance, students from Asia especially Korean ones are highly visual. Whereas, Hispanic learners are auditory. While ESL students from a variety of cultures are tactile and kinaesthetic in their sensory preferences.

### **1.3.2. Personality type.**

It is called Psychological type which is another aspect of learning style which consist of four types are: extraverted vs. introverted, intuitive random vs. sensory sequential, thinking vs. feeling, and closure oriented/ judging vs. open perceiving.

- **Extravert learners:** gain their greatest energy from the external world and they want interaction with people as they have many friends.
- **Introvert learners:** derive their energy from the internal world as they are seeking solitude and tending to have just few friends.

Extravert and introvert learners can work together with the help of the teacher by giving an opportunity to the introvert one to discuss and participate equally with extroverts.

- **Intuitive learners:** tend to be abstract and imaginative and are bored by details and welcome complications and dislike repetition as they tend to be better equipped to accommodate new concepts and exceptions to rules. Besides, they are quick but careless as well.
- **Sensory learners:** like facts rather than theories and tend to solve problems, They hate surprises, complication as they hate being tested on materials which are not explained, and dislike lessons which have no clear connection with the real world while they are good at memorisation, practice . In addition to all that, they prefer guidance from their teacher and they are careful but slow as well.

To teach both intuitive and sensory learners through offering them a variety of choices sometimes highly organised structure for sensory learners and sometimes enrichment activities for intuitive learners.

- **Thinking learners:** are oriented to the stark truth, they want to be viewed as competent and do not tend to offer praise easily and Sometimes they seem detached.
- **Feeling learners:** value other people in very personal way as they show empathy through words. Though, they often wear their hearts on their sleeves as they want to be respected for their personal contribution.

Teacher of L2 can help thinking learners show their empathy to their feeling classmates and he can suggest that feeling learners can tone down their emotional expression while working with thinking learners.

- **Closure oriented /judging learners:** want to reach judgement or completion quickly and want clarity as soon as possible. In addition to that, they are serious and hard workers and they like to be given written information and enjoy specific task with deadlines as well.
- **Open / perceiving learners:** want to stay available for new perception and they take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed.

Closure and open learners provide a good balance for each other in the L2 classroom and in fact the good teacher create cooperative group that include both types and they can benefit from collaboration from each other.



### **1.3.3. Desired degree of generality.**

This dimension includes two types of learning style are: global and analytic learners.

- **Global learners:** like interactive communicative events in which they emphasize on the main idea and avoid analysis of grammatical details as they are comfortable even when they do not have all the information and they feel free to guess it from the context.
- **Analytic learners:** tend to concentrate on grammatical details enjoys looking up words in dictionary rather than trying to guess their meaning as they often avoid communicative activities because of their concern of precision.

Global and analytic learners have much to learn from each other.

### **1.3.4. Biological differences.**

Differences in second language learning style can also be related to biological factors such as: biorhythms, sustenance, and location.

- **Biorhythms:** refer to the time when students feel good and do their best to learn. Some L2 learners are morning people while others do not want to start learning until the afternoon and still others who are creatures in the evening.
- **Sustenance:** refers to the need for food or drink while learning .There are some learners who do not feel comfortable without a candy bar, a cup of coffee, or a soda in hand.
- **Location:** involves the nature of the environment, temperature, lighting, sound, and even the fairness of the chair to learn.

L2 students differ with regard to these environmental factors, though the biological aspects of second language learning style are often forgotten and good teacher can make accommodation and compromises when needed.

All in all, the knowledge of the different learning styles that exist in a classroom is very important for the teachers because it enables them to meet their learners' variation and to respond to their needs and interests, which makes instruction more effective and affective.

#### **1.4. Definition of Learning Strategies**

Many psychologists defined the term "learning strategies" as Wedden (quoted in Burden et al (1997) defined it as:

Various operations that learners use to make sense of their learning, they refer to specific actions which learner takes to respond to a particular problem, they can be taught and learned. Strategies can be cognitive or they can be more social in nature, and their effectiveness can be enhanced more and more by meta-cognitive awareness (p. 148).

Meaning that strategies are specific behaviours and thoughts that learners use in learning a second language and they can be developed by metacognitive strategies which monitor and evaluate their learning effectiveness. Similarly, Robin (1987) defined learning strategies as any set of operations, steps, plan, routines used by the learner to facilitate the obtaining, storage, retrieval and the use of information. It is what the learner do to learn and to do to regulate their learning (as cited in Hedge, 2000, p.77). In the same view, Oxford (1990) also defined it as specific methods or techniques used by individual learners to facilitate the comprehension, retention, retrieval, and application of information in the second or foreign language. The importance of language learning strategies is that they are steps that learners take to manage their learning and achieve desired goals.

From all these definitions, we deduce that learning strategies are procedures that facilitate learning tasks and also enable learners to become more independent, autonomous and lifelong learners.

Daneman (stated in Coyne et al, 2007, p. 31) noted that learners can absorb new information only in relation to what they already know. He made an analogy between the learners' situation and the individual who plays baseball. For example, an individual who

knows nothing about baseball would have trouble in understanding a “sacrifice bunt” .however, an individual who understands chess and the strategy of sacrificing a pawn to improve board position can gain an understanding of a sacrifice bunt as a strategy for improving the chances of scoring a run. The same thing with the learner of second language who engages in a strategy which can be thought as a reasonably efficient and intentional routine that leads to the acquisition and utilization of knowledge. Thus, it is possible that two people with the same advanced knowledge of chess but little knowledge of baseball might acquire knowledge about sacrifice bunt differently because of differences in how they use knowledge.

### **1.5. Types of Learning Strategies**

Robin (as cited in Hedge, 2000, p. 77) classified learning strategies into four types are:

#### **1.5.1. Cognitive strategies.**

They are mental processes which enable learners to deal with the information presented in tasks and materials by working on it in different way. There are many strategies which represent the cognitive strategy are:

- **Analogy:** is a strategy of deductive reasoning that is looking for rules in second language on the basis of existing knowledge about language.
- **Memorisation:** through visual and auditory memory. The former is shape of word as a visual form, whether printed or hand written is memorised. The later memorises the sound of the item reverberates somehow in the mind even though a tongue movement.
- **Repetition:** it means imitating a model, writing things down.
- **Inferencing:** meaning that making guesses about the form or guess the meaning of a new language item. For example, a learner can guess the meaning of drawer in this sentence: “he kept the paper safely in a locked drawer of the desk”. Several clues will help to guess the meaning of “drawer”; the adjective –noun relationship between

locked and drawer, and the knowledge about structure of desk will help learner to understand its meaning.

### **1.5.2. Meta-cognitive strategies.**

It is planning for learning; thinking about learning and how to make it effective .It is self monitoring during learning and evaluation of how successful learning has been after working on language in some way.

### **1.5.3. Communicative strategies.**

When learner use gestures, mime, synonyms, paraphrases, and cognate words from their first language to maintain conversation, despite the gaps in their knowledge of second language they are using communicative strategy, meaning that they practice the language.

### **1.5.4. Socio-affective strategies.**

They are those which provide learners with the opportunity to practice. For example, talk with native speaker, listening to the radio or watching TV programmes, or spending extra time in the language laboratory.

In addition to Robin's classification of learning strategies, others like O'Malley and Chamot (1990, p. 44), cognitive strategies operate directly on incoming information and manipulating it in ways that enhance learning. This may include such activities as grouping items to be learned in categories or using dictionary to find out the meaning of new word. They outlined a schema including "cognitive, metacognitive, and social/affective strategies" based on research conducted in the 1980s. According to them, cognitive strategies work with information in ways that enhance learning .While, metacognitive strategies are used to plan, monitor, and evaluate a learning task. Example of meta-cognitive strategies include arranging the conditions that help one learn, setting long and short term goals, and checking one's comprehension during listening and reading tasks . Whereas, social /affective strategies where learners interact with each other or use "affective control" to assist learning. For examples,

learners create situations to practice the target language with others, using self talk and cooperating or working with others to share information, obtain feedback, and complete a task. This last strategy, cooperation, gives them a convenient bridge to the next topic.

Oxford (1990, p.18) also produced a classification system for language learning strategies which comprises of: cognitive strategies, memory strategies, meta-cognitive strategies, compensation strategies, affective strategies, and social strategies. Cognitive strategies are the ways of processing information and structuring it, it means analyzing and summarizing it. While, memory strategies are remembering information via making connections between it such as: grouping and using key words. Whereas, metacognitive strategies are ways of managing the learning process and dealing with the task, e.g. planning, identifying and selecting resources. In addition to these strategies, compensation strategies are compensating for knowledge gaps, e.g. guessing, gesturing and affective strategies is identifying one's affective traits and knowing how to manage them, e.g. reducing anxiety, encouraging one's self. Finally the Social strategies which are learning from and/or with others, e.g. asking for cooperation and working with peers.

Oxford's learning strategies are regarded as the most comprehensive classification since she added other elements which give more explanation and clarification to learning strategies.

### **1.6. The Impact of Learners' Differences on the Way of Teaching**

When mismatch starts to appear between the teacher's method of teaching and learners' styles and strategies of learning, serious problems start appearing in the classroom like a state of uninterested for the learner and feeling discouraged about the course which leads to less score in the exams, then; the teacher starts to question about his method of teaching. Thus he deduces that there is a lack of harmony between his method of teaching and his students' learning style preferences. Therefore, he starts to think about the effective methods and strategies to respond to the students' language learning styles and strategies. In the light of this

explanation, Harmer (2001.P, 46) stated two theories in which he has tried to account for individual's variations and which teachers have attempted to use for the benefit of their learners and they are:

### **1.6.1. Neuro-Linguistic Programming (NLP).**

According to practitioners of (NLP), we use a number of primary representational systems to experience the world. These systems are described in the acronym 'VAKOG' which stands for *visual* (we look and see), *auditory* (we hear and listen), *kinaesthetic* (we feel extremely, internally or through movement), *Olfactory* (we smell things), and *Gustatory* (we taste things). While using all these systems to experience the world, people prefer primary system (Revell and Norman 1997 .p, 31).For example, some people are particularly stimulated by music when their preferred primary system is auditory, whereas others who have visual as their primary preferred system responds to images. Teeler (2000) suggested that kinaesthetic students behave differently when he is exposed to internet tasks as a language learning tools. Vacog formulation indicates that some students will gain most from things they hear it means oral presentation of language will be most appropriate for some individual group, while visual material and written texts may be more effective for other students (stated in Harmer, 2001, p. 31).

### **1.6.2. MI Theory.**

MI stands for "Multiple intelligence" which was introduced by Howard Gardener(stated in Harmer, 2001,p. 46) who defined it as a way by which learners demonstrates their intellectual abilities as he suggested that as human we do not possess a single intelligence, but a range of intelligences and he listed seven of these are:

- **Musical / Rhythmic learner:** who is able to produce and appreciate music. Such kind of learners thinks in sounds, rhythms, pitch, and melody.

- **Logical /mathematical learner:** who may respond to a complex grammar explanation, working with abstract patterns and he is able to use numbers effectively.
- **Verbal / linguistic learner:** who may memorize names of places, dates and he is able to use language effectively and creatively.
- **Visual / spacial learner:** he uses the mind`s eye, create mental images and sensitivity to shape, size, and color.
- **Body / Kinesthetic learner:** who uses body language, talk, and interact with space, sharing cooperative communication and he is able to solve problems.
- **Interpersonal learner:** *who has* a lot of friends, sharing a cooperative communication and he is able to understand another person`s moods, feeling, and intentions.
- **Intrapersonal learners:** who likes working alone and he is able to practice self-discipline.

In addition to these types, Gardner (1999) added another type to the list which is called “naturalistic intelligence” which is defined as “someone`s ability to recognize and classify patterns in natural world”. While everyone might possess these seven intelligences, they are not equally developed in any one individual. Some teachers feel that they need to create activities that draw all the seven types aiming not only to facilitate language acquisition among diverse learners, but also to help them realize their full potential with all seven. To do so, teachers need to think about the activities that are frequently used in the classroom and categorize them according to the intelligence type and teachers must be aware of which type of intelligence is suitable to a particular activity. Christison (1996) and Armstrong (1994) gave us an example of activities that fit each type of intelligence:

- **Logical/ mathematical:** puzzles and games, logical, sequential presentation, classification and categorization.
- **Visual / special:** charts, grids, videos, and drawing.

- **Verbal / linguistic:** note-taking, storytelling, and debates.
- **Body / kinesthetic:** hands-on activities, and field trips.
- **Musical / rhythmic:** singing, playing music, and jazz chants.
- **Interpersonal:** pair work, project work, and group problem-solving.
- **Intrapersonal:** self-evaluation, journal keeping, and option for homework.

To sum up, we can say that all individual are born with a particular intelligence which determine how their future language style would be like.

### **1.7. Characteristics of a Good Language Learner**

Naiman et al (1978, p. 42) took the tolerance of ambiguity as a feature of a good learning characteristics and a positive task orientation (being prepared to approach tasks in positive fashion). In addition, the ego involvement where success is important for a self- image (stated in harmer 2001). In addition to tolerance of ambiguity, Robin and Thompson (cited in Nuan, 1991, p. 171) added some features of a good language learner. They said that students who follow their own way without always having to be guided by the teacher, who are creative, who make intelligent guesses, who make their own opportunities for practice, who makes errors work for them not against them, and who use contextual clues. Similarly, Rubin and Stern (as cited in Brown, 2000, p. 123) described “good language learner” in terms of personal characteristics, styles, and strategies as the one who :

-Find his own way, taking charge of his learning.

-is creative, developing a “feel” for the language by experimenting with its grammar and words.

-making his own opportunity for practice in using the language inside and outside the classroom.

-use linguistic knowledge, including knowledge of his first language in learning a second language.



-learn to make intelligent guesses.

-learn certain tricks that help to keep conversation going.

-learn certain production strategies to fill in gaps in their own competence.

-learn different styles of speech and writing as he learns to vary his language according to the formality of the situation.

All in all, these characteristics are considered as effective features of a good language learner that help him to be successful and high achiever in learning a second language.

### **1.8. Characteristics of Learning Strategies**

When learners learn the target language they make efforts to learn a second language which are called “learning strategies” that reflect their own private way of learning and learners are free to follow one strategy or to combine many strategies in order to contact with his teacher and class members. Hence, good language learners use effective learning strategies that help them in developing their mental abilities as enable them to reach the desired level of proficiency. Felder and Soloman (1992) stated some advantages of learning strategies; we mention some of them in the following:

- Learning strategies contribute in promoting communicative competence in addition to grammatical, socio-linguistics, discourse and strategic competence.
- They make the learner self-directed when they control and manage their own learning.
- They are problem oriented; each strategy is used as a response to a particular problem.
- They are specific action and response taken by learner as a result of specific needs, for example to guess meaning of word. In contrast of learning styles, personality, or motivation are general aspects.
- They involve the cognitive, social and effective aspects of the learners.
- They support and promote learning both directly and indirectly.
- They are not always observable because they can be also invisible.

- They are conscious because strategy training helps learners to be aware of the appropriate strategy use at the right time and place. In other words it becomes to the learners automatic.
- They can be thought through strategy training.
- They are flexible, because the learner is free to choose the strategy he wants and he can combine many strategies.
- They are influenced by different factors such as : sex, age, learning style, motivation, and purpose for learning, task requirement and stages of learning.

Broadly speaking, high achievers reflect the appropriate use of high level of learning strategies whereas low achievers reflect the bad use of language learning strategies. On this basis, teachers should bear in mind this fact and try to find ways to help improve low achievers' language ability so that they can learn a second or a foreign language efficiently and they may adopt learning strategies like those of high achievers.

### **Conclusion**

The chapter has discussed the general overview on learners' learning styles and strategies in which second language learners are different. It presented learning differences and definition of learning styles and strategies with mentioning types of each one. Then, it stated the impact of learners' differences on teaching procedures as it handled characteristics of good language learners, characteristics of learning strategies. In a view of what has been said earlier in this chapter, it is clear that students are not the same because they possess different personalities, abilities, attitudes and most important is the different cognitive styles and strategies. Hence each individual has his/her own private way of learning and this appears obviously in the way they observe, process and retain new information about the language. In addition to the knowledge of learners' different learning styles and strategies would be a great help for the teacher to understand them better.

## Chapter Two

### Teachers' Effective Teaching Methods and Techniques

#### Introduction

A variety of teaching strategies, knowledge of student levels, and an implementation of which strategies are best for particular students can help teachers to know which teaching methods will be most effective for their class. This chapter is a general survey on effective teaching methods, strategies, and techniques that should be adopted by teachers to cater for the different learning styles and strategies found in the classroom. First of all, it defines some concepts related to the practice of second language teaching as it states the teaching models that have influenced the current teaching practice. Then, it tackles effective teaching strategies, the teacher's evaluation of the success or the failure of a new teaching technique, basic teaching styles, learning strategy training, cooperative learning, and finally materials used to respond to different learning styles and strategies.

#### 2.1. Definitions of Some Concepts Related to Language Teaching

Richards and Rodgers (cited in Haley and Austin, 2004, p. 33) stated that there is a clear difference between a philosophy of language teaching at the level of theory and principles and a set of procedures derived from them.

**a. Methodology:** is a system of principles, practices, and procedures applied to any specific branch of knowledge.

**b. Approach:** refers to theories about the nature of language and language learning that serves as a source of practices and principles in language teaching. It describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

**c. Method:** is the practical realization of an approach. It defines the types of activities, roles of teachers and learners, kinds of material which will be helpful, and some models of syllabus organization. Method includes various procedures and techniques as part of it.

**d. Procedure:** is an ordered sequence of techniques which can be described as: first you do this, than you do that....smaller than method and it is bigger than technique.

**e. Technique:** when teacher uses video material with no sound. Silent viewing is a signal activity and as such is technique rather than a whole procedure.

## **2.2. The Teaching Models that have influenced the Current Teaching Practice.**

Much current teaching practice is the result of a debate about how to describe the process of teaching and learning and what the best ways of doing it. There have been various teaching models which have a strong influence on the development of classroom tasks and activities and which teachers still use (cited in Haley and Austin, 2004, p. 35).

### **2.2.1. Traditional behaviorist methods.**

There have been three teaching models which have had strong influence on classroom practice and which still used in foreign language teaching are : grammar translation Method, the Direct Method, and the Audio-lingual Method (Ibid).

#### **2.2.1.1. *The Grammar Translation Method.***

It has been described by Haley and Austin (2004) as a “mental discipline” where the teacher seeks to strengthen students’ mind through the exploration of literary works and extensive grammatical analysis of the structure of the target language. Its main characteristics are:

- Teacher presents students with an outline of the grammatical structure or bilingual list of vocabulary.

- Students complete exercise to demonstrate comprehension of the rules and translation in some cases and memorizing bilingual words.
- The grammatical structure of student's native and the target language are compared and contrasted to learn how second language is constructed.
- Students work individually, primarily engaged in reading and writing tasks.

#### ***2.2.1.2 Direct Method.***

Direct method according to Haley and Austin (2004) is modeled after the way in which children acquire their first language by listening to it in large quantities. The following elements represent its main characteristics:

- Students may learn using classroom objects and miming the actions of the teacher and using pictures to draw the target cultures to present meaning without translating.
- Students are exposed to a simple discourse involving them in question and answer exchanges with the teacher as they are encouraged to paraphrase it to express them.
- Correct pronunciation is a key goal of instruction.
- Grammar rules are taught through inductive methods.

#### ***2.2.1.3. Audio Lingual Method (ALM).***

It is also named the Aural-Oral method. It is based on structural linguistics and behaviorist psychology and places heavy emphasis on spoken rather than written language, stressing habit formation as a mode of learning (Ibid). Its main characteristics are:

- This method adopts what is called a "natural order" to second language acquisition: listening, speaking, reading, and writing.
- ALM textbooks consist of three sections: the dialogue, pattern drills, and application activities.
- ALM focuses on stimulus-response pattern drills and memorization of dialogue.
- The target language should be taught without referring to the first language.

### **2.2.2. Rationalist and Mentalist Methods.**

Two main methods represent the Rationalist and Mentalist methods are: Cognitive Anti-Method and Cognitive-Code Method.

#### ***2.2.2.1. Cognitive Anti-Method.***

Ellis (1990; cited in Haley and Austin, 2004) describes the following major theoretical characteristics of the Cognitive Anti- Method are:

- Second language learning is controlled by the learner rather than by the teacher.
- Learners have an innate capacity to learn languages.
- One needs not to pay attention to form in order to acquire a language.
- Learners do not acquire linguistic features one by one but acquire language globally.
- Errors are inevitable and learners should discover and correct them.
- L1 interference will disappear with more exposure to the target language.

#### ***2.2.2.2. Cognitive-Code Method.***

A basic principle of cognitive methodology was that meaningful learning was essential to language acquisition and that conscious knowledge of grammar was critical. The following elements represent its main characteristics.

- The goal of cognitive teaching is to develop in students the same types of abilities that native speaker have.
- Text materials and the teacher must introduce students to situations that will promote the creative use of language.
- Students must be taught to understand the rule system rather than be required to memorize.
- Students should understand all the times what they are being asked to do.

### **2.2.3. Functional Approaches.**

There are a lot of functional teaching approaches that can be employed in the second/foreign language classroom which are the most popular and recent are : Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TRP), Total Physical Response Storytelling (TPRS), and The Natural Approach.

#### ***2.2.3.1. Cognitive Academic Language Learning Approach (CALLA).***

Haley and Austin (2004, p. 37) defined CALLA as an instructional model that was developed to meet the academic needs of students learning English as a second language in American school. It aims at providing assistance for ESL students and enables them to succeed in school. Its characteristics are:

- The CALLA model has three components and instructional objectives are: topic from the major content subjects, the development of academic language skills, and explicit instruction in learning strategies for both content and language acquisition.
- Teacher teaches learning strategies at the same time that they develop language and content knowledge.

#### ***2.2.3.2. Total Physical Response.***

Total Physical Response (TPR) developed by James Asher. It is based on the theory that second language acquisition is similar to a child's first language acquisition. According to Asher (1969; cited in Haley and Austin, 2004), "Total physical Response involves having students listen to a command in a foreign language and immediately respond with the appropriate physical action". In addition, in TPR the human brain has a biological program for acquiring any language including the sign language of the deaf. The general principles of TPR are:

- listening comprehension develops before speaking

- Understanding should be developed through movements of the students of the students' body.
- Language learners should not be forced to speak. They will eventually reach a readiness to speak.
- TPR is a listening –speaking approach.
- The teacher gives the command and the students perform the action by body movement (contiguity principle).
- Frequency principle: commands, grammatical structures, and vocabulary are repeatedly linked to their referent.
- Feedback principle: there is a cause and effect relationship between the uttered command and the action that follows.

#### ***2.2.3.3. Total Physical Response Storytelling.***

Following Haley and Austin (2004), Total Physical Response Storytelling (TPRS) was developed by Blaine Ray in the 1980s, uses storytelling to utilize and acquired vocabulary through stories that students can hear, see, act out, retell, revise, and rewrite. There is an intensive use of the target language with emphasis on communication. Its characteristics are:

- Using traditional TPRS techniques to learn basic vocabulary then the teacher uses that vocabulary to develop a mini-story.
- The teacher narrates the story using pictures, puppets, or student actors. As the narration develops, the teacher encourages students to fill in words or act out gestures as the teacher make mistakes and seek student's correction, asking short answer, and open-ended questions. Students retell the story to a partner. The teacher then encourages the students to develop a larger story from the mini-stories.



#### **2.2.3.4. *Natural Approach.***

The natural approach was proposed by Tracy Terrell and Steven Krashen in the late 1970s as a method of teaching second language that emphasizes the centrality of the acquisition process. Techniques in this approach focus on providing a context in the classroom for natural language acquisition to occur and establishing the best conditions possible for reducing the affective factors that may inhibit students' second language acquisition. The following elements represent its main characteristics:

- Beginning language instruction should focus on the attainment of communicative competence rather than on grammatical perfection.
- Instruction should aim to improve the students' developed grammar rather than building that grammar.
- Teachers should afford students the opportunity to acquire language rather than force them to learn it.
- Affective rather than cognitive factors are essential in language learning.

#### **2.2.4. *Humanistic Approaches.***

The Humanistic approaches involve four principle methods are: Community Language Learning, The Silent Way, Suggestopedia, and Rassias Method.

##### **2.2.4.1. *Community Language Learning.***

It is developed by Charles (1976; cited in Haley and Austin, 2004) who stressed on the role of the affective domain in promoting cognitive learning .The important element is that the human individual needs to be understood and aided in the process of fulfilling personal values and goals. The teacher's role is passive thus he or she provides the language necessary for students to express themselves freely. The main goal of this approach is to create the cooperative learning community .Usually the class is comprised of six to twelve learners seated in a close circle, teacher stand outside the circle, students begin conversation in L1 and

the teacher translates in the L2. Generally, These sentences are tape-recorded, the students and the teacher work together with these sentences and there is very little error correction. Therefore, these techniques are used to reduce anxiety in the group and to promote free expression of ideas and feeling.

#### ***2.2.4.2. The Silent Way.***

It was introduced by Gattegno (1976; cited in Haley and Austin, 2004), it stressed that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce target language as possible. Its characteristics are:

- No use of students' L1 and students begin to practice sounds.
- Learner discovers and creates rather than remembers and repeats what is to be learned.
- Learning is facilitated by accompanying physical objects.
- Learning is facilitated by problem solving involving materials to be learned.
- Learning tasks and activities encourage oral responses without any instruction from the teacher.

#### ***2.2.4.3. Suggestopedia.***

It is also known as Suggestive – Accelerative learning and Teaching (SALT) .It began in Bulgaria with Georgi Lozanov who is a psychologist and physician .He believes that relaxation techniques and concentration help learners retain a huge amounts of vocabulary and structures with the presentation of the originality of materials like: soft light, baroque music, cheerful room decoration, and comfortable seating).These relaxation allow students to be open to learning a second/ foreign language(Ibid).

#### **2.2.4.4. *Rassias Method.***

This method was developed by Dartmouth professor John A. Rassias in the late of 1960s after being asked to put together an eight- week immersion program for Peace Corps volunteers. Since that time the method has been enlarged and now it is used in over 80 languages over the world. Its characteristics are presented in the following:

- This method is often used to train business executives from international companies who are seeking for training in both language and culture.
- Its courses are usually short and intensive besides materials are animated and presented within a physical framework.
- It includes scheduling small groups to work through structured activities to assure that the materials presented are reinforced in real life.

It seems that methods which were presented in this chapter are different from each other in the level of use and some of them fit with English as a second language (ESL) content based interactive teaching while others do not. But, what is important in these methods is that they are set of procedures designed to guide teachers since their purpose is pedagogic in terms of training and the good teacher is the one who knows which one is appropriate and effective for classroom situation and satisfy both teacher and students pedagogical goals as well.

### **2.3. Differences between Traditional Teaching Methods and the Modern Approaches**

One of the major issues in second language learning is the debate on traditional teaching methods versus innovative teaching methods. Thomas and Collier (1999) defined traditional teaching methods as “classes that are more text-book driven and very teacher-controlled, where students have few opportunities to interact with each other” (as quoted in Haley and Austin, 2004, p. 21) and they consider the following finding:

-Direct observation reveals that teachers do most of the talking in classroom...when students respond; typically they provide only simple word or sentence. This pattern of teacher-student interaction does not only limit a student's opportunity to create and manipulate a language freely, but also limits the students' ability to engage in more complex learning.

-This model of instruction in which a teacher asks a question, the student responds, and the teacher evaluates the response is a very different instruction than more recent "dialogic approaches" developed in the last ten to fifteen years that focus on learning practices facilitated by instruction. According to Thomas and Collier (1999) said:

Current approaches focus on interactive, discovery, hands-on learning. Teachers in these classes often use cooperative learning, thematic interdisciplinary lessons, and literacy development across the curriculum, process writing, performance and portfolio assessment, microcomputers, critical thinking, learning strategies, and global perspectives infused into the curriculum (p. 22).

It seems that the traditional methods do not encourage students to be creative and does not provide them with opportunities to express their ideas and thoughts and students remain passive all the time. whereas, the modern approaches allow students to practice the second language in interactive classes and engage them in real communication by contacting and interacting with their teacher and classmates as it enables them to develop their mental abilities and make the second language easy to acquire.

#### **2.4. Effective Teaching Strategies**

Cubero's (2004) list of teaching strategies includes some of good ideas for structuring assignments and activities for students for actively engaging students and placing more responsibility on them for their own learning. In addition, the teaching strategies are applicable to courses at all levels.

#### **2.4.1. Making lectures more interactive.**

An interactive lecture is an easy way for instructors to intellectually engage and involve students as active participants in a lecture-based class of any size. Interactive lectures are classes in which the instructor breaks the lecture at least once per class to have students participate in an activity that lets them work directly with lecture in order to improve student learning.

#### **2.4.2. The jigsaw technique.**

Jigsaw is a cooperative learning strategy that enables each student of a group to specialize in one aspect of a topic; they create the complete jigsaw puzzle. The jigsaw technique can be a useful, well-structured for carrying out effective in-class group work. The class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture.

#### **2.4.3. The gallery walk.**

The gallery walk is a cooperative learning strategy in which the instructor devises several questions/problems and posts each question/problem at a different table or at a different place on the walls (that's why they called it gallery). Students form as many groups as there are questions, and each group moves from question to question (that's why they called it walk). After writing the group's response to the first question, the group rotates to the next position, adding to what is already there. The last question, it is the group's responsibility to summarize and report to the class.

#### **2.4.4. Effective discussion.**

Discussion is an excellent way to engage students in thinking and analyzing or in defending one side of an issue rather than listening to lecture. Students must also respond to one another rather than interacting intellectually only with the instructor who addresses discussion in small classes that meet one or more times a week, or in smaller classes that meet one or more times during the week as part of a course consisting of one or more large lectures each week. Discussions can take the form of recitation, dialogue, and guided or open exchanges. However, many of the suggestions should also be useful for shorter discussion sessions as part of a lecture class, since discussions are an effective way to get students to actively process what they learn in lecturer.

#### **2.4.5. Concept sketches.**

Concept sketches are sketches or diagrams that are annotated with short statements that describe the processes, concepts, and interrelationships shown in the sketch. Students generate their own concept sketches is considered a powerful way for them to process concepts and convey them to others. Concept sketches can be used as preparation for class, as an in-class activity, in the field or lab, or as an assessment tool.

### **2.5. The Teacher's Evaluation of the Success or Failure of a New Technique**

According to Harmer (1998, p. 22), all teachers, whether at the beginning of their careers or after some years of teaching need to adopt new activities and techniques to be used in the classroom and in order to check the reaction of students toward the new technique or evaluate if students enjoy them, learn anything from them, they may ask them simple questions like: Did you learn anything from them? Did you like that exercise? Did you find it useful? And see what they say and it may be better to ask them to write their answers down

and hand them in. In addition, there are another way of getting feedback is to invite students into a classroom and ask him or her to observe what happens and make suggestion afterwards.

Broadly speaking, it is a good idea to get students' reaction to lessons and their aspiration about them. Many teachers encourage students to say what they feel about the lessons and how they think the course is going. For example, to write down two things they want more and two things they want less and the answers you get may prove a fruitful result to start a discussion and then teacher will be able to modify what happens in the class. Moreover, such modification will enhance the teacher's ability to manage the class.

## **2.6. Learning Strategy Training**

Rubin (1975) identified learning strategies as “techniques or devices which a learners use to acquire knowledge” (quoted in Freeman, 2006, p.159). According to her, good language learners are those who have a strong desire to communicate and will attempt to do so even at the risk of appearing foolish as they practice and monitor their own speech as well as the speech of others.

In applying learning strategies, teachers realized that learners' contribution in language learning is not sufficient and they realized that learners especially those who are not among the group of good learners need training in learning strategies to maximize their ability and improve their learning effectiveness. In order to realize that, Wenden (1985) gave an example of such training strategy, in a class where there are 32 Japanese students at intermediate level target language proficiency who are complaining about the lengthy of reading assignments in which there is a lot of vocabulary and it takes a long time for them to look up in the dictionary. So, the teacher told them that they are going to work on a new learning strategy called *advance organization* in which they are going to work on improving their reading by learning to preview and skim to get the main ideas. Teacher start by using the *think –aloud technique* telling students what he is doing. First, he reads the title, he looks at subheading and

pictures too. Next, he reads the first paragraph, he does not read every words. However, he lets his eyes skim it very quickly to get the main ideas, then the teacher calls out words that he considers key in the first paragraph. Therefore, from doing these things, students have gotten the impression about the passage (cited in Freeman, 2000, p. 160).

All in all, learning strategy training is effective way to improve students' achievements in second language because through this strategy, learners can evaluate their own success in learning that strategy and they can modify it to meet their own needs.

## **2.7. Co-operative Learning**

This way of teaching allows a great deal of interaction and co-operation between all classroom agents. The most important is its social nature because it creates in the learners a strong desire and need to interact, co-operate, and share knowledge, skills, information, etc. with each other (Freeman, 2000, p. 161).

In fact the major strength of co-operative learning is that it attracts and invites all students to participate and makes them involved in all tasks and activities. This fact leads to a reduction of gossip and talk about irrelevant topics. Teachers using this approach tend to have somehow noisy class because of interaction and collaboration, but this noise is easily managed and controlled by teachers.

To teach a lesson of vocabulary, teacher divides students into groups and each group gives it a part of story and ask them to read it and to check or to discuss the meaning of the words, in ten minutes, they will form new groups and three of student of each group and they will stay. In each new group students will tell the part of the story and will teach your group the meaning of any vocabulary words that the group member don't know, student listen to each other, learn the meaning of the new words then they will change a group again and they do the same way. After ten minutes of practice, students are asked too much each new vocabulary word with its definition on a worksheet (cited in Freeman, 2000, p. 162).



## **2.8. Materials used to respond to Different Learning Styles and Strategies**

Following Haley and Austin (2004, p. 67), the teachers' role is providing instructional approaches that address the multiple learning styles of students such as lectures, PowerPoint presentations, inquiry-based instruction, hands-on experiments, project/problem-based learning, or computer aided instruction not only address the various learning styles of the students in the classroom but enable them to become more flexible learners. It is also beneficial for the teachers to vary the preferred input devices and the resources and make them available in the classroom. For example, when presenting information using audio (songs, speeches, interviews, etc.) , video, books, posters, hands-on manipulative, food, and smells. Besides, using technology such as: live video feeds, chats, communication and PowerPoint presentations using mixture of audio, video, animations (movement) and text are a great ways to present information and make them available to the students via the internet/ computers which offer interactive learning activities.

With the various provided materials, students will have the opportunity to choose the most appropriate tool for the task at hand in which they are active rather than passive in the classroom and in which the focus is less on the teacher presenting and more on the student learning.

### **Conclusion**

This chapter is a general survey on effective teaching methods, strategies, techniques, and materials that should be adopted by second language teachers to cater for the different learning styles and strategies found in the second language classroom. First of all, it defined some concepts related to the practice of second language teaching as it presented the teaching models that have influenced the current teaching practice with mentioning the differences between the traditional teaching methods and the modern approaches. Then, it stated effective teaching strategies, the teacher's evaluation of the success or the failure of a new teaching technique, basic teaching styles, learning strategy training, cooperative learning, and finally materials used to respond to different learning styles and strategies. In the light of what has been stated earlier in this chapter, it is clear that there are different ways of learning as there are various teaching methods and approaches. Hence, English teachers have to provide their learners with the most effective methods and strategies for a particular group of students to learn more quickly and to be more engaged. In addition, using a variety of teaching methods and strategies will keep learners from being bored and help them encounter the information in new and exciting ways to meet their learning styles' preferences and enable them to reach the desired level of proficiency as well.

## **Chapter Three**

### **Bridging Teaching Methods and Techniques to Learning Styles and Strategies**

#### **Introduction**

Differences in teaching and learning methods may raise the most serious problems that occur during the English course when mismatch starts to appear between the teachers' strategies of teaching and the learners' styles and strategies of learning.. This chapter explores kinds of mismatches that may appear in the classroom, ways to bridge a gap between teachers' teaching methods and students learning styles and strategies, as it looks in depth at the individual learners and states the teacher's methods to cater for each style' preferences of students through some activities. In addition, it presents communicative language teaching with mentioning its characteristics. Moreover, it introduces the four types of implications for classroom practice.

#### **3.1. Mismatch between Teaching Methods and Learning Styles and Strategies**

Following Dornyei (2005, p.152), Sharp mismatch often happens between the learners' styles and strategies and their teachers' way of teaching. This fact leads to serious problems such as: boredom, uninterested, and thus low achievement in test. Kinds of mismatch occur between the two parties are mentioned in the following list of points:

- Mismatch between the students' learning styles and strategies and teachers' teaching methods, a conflict that has been dramatically termed as a style war.
- Mismatch between the students' learning styles and strategies and the syllabus. Such as when the later does not cover grammar systematically although analytic learners would not do that.

- Mismatch between the students' learning styles and strategies and the language task. Such as when visual learners participate in a task that involves receiving auditory input.
- Mismatch between the students' learning styles and strategies and their beliefs about learning. For instance, when an analysis oriented learners believes that their way of learning is the most effective learning method.
- Mismatch between the students' learning styles and learning strategies is applied. For example, when learners try to apply social strategies or global learners using bottom-up reading strategies (follow the phonology and morphology analysis to attain semantic aspect).
- Mismatch between the students' learning styles and strategies and their abilities.

### **3.2. Matching Learning Styles and Strategies to Teaching Methods**

In the following examples, Dornyei (2005, p. 156) stated some suggestions concerning ways for matching learning styles and strategies to teaching methods which are:

- Teachers can modify the learning tasks that they use in their classes in a way that they bring learners with particular learning style preferences. Of course, the problem is that learners are not homogenous in their learning style preferences.
- Getting students to take learning style questionnaire and by discovering the results with them to identify their own learning styles and recognise the power of understanding their language learning styles for making learning more effective.
- It would be beneficial for teachers to find out their own learning styles, because as Kinesella (as cited in Dornyei, 2005, p. 156) pointed out, although many teachers teach in the way they were taught have some advantages and she argued that many

teachers either consciously or unconsciously select methods that reflect their own preferred ways of approaching academic tasks.

- Teachers can also encourage students stretch their styles so as to incorporate approaches to learning they were resisting in the past.
- A further way of empowering students is to teach them learning strategies that would suit their styles. One approach involves what Cohen (cited in Dornyei, 2005, p. 156) has termed styles and strategies based instruction(SSBI) which includes the teacher assisting the learners to develop an awareness of their own preferred learning styles, then determine the nature of their current strategy repertoire, and finally, to complement their strategy repertoire with additional strategies that match their styles. Besides, streaming learners according to their style preferences and then develop special syllabus for the different tracks (Ibid).

Generally speaking, Dornyei's suggestions provided the best ways to match styles of teaching and learning and thus teachers may apply them in the classroom to help learners improve their second language and meet their needs.

### **3.3. What to do about Individual Differences?**

To satisfy the different learners' types and styles and teach individual strengths with activities designed to produce the best result for each of them seem a very complex task for the teacher (Harmer, 2001, p. 48). In this case, the first step in the teacher's success is the recognition of students as individuals as well as being members of a group. Even when classes have been separated into different levels and not everyone in the group has the same knowledge about English language since some of them are better writers than others and some have greater fluency than others. So, teacher needs to establish who the different students in his class are to ascertain their language level. For instance, he can look for their scores in different tests. In addition to that, he can monitor their progress through both formal and

informal observation and this will tell him who needs more or less help in the class and thus will inform him about how to group students and will guide the type and the amount of the feedback he gives to each students. In general, teacher will tailor his teaching methods, the materials he uses, and the production he expects to the level he is working with (Harmer, 2001, p. 48). So as to know the differences exist among his learners, he can do this whether through observation or through questionnaire items, he might ask his students what their learning preferences are, or he might try to find out which preferred sensory system his students respond to. When the teacher gets information about his students, he is in a position to try and offer activities which offer maximal advantage to the different people in the class involving the way he organizes groups to satisfy individuals who prefer working on their own or who benefit most from interaction. Then, it is up to the teacher to record what works and what does not either formally or informally. Also, he can ask his students either face to face or through written feedback how they respond to these activities (Ibid). The following comments from multinational group of adult students in Britain were written in response to a lesson in which they were asked to write an imaginary film scene based on particular piece of music:

- “I liked this subject because everyone could find a connection part of them. After we listened a part of music we could describe what we think by own sentences. That is why it was very attractive and that type of study was pushing us to talking a lot”. Said by Turkish female.
- “I did not like that kind of music. I prefer different kind of music”. Said by Italian male.
- “I think that music is an excellent way to learn. But it will be more interesting if we work with the lyrics of songs, learn new expression, new words, and memorize them because when we see the words again, we will be able to remember the song, the

content, the words used in songs and consequently the meaning”. Said by Brazilian female.

- “It is difficult to express your feeling even in my mother language but finally I can write down something”. Said by Argentinian female.

This feedback revealed that learners respond differently to the same activity and their comments help the teacher to decide whether or not to use a similar kind of activity again. Such feedback coupled with questionnaire and teacher’s observation help him to build a picture of the best kinds of tasks and exercises that fit with each learner’s preferences. In addition, teacher needs to be aware of this and act accordingly then there is an opportunity to engage students with the learning process most of the time.

### **3.4. Looking in Depth at Individual Learners**

There are some encouraging signs in catering for individual differences. For example, Nava and Schwartz (2008) have proposed a method using a predetermined sequence of learning tasks that offer self-directed learning. This approach caters more for individual differences rather than for all learners. In general, it encourages learners to take responsibility for performing learning tasks as well as allowing self-assessment of their performance’s strengths and weaknesses. In addition, it enables them to select future learning tasks to improve deficiencies and enhance performance. In another study in this area by Kostans (2008), learners are involved in a procedures to allow accurate self- assessment of their individual performance so that they can correctly sequence learning tasks in order to self-regulate their learning process in learners- controlled environment( cited in Elarson, 2009, p. 252).

### **3.5. Communicative Language Teaching (CLT)**

It has noticed that the goal of most of the methods that we have seen is for students to communicate in the target language. Although educators observed that students could produce sentences accurately but they could not use them appropriately when communicating outside the classroom (Freeman, 2000, p. 121). Others noted that being able to communicate is required more than mastering linguistic structure since students may know the linguistic rules but they are not able to use them in real communication which requires the students to perform certain functions such as promising, apologizing, and inviting within a social context means that mastering the communicative competence which Hymes (1971) defined it as “being able to communicate appropriately in a given context”(quoted in Freeman,2000, p.121). This lead to shift from teaching linguistic centered approach to a communicative approach which aims to apply theoretical perspective of the communicative approach by making the communicative competence the goal of language teaching and the role of teacher is to enable students to communicate in the target language by establishing situation likely to promote communication. During the activities, he acts as an adviser by answering students’ questions and monitoring heir performance, noting their errors to be worked on and by engaging activities along with students who are engaged in negotiating meaning, trying to make themselves understood and understand the others even when their knowledge of target language is not complete (Ibid). Its main characteristics are stated in the following points:

- Students use the language through communicative activities such as: games, role plays, and problem-solving tasks.
- Communicative activities have three features in common are: information gap, choice, and feedback. An information gap exists when one person knows something the other person does not. For example, if we both know today is Tuesday and I ask you, what is today? And you answer, Tuesday, and then our exchange is not really



communicative. Whereas In true communication, the speaker has a choice to say what he wants to say and he can evaluate whether or not his purpose has been achieved based on the information he receives from the listener. If a listener does not have an opportunity to provide the speaker with such feedback, this means that the exchange is not really communicative.

- The use of authentic materials considered desirable because it gives students an opportunity to develop strategies for understanding language as it is used.
- Activities in CLT are often carried out by students in small groups which include small numbers of students in order to maximize the time to each students for interacting.

What makes communicative language teaching different from the other approaches is when exposing students to the authentic language as it is used in real context and give them opportunity to express their ideas and thoughts not only about what to say but also how to say it, meaning that they are totally engaged in the lessons even though their second language is not mature.

### **3.6. Interactive Whole-Class Teaching Method**

In addition to above methods, West Wood (2008, p. 13) proposed a method which makes students totally engaged in the classroom. In this method, the teacher employs interactive whole- class teaching method widely and effectively. This approach aims to generate a very high level of attention, engagement, and active participants by students through establishing a high response rate to teachers questioning and prompting. The teacher may begin the lesson by presenting information using an explanatory or a didactic approach, but then students are expected to enter into dialogue and contribute their own ideas, express their opinions, ask questions, and explain their thoughts to the others. Here, learning is not achieved by adapting a simplistic formula “drills and practice”, or by expecting students to

teach themselves from books or other materials, but it occurs because students are engaged cognitively in processing and using relevant information and expressing it in their own words and receiving feedback.

### **3.7. Implication of Learning Styles and Strategies for L2 Teaching**

Monegomery and Groat ( 1998, p. 04-05) synthesized in this chapter four implications for classroom practice which are: assessing styles and strategies in the second language classroom, attuning second language instruction to learners' style preferences and strategies, remembering that no single second language instructional methodology fit all students, and preparing for and conducting strategy instruction.

#### **3.7.1. Assessing styles and strategies in the second language classroom.**

Second language teachers can benefit by assessing the learning styles and strategies used by their students because such assessments leads to greater understanding of learners' styles and strategies. In addition to that, teachers also need to assess their styles and strategies so that they will be aware of their preferences. Teachers can learn about assessment options by reading books or journals, attending professional conferences, or taking relevant courses or workshops.

#### **3.7.2. Attuning second language instruction and strategy instruction to learners' style.**

The more teachers know about their students' style preferences, the more they can orient their second language instruction as well as the strategy teaching that can be interwoven into language instruction matched to those style preferences. Some learners might need instruction presented more visually, while others might require more auditory, kinesthetic or tactile types of instruction and without adequate knowledge about their individuals' style preferences, teachers cannot provide the various needed instruction.

**3.7.3. Remembering that there is no single second language instructional methodologies fit all students.**

Second language learning styles and strategies help determine learners' learning process. Teachers cannot assume that a single second language method could possibly fit all the language learners' needs. Instead of choosing a specific instructional method, second language teachers would do better to employ instructional approaches and combine various types of teaching methods to respond to the needs of all students in the classroom.

**3.7.4. Preparing for and conducting second language strategy instruction.**

The more teachers know about their students' learning styles and strategies, the more they can orient their second language instruction effectively. Thus, teachers can have some simple instructions to check learners' learning styles and strategies. Since some learners might need instruction to be presented more visually while others might require more auditory, kinesthetic, or even other types of learning styles. As a result, without adequate knowledge about learning style preferences and strategies, teachers can not provide the suitable instructions and they cannot make good use of their teaching strategies in second language learning.

**Conclusion**

To reduce teacher-student styles and strategies conflicts is not easy, but also not impossible when teachers are aware of their learners' needs, wants, potentials, and learning styles and strategies in order to use appropriate pedagogical methods to meet them. Teachers should consider that differences as they plan how to teach, and make a conscious effort to minimize the perceived mismatch between teacher intention and learner interpretation and provide the chances of achieving desired learning outcomes. Teachers also can use instruments to identify students' needs, including classroom activity preferences, develop self-aware learners.

## **Chapter four**

### **Classroom Observation Checklist Analysis and Interpretation**

#### **Introduction**

The main aim behind designing this classroom observation list is to see the way students prefer to be taught and the way their teachers teach them in real situation. It means to observe the current situation of the students and the teachers of English Department at University of Biskra. It is designed to highlight the real states of learning/ teaching styles and strategies in order to find out suitable methods, techniques, and strategies of teaching that cater for various learning style' preferences.

#### **4.1. Description of the Observation Check list.**

The observation was carried out during the second semester of the academic year 2012-2013 with a third year EFL classes at Biskra University. This observation involves eight groups which are chosen randomly from the whole number of groups that is about ten groups. The observation of those groups was made by observing each group in one session at different times. Each session consists of one hour and half to explore the different teachers' teaching practices and practices and learners' different learning styles and strategies. The classroom observation check list contains twenty two (22) statements divided thematically into four main sections are:

##### **4.1.1. Section one: General observation of the classroom management.**

It contains four (04) statements which are about the physical setting and how it looks like, the teachers' movements, the objectives of the lesson, and the interaction of the classroom agents.

**4.1.2. Section two: General observation of the learners’ learning styles and strategies.**

This section contains ten (10) statements which tackle learners’ preferable ways of learning.

**4.1.3. Section three: General observation of the teachers’ teaching methods and strategies.**

This part involves six (06) statements concerning the teachers’ teaching methods and strategies.

**4.1.4. Section four: General observation of bridging teaching methods to learning styles and strategies**

The last part includes three (03) statements that state teacher’s role in trying to join the different types of learners by adapting different lesson types, activities, and tasks to respond to different learners’ needs.

**4.2. Analysis of the Checklist**

**4.2.1. Section one: General observation of the Classroom management.**

**Item one:** The physical setting is clean, clear, organized, and comfortable so that learners can totally engaged in the classroom

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>02</b>	<b>03</b>	<b>03</b>
<b>Percentage</b>	<b>25%</b>	<b>37.5%</b>	<b>37.5%</b>

Table 01: Describing the physical setting of classroom

According to the sessions that we have attended, we observed that most of the classes were not organized, clean, and the physical setting was not conducive to learning. Consequently, this will actually disturb students’ concentration, create obstacles for learning,

and decrease their motivation because the classroom organization is the first step that teachers should take into account before teaching.

**Item two:** Teachers move around learners to explain and check for comprehension

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>04</b>	<b>02</b>	<b>02</b>
<b>Percentage</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>

Table 02: Teachers' movements around learners

The data shown on the table indicates that most of teachers (50%) move around the classroom, explaining the lesson, and checking for comprehension. So that students can be aware of what teacher is saying and doing. This method plays an important role for effective classroom management

**Item three:** Teachers set out objectives of the lesson

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>05</b>	<b>00</b>	<b>03</b>
<b>Percentage</b>	<b>62.5%</b>	<b>00%</b>	<b>37.5%</b>

Table 03: The objectives of the lesson

From the above table, we noticed that the majority of teachers (62.5) whom we attended with stated the objectives of the lesson to be understood, except three of them who did not do so. However, teachers should do that in order to give them background knowledge about the lesson.

**Item four:** Interaction between teachers- students and students- students

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>03</b>	<b>03</b>	<b>02</b>
<b>Percentage</b>	<b>37.5%</b>	<b>37.5%</b>	<b>25%</b>

Table 04: Interaction in the classroom

Depending on our perceptions about the interaction between teachers –students and students - students, we noticed that interaction between the classroom agents is not highly observed. This may be because the teachers’ use of similar method and they do not diversify it that’s why students are bored, uninterested, and unmotivated about the course

**4.2.2. Section two: General observation of the learners’ learning styles and strategies.**

**Item five:** Students prefer information written on the board

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>04</b>	<b>03</b>	<b>01</b>
<b>Percentage</b>	<b>50%</b>	<b>37.5%</b>	<b>12.5%</b>

**Item six:** Students prefer information presented in pictures, charts, and diagrams

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>03</b>	<b>02</b>	<b>03</b>
<b>Percentage</b>	<b>37.5%</b>	<b>25%</b>	<b>37.5%</b>

Table 05and 06: Students’ preferred presentation of information

As it is shown in the two tables five and six above that students are not the same in terms of their learning style’ preferences and thus the majority of students(50%) with whom we attend prefer information written on the board rather than presented in pictures (37.5%) charts, and diagrams. This indicates that most of learners are auditory learners who understand best from the information which is spoken and written and thus they need to express verbally what they learn.

**Item seven:** Students enjoy working alone

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>05</b>	<b>02</b>	<b>01</b>
<b>Percentage</b>	<b>62.5%</b>	<b>25%</b>	<b>12.5%</b>

**Item eight:** Students enjoy working with others

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>06</b>	<b>02</b>	<b>00</b>
<b>Percentage</b>	<b>75%</b>	<b>25%</b>	<b>00%</b>

Table 07 and 08: Students' favorite way of learning

From the two above tables, we noticed that the majority of students (75%) enjoy working with each other rather than working alone (62.5%). Therefore, the teacher has to create cooperative learning from time to time which allows a great deal of interaction and co-operation between all classroom agents. In fact, pair work and group work create in the learners a strong desire and need to interact, co-operate, and share knowledge, skills, information with each other.

**Item nine:** Students learn through silence and reflection

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>05</b>	<b>01</b>	<b>02</b>
<b>Percentage</b>	<b>62.5%</b>	<b>12.5%</b>	<b>25%</b>

**Item ten:** Students learn through discussion

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>07</b>	<b>00</b>	<b>01</b>
<b>Percentage</b>	<b>87.5%</b>	<b>00%</b>	<b>12.5%</b>



Table 09 and 10: Students' preferred way of learning

Concerning the students' preferred way of learning, it is clear from the result shown above that most of students benefit more when they discuss with each other ideas and thoughts rather than being silent and passive all the time. Hence, teacher needs to provide opportunities that allow students to suggest their ideas, act, react, and involve them in real communication.

**Item eleven:** Students prefer the teacher explain and they take notes

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>05</b>	<b>02</b>	<b>01</b>
<b>Percentage</b>	<b>62.5%</b>	<b>25%</b>	<b>12.5%</b>

Table 11: Students' preferred teacher

The table shows that majority of students (62.5%) prefer taking notes while their teachers explaining the lesson. This method helps them record and grasp a large amount of information and make the lesson easy to understand as well.

**Item twelve:** Students use dictionary to check for meaning of new word

<b>Rating scale</b>	<b>Yes</b>	<b>Somehow</b>	<b>No</b>
<b>Sessions</b>	<b>00</b>	<b>01</b>	<b>07</b>
<b>Percentage</b>	<b>00%</b>	<b>12.5%</b>	<b>87.5%</b>

**ITEM thirteen:** Students guess the meaning of new word by using clues in text

<b>Rating scale</b>	<b>Yes</b>	<b>Somehow</b>	<b>No</b>
<b>Sessions</b>	<b>07</b>	<b>01</b>	<b>00</b>
<b>Percentage</b>	<b>87.5%</b>	<b>12.5%</b>	<b>00%</b>

Table 12 and 13: Students' techniques to get the meaning of new word

The data shown on the two tables indicates that most of students do not like checking dictionary when they do not understand the meaning of new word; they prefer to guess its meaning through the clues found in the text. This refers to the students' preference to use their own abilities in order to get a meaning of new word.

**4.2.3. Section three: general observation of the teachers' teaching methods and strategies.**

**Item fourteen:** Teachers relate the lesson with the previous one by asking students what they have previously learned

<b>Rating scale</b>	<b>Yes</b>	<b>Somehow</b>	<b>No</b>
<b>Sessions</b>	<b>05</b>	<b>00</b>	<b>03</b>
<b>Percentage</b>	<b>62.5%</b>	<b>00%</b>	<b>37.5%</b>

Table 14: Teachers' lessons relation

The result shows that most of teachers (62.5%) link the previous lesson with the actual lesson in order to relate them. Of course, this will be beneficial for the teacher to run his course as it is beneficial for students to increase their motivation and enhance teachers and students' ability to perform better as well.

**Item fifteen:** Teachers vary the lesson types (lecture, small group discussion, pair work, and individual work)

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>03</b>	<b>00</b>	<b>05</b>
<b>Percentage</b>	<b>37.5%</b>	<b>00%</b>	<b>62.5%</b>

Table 15: Teachers' variation of the lesson types

It is shown from the table 15 that the majority of teachers (62.5%) do not vary their lessons and they depend on one method and this seems not good because few students who

take a profit from those methods except three teachers who vary their lesson may be due to the type of module itself which supposes to do so.

**Item sixteen:** Teachers use a range of presentation techniques (e.g. charts, pictures, videos, and power point)

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>03</b>	<b>00</b>	<b>05</b>
<b>Percentage</b>	<b>37.5%</b>	<b>00%</b>	<b>62.5%</b>

Table 16: Teachers' use of presentation techniques

The table reveals that most of teachers(62.5%) do not use the presentation techniques which are great ways to present information and made them available to students as to address the various learning styles and they focus on one method for example on lecturing or writing on the board which don't cater for the different learning style' preferences.

**Item seventeen:** Teachers lecture and write on the board

<b>Rating scale</b>	<b>Yes</b>	<b>somehow</b>	<b>No</b>
<b>Sessions</b>	<b>05</b>	<b>02</b>	<b>01</b>
<b>Percentage</b>	<b>62.5%</b>	<b>25%</b>	<b>12.5%</b>

Table 17: Teachers' lecturing and writing on the board

The majority of teachers (62.5) adapt the method of lecturing and writing on the board as their main method in teaching. Of course, the data reveals that most of students with whom we attend are auditory learners who understand best from the information which is spoken and written rather than visual one.

**Item eighteen:** Teachers use the colored marking pens to clarify the main points on the board

Rating scale	Yes	somehow	No
Sessions	02	02	04
Percentage	25%	25%	50%

Table 18: Teachers' use of colored marking pens

The table above displays that few teachers who use colored marking pens to clarify the important points in the lesson and most of them do not do so may be because they think that students are older enough to clarify things for them using colored marking pens and they use one color

**Item nineteen:** Teachers provide paper- copy handouts of lesson content to students

Rating scale	Yes	somehow	No
Sessions	05	00	03
Percentage	62.5%	00%	37.5%

Table 19: Teachers' provision of paper- copy handouts to students

The data shows that most of teachers (62.5%) provide their learners with the paper handouts to explain more the lesson, make it more comprehensible, and emphasize on the main points in the lesson as well.

#### 4.2.4. Section four: Bridging teaching methods to learning styles and strategies.

**Item twenty:** Extravert and introvert learners work together with the help of the teacher by giving an opportunity to the introvert ones to discuss and participate equally with the extrovert

Rating scale	Yes	Somehow	No
Sessions	03	02	03
Percentage	37.5%	25%	37.5%

Table 20: Joining the extravert and the introvert learners

**Item twenty one:** To teach both intuitive and sensory learners through offering them a variety of choices sometimes enrichment activities for intuitive learners

<b>Rating scale</b>	<b>Yes</b>	<b>Somehow</b>	<b>No</b>
<b>Sessions</b>	<b>02</b>	<b>03</b>	<b>03</b>
<b>Percentage</b>	<b>25%</b>	<b>37.5%</b>	<b>37.5%</b>

Table 21: joining the intuitive and sensory learners

**Item twenty two:** Closure and open learners provide a good balance for each other in the L2 classroom and in fact the good teacher create cooperative group that include both types and they can profit from collaboration from each other

<b>Rating scale</b>	<b>Yes</b>	<b>Somehow</b>	<b>No</b>
<b>Sessions</b>	<b>03</b>	<b>02</b>	<b>03</b>
<b>Percentage</b>	<b>37.5%</b>	<b>25%</b>	<b>37.5%</b>

Table 22: Joining the closure and the open learners

The tables 20, 21, and 22 show that few teachers (37.5%) who try to join different types of learners (extrovert with introvert, intuitive with sensory, and closure with oriented learners) by varying the lesson types (pair work, group work...etc) and most of them rely on one method in which few students can benefit and thus teachers can't address the various learning styles and strategies.

### **4.3. Teachers' Questionnaire Description and Analysis.**

This questionnaire is administrated to teachers of English Department at Biskra University. The ten (10) copies are distributed to teachers at random and the procedures took about three days and we received just eight (08) copies because of the teachers' ignorance and carelessness of the students' efforts concerning the research work. Afterwards, teachers' responses are collected to be analyzed.

Teachers' questionnaire is made up of four sections of a total number of 20 questions which aim mainly to provide teachers with the opportunity to express their opinions about teaching methods and strategies in teaching English language.

#### **4.3.1. Section one: Personal information.**

This section contains four questions which mainly represent teachers' personal profile. It attempts to give a general overview about the teachers' gender, age, qualification, and number of years that they have been teaching English language.

#### **4.3.2. Section two: Differences exist among teachers' teaching methods and strategies and students' learning styles and strategies**

This part contains five questions; it states the teachers' views towards teaching methods, the ways their learners learn English language, whether they notice differences in terms of students' learning styles and strategies, whether these differences affect the teaching procedures, and why learning styles and strategies are important for L2 teachers to understand.

#### **4.3.3. Section three: Teachers' teaching methods and strategies.**

It includes questions concerning the way English language teachers prefer to teach their students, variables they take into consideration when teaching, whether they teach in the same way as they have learned, whether they use diagrams, tables, and charts to clarify verbal explanation and other questions related to their methods.

**4.3.4. Section four: Matching teaching methods to learning styles and strategies.**

It surveys generally the teachers’ suggestions to bridge their teaching methods and techniques to the students’ learning preferences and what can be done to match learning styles and strategies to the teachers’ instructional methods.

**4.4. Data Analysis and Interpretation**

**4.4.1. Section one: Personal information.**

**Item01: Gender**

This item attempts to know the gender of teachers whether males or females. The participants provide the following answers.

Response	Participants	Percentage
Male	05	62.5%
Female	03	37.5%

Table 01 : Gender distribution

The majority of participants (62.5%) are males and a few proportion (37.5%) are females.

This signifies males’ overrepresentation in English Department.

**Item 02: Age**

After knowing the gender of participants, this item seeks to have an idea about their ages which appear between 26 and 50 years old. This signifies the different teaching experiences.

**Item 03: Qualification**

Response	Participants	Percentage
License; B.A	01	12.5%
Magister; M. A	06	75%
Doctorate; P.H.D	01	12.5%

Table 02: Qualification

The table revealed that nearly the majority of respondents (75%) get a Magister degree. Whereas, one participant (12.5%) get a License degree and the other one (12.5%) get a Doctorate degree. This reveals that English Department in Biskra University faces a lack in teachers' experiences and qualification and our department is in need to have such kind of teachers.

**Item04:** Numbers of years of teaching

Finding revealed that the majority of the respondents have not a long time teaching. This signifies that they need to have more training in which teachers are still acquiring for themselves more than searching knowledge for their students in order to get experience, competency, and the desired level of proficiency.

**4.4.2. Section two: Differences exist among teachers' teaching methods and strategies and students' learning styles and strategies.**

**Item 05:** What do teaching methods and strategies mean to you?

In this item, our participants are asked to answer about definition of teaching methods and strategies. Their answers are shown in the table below.

Response	Participants	Percentage
a. The way teacher himself sees as the most suitable method	02	25%
b. Techniques that teacher uses to accomplish the course's goals	06	75%

Table 03: Definition of teaching methods and strategies

High parentage of participants (75%) defined teaching methods and strategies as the way that teachers use to accomplish the course's goals and enhance students learning, meaning that they are aware of their students' needs and preferences. Whereas two participants (25%)



defined it as the way they themselves see as the most suitable method regardless of their students' preferences meaning that they are totally unaware about their students' needs and preferences.

**Item 06:** Do you think all students learn in the same way?

In this item, our participants are asked to answer about the way learners learn. We find the following results.

Response	Participants	Percentage
Yes	00	00%
No	08	100%

Table 04: The way students learn

The table showed that all teachers (100%) agreed that all students do not learn in the same way. This signifies that teachers are aware of their students' different learning styles and strategies.

**Item 07:** Do you notice differences exist between learners in terms of their learning styles and strategies?

After knowing the students way of learning, this item seeks to have an idea whether teachers notice differences exist between learners in terms of their learning styles and strategies. The table shows different answers.

Response	Participants	Percentage
Yes	08	100%
No	00	00%

Table 05: Notice the differences exist between learners in terms of their learning styles and strategies

The obtained data displayed that all teachers noticed the differences concerning their learners' styles and strategies as they justified by saying that one can just notice their preferences i.e.; one like reciting, others like practicing, some others prefer participating etc...

**Item 08:** Do these differences affect the teaching procedures?

This item attempts to know whether these differences affect the teaching procedures.

Response	Participants	Percentage
Yes	07	87.5%
No	01	12.5%

Table 06: Affection of differences in teaching procedures

Through this table, it is shown that out of 08 teachers, only 01(12.5%) claimed that differences among learners do not affect the teaching procedures due to the crowded classes; it is possible to deal with learners individually. Whereas the other respondents (87.5%) agreed that differences among students in terms of styles and strategies affect the teaching procedures and they justified that by saying teachers need to be aware of his learners' styles and strategies so as to adapt the most suitable methods and techniques to match all the different learning style preferences.

**Item 09:** Why are learning styles and strategies important for second language teachers to understand?

According to the participants' answers, learning styles and strategies are important for L2 teachers to understand because on their basis, teachers can easily deal with different types of learners as it helps them determine the teaching styles and strategies and adopt different lessons, tasks, materials, and methods to cater for each student's style preference.

**4.4.3. Section three: Teachers’ teaching methods and strategies.**

**Item 10:** When you teach, do you take into consideration your students’:

In this item, our respondents are asked to express their opinions about variables that teachers take into consideration when teaching.

Response	Participants	Percentage
Personality characteristics	00	00%
Background knowledge	00	00%
Learning styles and strategies	01	12.5%
All these	07	87.5%
None of these	00	00%

Table07: Teachers’ opinions about variables that he takes into consideration when teaching

It appeared that merely all participants (87.5%) agreed that their instruction depends on many variables such as: personality characteristics, background knowledge, and learning styles. These variables are interrelated and teachers cannot depend on just one of them but they combine them all. Whereas, one teacher (12.5%) considered learning styles and strategies the main important variable that the teacher need to take into consideration when teaching process takes place.

**Item 11:** Do you teach in the same way you have learned?

Teachers are asked to express their opinions about whether they teach in the same way you have learned.

Response	Participants	Percentage
Yes	00	00%
No	08	100%

Table 08: Teachers’ adaptation the way he teach to the way he has learned

Throughout this table, it appeared that all of the respondents (100%) agreed that they do not teach in the same way they have learned and they advocated that they try to do better by taking what influenced them positively and get rid of negative side and add new adequate techniques that suit the new generation of students who are greatly influenced by T.V and internet that's why teachers must use methods that involve much communication.

**Item 12:** How often do you use diagrams, tables, and charts to clarify verbal explanation?

In this item, our participants are asked to answer about the frequency of time in using diagrams, tables, and charts to clarify verbal explanation

Response	Participants	Percentage
Always	02	25%
Sometimes	04	50%
Rarely	02	25%
Never	00	00%

Table 09: The frequency of using diagrams, tables, and charts to clarify verbal explanation

This table indicates that (50%) of teachers sometimes use tables, diagrams, and charts to explain the lesson. Whereas (25%) of them use tables and diagrams as a reliable method to explain verbal explanation, while others do not use them at all. This leads us to say that teachers do not vary the lesson types since they rely on one method. For example, they depend their lectures on lecturing and writing on the board or providing learners with paper-copy handout or using tables, charts to clarify verbal explanation...etc

**Item 13:** How often do you spend your time lecturing and writing on the board?

In this item, our participants are asked to answer about the frequency of time in lecturing and writing on the board.

Response	Participants	Percentage
Always	02	25%
Sometimes	05	62.5%
Rarely	01	12.5%
Never	00	00%

Table 10: The frequency of spending time in lecturing and writing on the board

The table shows that (62.5%) of participants asserted that they sometimes use lecturing and writing on the board and the other proportion (25%) argued that they use lecturing and writing on the board as the main method of teaching. While only one participant (12.5%) rarely use this method probably because he uses other method like verbal explanation, group work etc...

**Item 14:** Which lesson type do you often use?

This item of questionnaire looks for the type of lesson that the teacher often use.

Respondents	Participants	Percentage
Lecture / T.D	01	12.5%
Small group discussion	01	12.5%
Pair work	00	00%
Individual work	00	00%
All these	05	62.5%

Table 11: The frequency of using lesson type

Majority of teachers (62.5%) use all type of lesson for students to work on their own, for sharing and comparing and for physical movement, by keeping their eyes on different individuals. Other proportion (12.5%) stated that they depend on lecturing as their way of teaching .While other proportion (12.5%) stated that he uses small group discussion method

probably for joining students together to share ideas and cooperate together. Whereas, one participant didn't choose anyone from this method since he thinks that the lesson type depends on a module he teaches for instance; in oral expression, he varies the lesson type sometimes he uses pair work, small group discussion, individual work, whereas; in written expression, he uses lecture/ T.D because it does not requires a lot of interaction.

**Item 15:** when you prepare your lesson do you rely on ?

After being asked to give us an idea about the lesson type, we wanted to know about the reliable lesson that teachers adopt in their teaching process.

Respondents	Participants	Percentage
Text- book material	00	00%
Adopted material	03	37.5%
Both of them	05	62.5%

Table 12: Teacher's reliable lesson preparation

The obtained data shows that (62.5%) use text- book and adopted materials when they run their courses meaning that they provide their learners with varied lessons to respond to their preferences and needs. Other proportion (37.5%) claimed that they only focus on adopted material as a source of their lessons, this signifies that they do not use text-book instruction may be it does not provide enough knowledge for the learners that's why teachers do not consider it as a source to rely on.

**Item 16:** How often do you use learning strategy training to improve students' achievements?

In this item, our participants are asked to answer about the frequency of time in using learning strategy training.

Response	Participants	Percentage
Always	03	37.5%
Sometimes	04	50%
Rarely	01	12.5%
Never	00	00%

Table 13: The frequency of using learning strategy training to improve students' achievements

Almost of participants (50%) use learning strategy training to help students develop and strengthen effective strategies and this strategy training encourage learners to be engaged and active in the course. Other participants represent (25%) who claimed that they sometimes use learning strategy training may be they think that students' learning strategies are sufficient for them and thus they are not in need for training. While one respondent (12.5%) argued that he does not use it probably because of the little knowledge about this method.

#### 4.4.4. Section four: Matching methods to learning styles and strategies.

**Item17:** Do you adopt the way you teach to the way your students prefer to learn?

Teachers are asked to express their opinions about whether they adopt the way they teach to the way their students prefer to learn.

Response	Participants	Percentage
Yes	03	37.5%
No	00	00%
It depends on the situation	05	62.5%

Table 14: Teacher' adaptation of the way he teaches to the way his students prefer to learn

The table presented above showed that the highest percentage (62.5%) choose "It depends on the situation" when adopting the way they teach to the way their students prefer to

be taught. They preuded that by saying that it is nearly impossible to adopt teaching strategies to learners’ styles and strategies of learning in their situation. However, they can sometimes seize certain occasions to organize workshop and vary activities and lessons to fulfill students’ needs. Other proportion (37%) represents few participants who respond by saying “yes” and they justified by saying that when they notice learners aren’t involved in the lesson, they try to indulge them by varying tasks, materials, and techniques.

**Item 18:** Do you encourage your students to vary their ways of learning?

This question addressed to discover their opinions about whether they encourage their students to vary their ways of learning.

Response	Participants	Percentage
Yes	07	87.5%
No	01	12.5%

Table 15: Teacher’s encouragement of his students to vary their ways of learning

Nearly most of respondents (87.5%) reported that they ask their students to diversify their ways of learning to enhance their learning process by providing variety in classroom organization, different types of activities, and group work ( the factors of competition and imitation). One respondent (12.5%) confirmed that he does not encourage his learners to vary their ways of learning because of the large seize of classes.

**Item 19:** According to you, what is the kind of learner that can largely take profit from the current teaching method?

Here, participants are asked about kind of learner that can largely take profit from the current teaching method.



Response	Participants	Percentage
Auditory	02	25%
Visual	01	12.5%
Kinesthetic	00	00%
All of them	05	62.5%

Table 16: Kind of learner that can largely take profit from the current teaching method

By asking such question related to kind of the learner that can largely benefit greatly from the current teaching method, table displayed that most of respondents (62.5%) indicates that all types of learners can profit a lot from the actual teaching methods since according to them teachers use variety of lesson, materials, and techniques to respond to their preferences. Others presenting (25%) who chose “auditory learner” as the one who benefit a lot because the Algerian context requires the oral presentation of lectures. Only one participant (12.5%) tick the “visual learner” as the one who takes a large profit and he justifies that by saying that most of learners prefer instruction presented on the board.

**Item 20:** What can be done to match learning styles and strategies with teachers’ instructional methods?

After analyzing the participants’ views about their teaching methods and strategies, they are asked to give their opinions about the ways to bridge learning styles and strategies with teachers’ instructional methods and they proposed many suggestions such as: reduce the size of the classroom, create training service for novice teachers for better mastery of teaching styles and strategies, organize workshop, diagnostic test, IQ test, individualize instruction, vary activities, and use different class grouping to cater for different learners’ learning styles and strategies.

### **Conclusion**

The results obtained from the classroom observation and the questionnaire helped us in figuring out some important points. The analysis of classroom observation and teachers' questionnaire methods displayed that each teacher of English language possesses his own way of teaching that differentiates him from the other teachers. Some of them use lecturing and writing on the board, others use tables, diagrams, pictures to clarify verbal explanation, while others use group work and discussion. In addition to teachers' different ways of teaching, students also show differences in the way they process information. For instance, there are learners who prefer information written on the board, others rely on visual input, and some others learn through moving and doing. But what is remarked in third year students is that nearly most of them are auditory learners who learn best from the written and spoken input rather than the visual one. In fact, the teacher's use of single method does not respond to all kinds of learners that exist in the classroom since teacher depends on one method that may seem appropriate for some learners but others do not react to it. So in this case, teacher must change his philosophy about his current teaching method and start to think about the way his students prefer to be taught since the teacher's knowledge of how the learner learns will determine his strategies, techniques, and classroom procedures and design appropriate lessons, activities, and tasks to accommodate the different learners' needs and preferences.

### **General Conclusion**

This study aims at investigating the teachers' ways of teaching and the learners' preferable ways of learning as well so as to seek for the suitable means to match the two ways to reach effective teaching and learning.

The investigation was conducted in the Division of English at Biskra University which targets at whether confirming or rejecting the hypotheses that says whether teachers try to match their methods to their students' style' preferences. The research case study was the third year LMD students and their teachers at Biskra University selected randomly during the academic year: 2012/ 2013 using questionnaire and classroom observation as a data gathering tool.

The obtained data from questionnaire and classroom observation revealed that the many teachers do not teach in the way their students prefer to be taught and that they teach in the way they themselves see as the most suitable method regardless of their students styles' preferences and hence few types of learners can take a profit from their teachers' methods. This leads us to say that teachers' recognition of different learners' learning styles and strategies that exist in classroom may help them doubtful about their current methods and therefore they try to make a change by diversifying them to cater for the different learners' types.

The present study signifies that adapting teaching instructional methods to learners' styles and strategies plays an important role in enhancing students' abilities to learn a second language and it is considered as a key variable in teaching and learning success. Students with different abilities, background knowledge, learning styles, and strategies may show differences in the way they are learning a second or a foreign language. Therefore, each student requires a particular technique and strategy that enable him mastering a second

language. In contrast, when student see that their styles' preferences are not met, they seem to be bored, uninterested, inattentive, and discouraged about the course. On this basis, teachers need to expose their learners to different materials, techniques, and methods as they try to vary their lesson types (lecture, individual work, pair work, and group work), activities, and tasks to respond to the learners' pedagogical needs as well as to enable them reaching the desired goal of proficiency.

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