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**The Students and Teachers' Perceptions about the Implementation of
Traditional and Online of Learning Styles**

**The Case of Third Year English Language Students at Ecole Normale Supérieure
(ENS) in Ouargla**

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Dedication

In the name ALLAH, The most Merciful, The most Compassionate.

*All the praises and thanks are to Allah without whom **I** would not have reached this step in life.*

I would like to dedicate this work to my beloved parents, Rachid and Sabah, who are my source of inspiration, who continually provide me with their moral, spiritual, emotional, and financial support.

To my handsome brother, Ahmed Yacine. Having you in my life gives me wings to fly higher than an eagle.

To my beautiful sisters, Amira, Nourelhouda, Wafa, Roufaida who never fail to be there for me, and be my real and me my sources of my happiness since their birth.

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Abstract

This study explored preferences of Algerian EFL teachers and students for taking online versus traditional face-to-face courses and sought to determine some reasons for their preferences. Although previous researchers indicate that most teachers and students have embraced online learning, but not all agree with this assertion. The purpose of the study was to explore participant preferences for taking online versus traditional face-to-face courses and to determine some reasons for their choice. A survey was developed for use in this study. A set of questions were posed to participants in order to assess their preferences and opinions regarding online courses versus traditional face-to-face instruction. Survey data were initially analyzed using descriptive statistics. Results indicated that they were relatively equal in their preference for taking online courses versus face-to-face or blended courses. These findings reveal practical suggestions that lead to a balance between traditional and online education, probably under the model of blended learning, which could be applied by the stakeholders in order to gain better learning achievements.

Key words: Online learning, Traditional face-to-face instruction, perception, preferences, descriptive analysis

List of Abbreviations

BE	Building Excellence Survey
CAI	Computer Assisted Instruction.
CAL	Computer-Assisted Learning
CML	Computer Managed Learning
EFL	English as a Foreign Language
ELSA	Elementary Learning Style Assessment
LIVES	Learning In Vogue: Elements of Style
LSCY	Learning Style: The CLUE to You
OPALS	Observational Primary Assessment of Learning Style.
PLSPQ	Perceptual Learning Style Preference Questionnaire

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General Introduction

General Introduction

Background of the Study

Nowadays, in Algerian University English as foreign language (EFL) has faced a lot of challenges, one of the most remarkable challenges is the use of teaching strategies that identify students' learning styles. Evenly important is knowing, and understanding the students their own learning styles. Students as well as teachers have to identify the best methods of instruction that can facilitate both of students and teachers improve and progress.

Traditional (regular class instruction) and on-line (computer based instruction) are most evident venues for the second language learning. Traditional instruction consists of regular classes, and based on physical interaction between teacher and students. On-line instruction, in the other hand, takes place in virtual environment that does not necessitate physical attendance . The present study discusses at students' preferences of one method over the other, and the relationship of that preference to the students' learning styles. According to (Mupinga, Nora, & Yaw, 2006). Many of the researchers believe that students engage in online classes not because they suit their learning styles, but due to other reasons such as flexibility and convenience (Alkhatnai, 2011). The present study seeks to uncover the reasons why Algerian students prefer one type of learning to the other, and examine the relationships between the reasons they cite and students' learning styles.

Statement of the Problem

Learning is humanistic process. It varies from person to another; people are able to learn new knowledge, and skills. According to Schmidt, one important aspect of human learning is that it occurs consciously in some situations at some certain times and unconsciously at many other times. These differences in the way people learn have led to research that attempts to both study and measure individual learning differences (Scheck, Ribich & Ramnaiah 1977). Through the last three decades educational research has examine to identify some of the factors that contribute to these differences, and subsequently many questionnaires and inventories have been developed to measure these differences and their effect on learning and teaching.

Among these thoroughly investigated differences is the concept of a learner's 'learning style' (Dunn, 1983; Kolb, 1984; Myers, 1962; Dunn, 1989). More than 30 learning style inventories have been developed and tested.

Objectives of the Study

The aim of the study is to investigating and surveying both the students' preferred learning modes and teachers' instructing models applied in EFL learning context. It also to identifying and understanding a set of characteristics of both "on-line" and "traditional" learners.

Research Questions

The research questions of the present study are to be formulated as follow:

1. Do EFL students and instructors prefer online learning mode or traditional classroom educational system?
2. How do they perceive the two learning models?
3. Do they choose one form upon another? Why?

Research Hypotheses

Based on the questions stated above, it is hypothesized that:

1. Both students and teachers would choose both on-line learning and traditional face-to-face classroom (blended learning).
2. They might perceive that each mode enhance learning in one way and inhibits it in another.

Significance of the Study

This study is very important for both teachers and learners. In fact, it will help to understand the benefits of those methods and the problem which may face them while using (on-line or classroom learning). In addition to that, it will play a significant role in the development of Algerian education system. This study may help curriculum developer's in Algeria choose more meaningful activities and tasks that meet many different learning styles.

Research Methods

In order to test my hypotheses, and to reach the objectives of our research, a mixed method approach has been employed. The questionnaire will be distributed to sixty-six (62) EFL Algerian students at ENS in Ouargla during the academic year (2022-2023), they were randomly chosen from both genders. The students will elicit their perceptual learning styles

using the questionnaire, and will give the chance to choose between two modes of instruction for the same course. The first mode is an online and the second mode is traditional learning. The interview will be conducted with a sample of six (6) English teachers; in the interview, the teachers will be asked to reflect on their experiences and perceptions regarding their learning styles and preferred mode of instruction and what are the advantages and the disadvantages of both (on-line and traditional teaching). The data of the research were collected from the students' questionnaire, and the teachers' interview.

Structure of the Study

The study at hand embodies two fundamental parts. The first one is theoretical, in which there are two chapters. The first chapter is about EFL students' learning styles and it includes its definitions, its general models which is (The Kolb's learning style model, Dunn & Dunn's learning style model), and perceptual learning style(The auditory, the visual, the tactile, the kinesthetic). The second chapter talks about on-line learning Vs traditional classroom, including the definitions of both term, their types, and we mention the comparison between two methods, their advantages and disadvantages.

The practical part is the second major part of this study and it is devoted to data analysis, interpretation and discussion of the results as well as the general conclusion, which entails the pedagogical implications of the study.

Chapter One

EFL Students' Learning Styles, especially as Related to the Two Educational Modes, Online and Offline

EFL Students' Learning Styles, especially as Related to the Two Educational Modes, Online and Offline

Introduction

With different educational and cultural background, different personalities, and different learning experience, everybody differs in his ways of learning a foreign language, which leads to different preferred ways all usually referred to as “learning styles”

This chapter deals with general idea of learning styles: the definition of learning style, general model of learning style (Kolb and Dunn), and perceptual learning style (the auditory modality, the visual modality, the tactile modality, and the kinesthetic modality).

Definitions of Learning Styles

Learning Styles may be defined in multiple ways, depending upon one's perspective. Here are some definitions of learning styles. The term “learning style” comes from general psychology. Ellis (2005) defines learning style as “the characteristic ways in which individuals orientate to problem-solving” . Ellis quotes Keefe (1979)'s definition of learning style-the characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment (Wen, 2011). According to Alkhatnai (2011) this definition has been widely used since it includes the internal as well as external factors that shape the individual's learning style. Based on this widely accepted definition, Keefe (1987) outlined a framework for learning styles that consists of:

- The cognitive dimension, which includes “information-processing habits” (p. 14)
- The affective dimension, which deals with the personality and “motivationally-based processes” (Keefe, 1987, p. 14).
- The physiological dimension, which looks at “biologically-based responses” (p. 14)

As it is widely believed that language learning styles are significant in second language acquisition, it has been one of the key foci in the area of second language learning research,. Learning styles are defined in different ways. Below are some definitions of learning styles:

“The terms learning style refers to the general approach preferred by the student when learning a subject, acquiring a language, or dealing with a difficult problem.” (Oxford, 2003, p. 273)

“Learning styles are internally based characteristics, often not perceived or consciously used by learners, for the intake and comprehension of new information.” (Raid, 1998, p. ix)

“Learning style is a composite of environmental and perceptual preferences, which influence our physical and sensing needs; cognitive variables, which determine how we approach, conceptualize, and structure our world; and social preferences, which arise from cognitive, personality, affective factors and which shape our behavioral tendencies in learning situations.” (Galloway & Labarca, 1990, p. 113)

General Models of Learning Styles

The two most widely recognized general models of learning styles are Kolb (1984) and Dunn (2003). Dunn and Griggs (2003) reported on almost 300 publications which have drawn on the Dunn & Dunn model, and presented a bibliography of research that has applied their model worldwide and in many different contexts. Kolb, on the other hand, produced a bibliography of 2,000 sources that cited more than 1,000 studies on his model of learning styles and his experiential learning theory (Alkhatnai,2011).

The Kolb Learning Style Model

Kolb’s experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Much of Kolb’s theory is concerned with the learner’s internal cognitive processes.

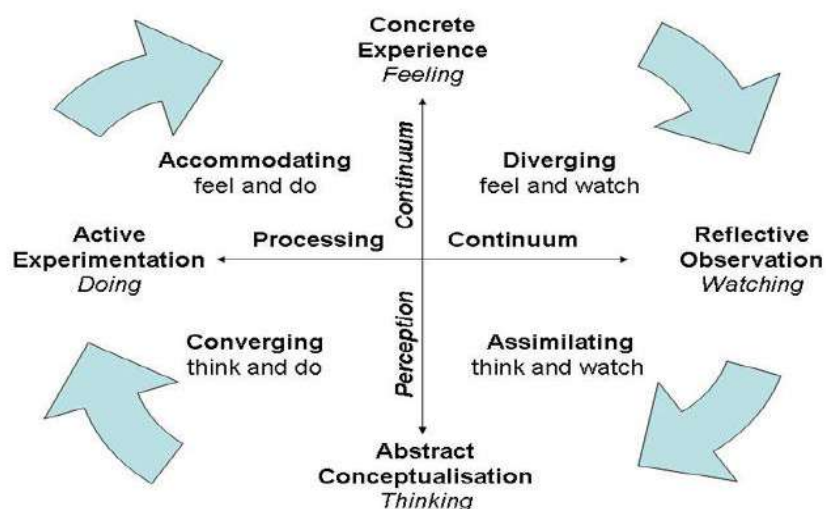


Figure1. Kolb’s Learning Cycle .

Source: Adapted from experiential learning theory: from theory to practice. Journal of Business & Economics Research – May, 2010. (An electronic source).

The four elements are placed in a circle a spiral of learning which can begin with any of the four elements, but it will typically begin with a concrete experience.

- **Concrete Experience :** it is about involve in an experience, learners are learning from specific experiences and relating to people. They are sensitive to others feelings.
- **Reflective Observation:** it is about developing observation about one’s own experience. The learners are observing before making a judgment by viewing the environment from different perspectives. They are looking for the meaning of things.
- **Abstract Conceptualization:** it is about creating theories or new concepts to explain the observation, it is about logical analysis of ideas. The learners are thinking.
- **Active Experimentation:** it is about using new theories or concepts to solve problems make decisions, it is about the ability to get things done by influencing people and events through action. Learners get things done and accept risk taking.

The model shows the process of learning, This includes our review of the first dimensions four elements of learning. The four learning styles:

- Diverger
- Assimilator
- Converger
- Accommodator

Table 1

Learning Styles according to Kolb and Fry (1975)

Styles	Characteristics	Skills description
Diverging	Concrete experience + Reflection observation	<ul style="list-style-type: none"> • Strong imaginative ability • Very good at generalizing ideas and seeing things from different perspectives • Interested in people

		<ul style="list-style-type: none"> • Broad cultural interest
Assimilating	Abstract conceptualization + Reflection observation	<ul style="list-style-type: none"> • Strong ability to create theoretical models. • Stand in the analytical analytical reasoning • Concerned with abstract concepts than with people.
Converging	Abstract conceptualization + Active experimentation	<ul style="list-style-type: none"> • Strong in the practical application of ideas. • Focus on deductive reasoning for problems. • Unemotional. • Has well-defined interests.
Accommodating	Concrete experience + Active experimentation	<ul style="list-style-type: none"> • Great strength is doing things • More than a risk bettor . • Reacts immediately when required. • Solve problems intuitively.

Source: Adapted from Alkhatnai (2011) (p. 47).

Within Kolb's model (Figure, 1; table 1), learning style preferences are determined using the Learning Style Inventory (LSI). According to Kolb the LSI has been found to be an accurate measure of an individual's preference for grasping and transforming information during learning.

Dunn & Dunn's Learning Style Model

The Dunn & Dunn learning style model has been researched by over 50 American and international educational institutions (Mitchel, 2009). It is based on the theory that each student has his or her strengths as a learner (Mitchel, 2009). The model is represented through five stimuli, which are environmental, emotional, sociological, physiological, and

psychological (Mitchel, 2009). Dunn & Dunn believed that each stimulus contains individual elements which contribute in mastering academic skills. (Oweini, 2016).

The current Dunn and Dunn Model includes 20 elements that, when classified, reveal that students are affected by their:

- **Environment** (Sound, light, temperature, seating design);
- **Emotionality** (Motivation, task persistence, responsibility/ conformity, structure);
- **Sociological preferences** (Learning alone, in pairs, in a small group of peers, as part of a team, with an adult, with variety of routines);
- **Physiological characteristics** (perceptual strengths, time of day, need for intake, mobility while learning); and
- **Psychological processing inclinations** (global/analytic, impulsive/reflective).

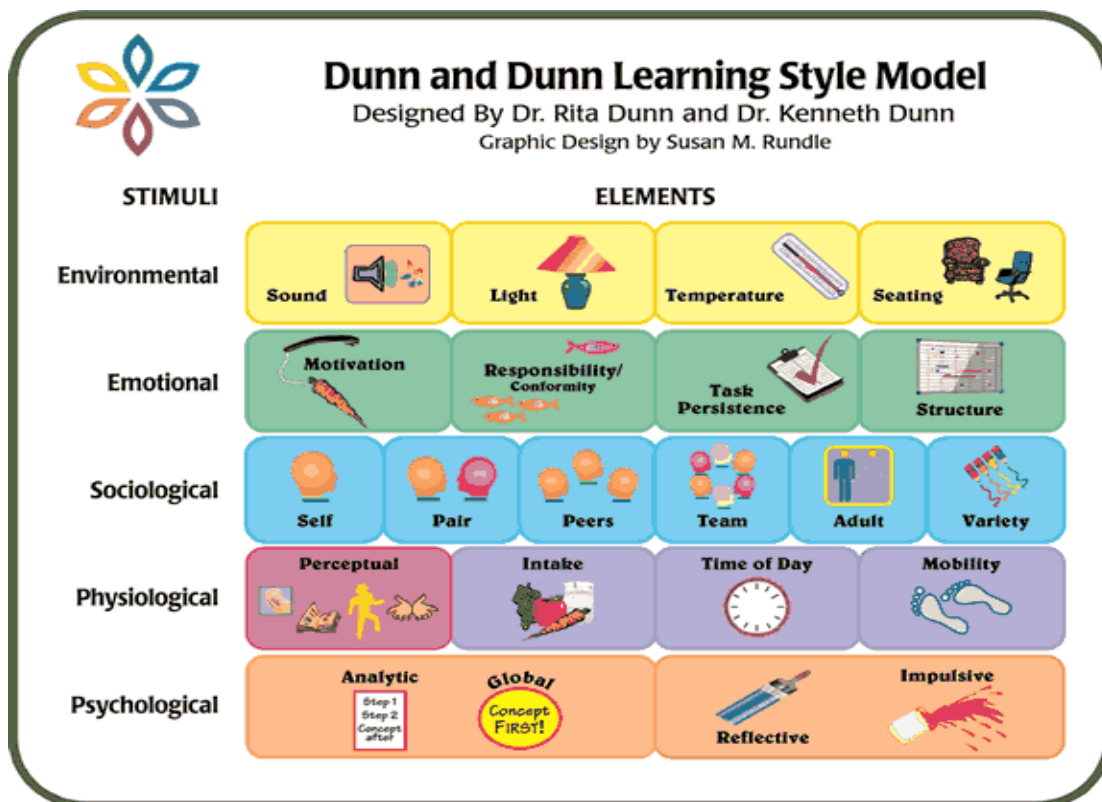


Figure 2. Dunn & Dunn Learning Style Model

Source: Adapted from LSCY: Research and Implementation Manual. (An electronic source).

Dunn and Dunn (1999) define learning style as “the way each person begins to concentrate on, process, internalize, and retain new and difficult academic information”.(Alkhatnai, 2011).

Since Dunn and Dunn's model considers age as a decisive factor when dealing with learning styles, a recent look at their website reveals their latest instruments (Dunn & Dunn, 2008), divided by age:

- **OPALS:** Observational Primary Assessment of Learning Style (ages 3-6)
- **ELSA:** Elementary Learning Style Assessment (ages 7-9)
- **LSCY:** Learning Style: The CLUE to You! (ages 10-13)
- **LIVES:** Learning In Vogue: Elements of Style (ages 14-18)
- **BE:** Building Excellence Survey (ages +17)

Perceptual Learning Style

The perceptual learning style defined as a preference for one of the following learning modalities – auditory, visual, kinesthetic, and tactile. According to Sarasin (1998), the perceptual-style theories by synthesizing their important characteristics into an approach that is based on behaviors and/or actions that can be easily perceived in a classroom situation.

The importance of studying these perceptual modalities arises for different reasons. Tight (2007) explained some of these reasons when she wrote:

First of all, as has already been established, they [perceptual modalities] represent a crucially important part of the learning process. Secondly, they are very intuitive. That is to say, most people can agree that some people are more visual, for example, while others tend to be more —hands-on. Finally, perceptual preferences may be more easily recognized in oneself and by one's teacher than other learning style variables such as classroom design preference, sensitivity to light, preferred time of day to learn, and whether a person thinks in words or in pictures. (Alkhatnai, 2011).

- **The auditory modality** refers to listening or hearing to things. They learn best when they hear themselves express an idea (Nilson, 2003). Learners usually prefer listening to lectures, oral explanation, audio tapes, and discussion in class.
- **The visual modality** refers to a preference for learning through vision, and visual learners rely on their sight to take information, they understand better through looking at objects and pictures. They organize knowledge in terms of spatial interrelationships among ideas and store it graphically (Nilson, 2003). Many researchers consider sensory modality used among learners. Jensen (2000), for example, asserts that 80 to 90% of all the information acquired by the brain is visual. He points out that “the retina accounts for 40 percent of all nerve fibers connected to the brain” (Alkhatnai, 2011).

- **The tactile modality** refers to the learners who learn by doing and touching. They learn best by being active, and they often rely on physical interaction in order to master a concept (Sarasin, 1998). This sensory modality is sometimes mixed with kinesthetic modality, or the two terms are used interchangeably. While the tactile modality refers to the sense of touching (hands-on), the kinesthetic modality refers to the whole body movement. Reid (1987) indicated that hands-on learning only relates to the tactile learning style. In contrast, she described the kinesthetic modality as the “total physical involvement with a learning situation”¹. Some researchers have indicated that those learners preferring this modality are encouraged to keep written and graphic records (Alkhatnai, 2011).
- **The kinesthetic modality** refers to the whole body movement. Learners better when able to move during learning, uses movements to help concentrate, and tries things out and likes to manipulate objects. Researchers gave examples of learning activities like role-play, acting, drama and other activities of this type. Reid (1987) concluded that the kinesthetic modality was the most dominant perceptual learning style preference for all the groups she studied.

Conclusion

In brief, this chapter has stated a general idea about Efl students’ learning styles . I have talked about the general models of learning style which are (Kolb’s and Dunn’s models) also perceptual learning style (the auditory modality, the visual modality, the tactile modality, the kinesthetic).

Chapter Two

Online Learning Vs. Traditional Learning

Online Learning Vs. Traditional Learning

Introduction

We are living in an information technology age and many people, especially students in higher education, depend on computer to do the work. Online learning can be as effective as traditional learning. In the present chapter, will highlight the different definitions of both online learning (its types, its tools, and its common platforms in 2023), and traditional classroom (its types). In the other hand I will mention advantages, and disadvantages of online learning and traditional classroom.

On-line learning

Sometimes also called distance education is education that gives lecture to students who are studying from their houses and separated from the teacher.

Definitions of On-Line Learning

Online learning is an educational method by which students learn in a virtual environment. First introduced in the 1990s with the foundation of the internet and utilized in distance learning, online learning (also called e learning) is most popular in higher education, enabling students from different geographic areas. Online learning refers to an internet-based learning environment that can connect students of diverse background who boast different perspectives.

Another concept that has emerged during the last 15 to 20 years is “e-learning”. According to Laurillard (2004), e-learning describes the interaction in which students use different types of ICTs in their learning process. Education in a knowledge society context is given a key role for developing new ideas in learning and teaching through e learning (Kahigi, Ekenberg, Danielson, & Hansson, 2007). Many research studies demonstrate that ICTs and é-learning are important for teachers and students (Bhuasiri, Ciganek, Rho, Xaymoungkhoun, & Zo, 2012; Kirkwood, 2009).

Types of On-line learning

Some educational have identified types of e-learning according to learning tools, while others have chosen to focus on different metrics such as synchronicity and learning content. There are 10 identifiable types of e-learning. These are the 10 different types of e-learning.

- Computer Managed Learning (CML).
- Computer Assisted Instruction (CAI).
- Synchronous Online Learning.
- Asynchronous Online Learning.
- Fixed E-Learning.
- Adaptive E-Learning.
- Linear E-Learning.
- Interactive Online Learning.
- Individual Online Learning.
- Collaborative Online Learning.

Alternatively, some educational scientists have chosen to classify e-learning types more simply. They identify just two primary types of e-learning: computer-based e-learning and internet-based e-learning. This method of classification could be seen as more precise because it differentiates e-learning from online learning, the two of which are often incorrectly used interchangeably. Some forms of e-learning such as CML and CAL are not considered to take place online, but they are required types of e-learning nevertheless.

Computer Managed Learning (CML): Computer-managed learning (CML), also known as computer Managed Instruction (CMI), computers are used to manage and evaluate learning processes. Computer managed learning systems operate through information databases. These databases contain bits of information, which the student has to learn, together with a number of ranking parameters, which enables the system to be individualized according to the preference of each student. Additionally, educational institutions use computer-managed learning systems for storing and retrieving information, which aids in educational management. This could mean information such as lecture information, training materials, grades, curriculum information, and enrolment information among others.

Computer Assisted Instruction (CAI): Computer Assisted Instruction (CAI), also referred to computer-assisted learning (CAL), is another type of e-learning, which uses computers together with traditional teaching. A self-learning technique, usually offline/online, involving interaction of the student with programmed instructional materials. The value of computer-assisted instruction is interactivity – it allows students to become active learners instead of passive learners, by utilizing various methods such as quizzes and other computer-assisted teaching and testing mechanisms. Nowadays most of schools, both online and

traditional one, use different variations of CAL to facilitate the development of skills and knowledge in their students.

Synchronous Online Learning: Synchronous online learning enables groups of students to participate in a learning activity together at the same time, from different places in the world. It is where instructors rely on video conferencing software, live chat features and other real-time tools and platforms to deliver their online class.

Before the creation of computer networks in the 1960s, truly synchronous e-learning was practically impossible to implement. Synchronous on-line learning nowadays is considered to be highly advantageous as it eliminates many of the common disadvantages of e-learning, such as social isolation and poor teacher-to-student and student-to-student relationships. Synchronous on-line learning is presently one of the most popular and quickest growing types of e-learning.

Asynchronous Online Learning: Asynchronous online learning, groups of students study independently at different times and locations from each other, without real-time communication taking place. Asynchronous on-line learning methods are frequently considered to be more student-centered than their synchronous counterparts are, as they give students more flexibility. For these reasons, asynchronous e-learning is often preferred by students who do not have flexible schedules, because it allows them to utilize self-paced learning.

Before the invention of the PLATO computer system, all e-learning was considered to be asynchronous, as there were no methods of computer networking available. However, nowadays, with the availability of computers and the World Wide Web, deciding between synchronous and asynchronous e-learning becomes a more difficult task, as each has their pros and cons (Najim,2020).

Fixed E-Learning: “Fixed” in this context means that the content used during the learning process does not change from its original state and all the students receive the same information as all the others. The materials are predetermined by the teachers and don’t adapt to the student’s preferences. This type of learning has been the standard in traditional classrooms for thousand of years, but it’s not quixotic in e-learning environment. That is because fixed on-line learning does not utilize the valuable real-time data gained from student inputs.

Adaptive E-Learning: Adaptive e-learning is a new and innovative type of e-learning, which makes it possible to adapt and redesign learning materials for each individual learner. Adaptive e-learning is based on the principle that every student is unparalleled and has a different background, educational need, learning style. The goal of adaptive e-learning is aligned with exemplary instruction: delivering the right content, to the right person, at the proper time, in the most appropriate way – any time, any place, any path, any pace (NASBE,2001).

Linear E-Learning: Linear E-learning does have its place in education, although it's becoming less pertinent with time. Sending training materials to students through television and radio programs are classic examples of that type of e-learning.

Interactive Online Learning: This type of e-learning allows senders to become receivers and vice versa, effectively enabling a two-way communication channel between the parties involved. From the messages sent and received, the teachers and students can make changes to their teaching and learning methods. For that reason, interactive e-learning is considerably more popular than linear, as it allows teachers and students to communicate more freely with each other.

Individual Online Learning: Individual learning in this context refers to the number of students participating in achieving the learning goals, rather than student-centeredness of the material. This type of learning has been the norm in traditional classrooms for thousands of years. Individual Online Learning This type is not ideal for developing communicational skills and group work abilities in students, as it largely focuses on students learning independently, without communication with other students.

Collaborative Online Learning: This is a modern type of learning method, through which multiple students learn and achieve their learning objectives together as a group. Collaborative on-line learning expands on the idea that knowledge is best developed inside a group of individuals where they can interact and learn from each other. While this type of learning is more often used in traditional classrooms than in online courses, it's still a valid type of e-learning which can be highly effective if done correctly.

E-Learning Tools

E-learning tools are used by most of the educational institutions either to replace or develop training models and traditional learning models. This technology innovation brings a smooth

move from traditional training to web design courses. There are different benefits of these e-learning tools like:

- A learners can study anytime and on their device.
- Saving money on lectures and travel expenses.
- Training can be tailored according to learner's needs.
- A teacher can access data on user achievements.

Online Learning Platforms in 2023

Learning platforms are more suitable for learners looking for subject to study.

LinkedIn Learning is a platform gives a professional lectures in business, digital marketing, web development, and more creative fields like design amongst other subjects, in the video lesson format. This educational platform comes as a premium service for LinkedIn users and offers over 16,000 courses in 11 languages and focuses on helping individuals invest in their professional development. LinkedIn Learning also partners with top companies to provide its learners with the most in-demand professional certificates.

Udemy is one of the common online course marketplace on the web, it has more than 213,000 online video courses. This educational platform has over 40 million students, 50 thousand instructors, and subject matter experts creating online courses. Udemy makes course creation for everyone with the possibility of acquiring new skills. In doing so, it offers a range of online learning materials including PDF documents, PowerPoint, text, and video content, among many others.

Coursera is an online education platform with more than 82 million users that is dedicated to offering high-quality online training courses worldwide. While partnering with top universities and businesses, it provides students the opportunity to receive certifications from renowned institutions upon joining their paid courses. This platform offers individual courses, specializations, certifications, and degree programs (for bachelor's and master's degree) that support on-demand video lectures, homework exercises, peer-reviewed assignments, and community discussion forums.

Skillshare is also one of the common course marketplace that has more than 5 million students and up to 35,000 lessons in various creative fields. Course lessons last from 20 to 60 minutes and are made from a series of small videos, class projects, and a student community

that encourages interaction through discussion forums. Classes on Skillshare are taught by industry leaders, everyday creatives, and professionals and are divided into four categories (Creative arts, Technology, Business, Lifestyle).

Open edX & edX both were created by a team of scientists from Harvard University and MIT with the goal of providing online university-level education across the globe. EdX.org offers over 3,500 online courses from 160 prestigious businesses and universities offering higher education in many disciplines. The platform mainly specialize in the sciences – engineering, computer science, data science, math, humanities, business, and management.

Udacity is an education platform that teaches learners the skills and knowledge they need, preparing them for a successful career in the technology industry. Its training programs are known as ‘nanodegrees’ and are being offered as part of the platform’s collaboration with major tech companies like Google and Microsoft. Udacity’s mission is to transform talent at scale.

Traditional Learning

Also called customary learning, is the method where the learners, the students learn the course from an educator or the teacher or from resources like articles, books, journals, audios, and tapes.

Definitions of Traditional Learning

It is based on the physical interaction between the student and the teacher in-person. A mentor who controls the process of the information and knowledge. The traditional learning necessitate the learner and instructor to be present physically at the learning place, the university or the school, at the same time. Some researchers argues that traditional classroom is combination of relationship between students and both subjects and method of learning, interpersonal relationship among students, and also students’ thoughts on the classroom structure (Anderson, 1970;Jou, 2010). Dewey (1938), in a study of Comey (2009) theorized that learning can replace where students participate in a community setting, like a classroom, to use materials and ideas based on the meaningful experience.

Types of Traditional Learning

There are different types of traditional learning that are listed below:

- Classroom learning
- Homeschool learning
- Small-group learning
- Laboratory learning

Brief explanations will be given for each type of traditional learning:

Classroom learning is the process of involves face-to-face presentation between the teacher and the student/learner. The teacher in this type is the sender of the information or the lesson and the learner is the receiver.

Homeschool learning also known as a home education or elective home education that is home based and the guide of the parent. It is to educate children at home instead of sending them to a school.

Small-group learning this type same thing with traditional learning which is includes the teacher and the students at the same place, and same time but the learner at the center of the process of learning. Small-group learning differs from the traditional learning, where the teacher, who is the center of the process of the learning, follow the curriculum and the process of the lecture-based.

Laboratory learning is that learning the students can practice, observe, and experiment with objects, materials, phenomena, and ideas either individually or in groups.

On-line learning Vs. Traditional classroom

Kolb (1984) writes, “learning environments that operate according to a learning theory that is dissimilar to a person’s preferred style of learning are likely to be rejected or resisted by that person” (p.202). From this the students choose one learning method over another depends on personal factors. Zhang, Zhang, Zhou & Nunamaker (2004) carried out a comparison of traditional classroom learning and e-learning and presented both advantages and disadvantages for both settings (Table, 2).

Table 2

Advantages and Disadvantages of E-learning and Traditional Learning. (Zhang et al. , 2004)

	Traditional classroom learning	E-learning
Advantages	<ul style="list-style-type: none">*Immediate feedback*Being familiar to both instruction and students*Motivating students*Cultivation of a social community	<ul style="list-style-type: none">*Learner-centered and self-paced*Time and location flexibility*Cost-effective for learners*Potentially available to global audience*Archival capability for knowledge reuse and sharing
Disadvantages	<ul style="list-style-type: none">*Instructor-centered*Time and location constraints*More expensive to deliver	<ul style="list-style-type: none">*Lack of immediate feedback in asynchronous e-learning*Increased preparation time for the instructor*Not comfortable to some people*Potentially more frustration, anxiety, and confusion

Source: Adapted from Alkhatnai (2011) (p. 73).

In a relevant study, Halsne and Gatta (2002) compared learners' characteristics in two modes of instruction (online vs. face-to-face) in community college settings.

Conclusion

In sum, chapter two discussed the general idea about both on-line and traditional classroom learning. Also I have mentioned their types, advantages and disadvantages of both of them, and the E-learning tools which helps the learners/teachers in the process of learning.

Chapter Three

Methodology, Results and Discussion

Methodology, Results and Discussion

Introduction

The present study is designed to analyze the data found through researching the different problems students' face, their preferences in learning styles, the teacher's choices and their opinion about which learning style do prefer and how they would like the session to be. My aim in concluding this study is to test my hypotheses. To contribute to my study, the teachers and students were selected as the best source of information to test the stated hypotheses. I chose to use as tools for this investigation, a questionnaire to the students, an interview to the teachers. Hence, we have selected to work with third year ENS English students of the English department of Kasdi Merbah University because they were the most qualified and helpful to our case study, and to English teachers of the same University of the academic year 2022-2023.

Research Design

For the hypothesis investigation, qualitative and quantitative methods are selected. The qualitative method is represented by the students' questionnaire, which consists of thirty one (31) questions on the learning style of EFL students in online and traditional classroom. It is a kind of assessment to get insights on how students prefer to learn, and the ways they learn best. Also, we conducted an interview with 6 English teachers.

Population and Sampling

This research targets third years English ENS students of the English department at the University of Ouargla for the academic year 2022-2023. The population is composed of sixty two (62) students.

Students' Questionnaire

Description of the questionnaire

Questionnaires are important source of information. According to Nunan (1992), the questionnaire is a reasonably common method of data collection. It enables the researcher to collect data in the field. The questionnaire is designed for third year ENS students at the department of Kasdi Merbah University of the academic year 2022-2023. About sixty two (62) students were selected randomly for investigating the preferable learning styles in online

and traditional classroom. This questionnaire contains thirty one (31) questions kind of tick the right answers from a list of suggested options, which are classified under two sections:

Section One

It contains seven questions which help gather information about the participant of the questionnaire.

Section Two

It deals with students learning styles, problems, preferences to understand the lesson better. It is the main section to know what students prefer online learning or traditional classroom.

Analysis of the results

Section One: Background Information

1. The Age of the Students.

Table 3

Students' Age

	Number	Percentage
18-25	56	90.3%
26-30	6	9.7%
31-35	0	0%
Total	62	100%

The results show that the majority of the students are aged between 18 and 25 year old, which are logical, taking in consideration the level we are investigating in while a very small group represents students aged between 26 and 30 years old.

2. The Students' Level .

Table 4

Students' Level

	Number	Percentage
Low	0	0%
Average	13	21%
Good	44	71%
Very good	5	8%
Total	62	100%

The results indicate that the majority of the sample (71% of the whole sample) described themselves as good EFL learners. 13 students in the sample described themselves as average EFL learners and represented 21% of the sample. The rest of the group represented 8% of the sample and consisted 5 students who described themselves as very good EFL learners.

3. The use English Language outside the classroom.

Table 5

Students' Using English Language Outside the Classroom

	Number	Percentage
Always	12	19.4%
Sometimes	33	53.2%
Rarely	13	21%
Never	4	6.5%
Total	62	100%

The results indicate that most of the students use “Sometimes” English language outside the classroom with “53.2%”, which is positive result, whereas answered with “Always” and

“Rarely” have nearly the same percentage with “19.4%” and “21%” respectively. At last comes “Never” which scored the lowest percentage with “6.5%”.

4. The section of the Course I would like to join.

Table 6

Students’ Preferable Method of Instruction

	Number	Percentage
Online-based	12	19.4%
Class-based	50	80.6%
Total	62	100%

The results indicate 50 students prefer class-based instruction (80.6% of the sample), while 12 students (19.5% of the sample) prefer online classes.

Section Two: The Perceptual Learning Style

5. When the teacher gives the instruction I understand better.

Table 7

Students Prefer the Auditory Learning Style

	Number	Percentage
Strongly Agree	22	35.5%
Agree	36	58.1%
Undecided	3	4.8%
Disagree	1	1.6%
Strongly Disagree	0	0%
Total	62	100%

The result indicate that most of the students “Agree” that they are prefer the auditory learning with “58.1%”, while 35.5% answered with “Strongly Agree” which is they are also prefer the auditory learning. whereas answered with “Undecided” and “Disagree” have nearly the same percentage with “3%” and “1%” receptively.

6. I prefer to learn by doing something in class.

Table 8

Students Prefer the Kinesthetic Learning Style

	Number	Percentage
Strongly Agree	28	45.2%
Agree	27	43.5%
Undecided	6	9.7%
Disagree	1	1.6%
Strongly Disagree	0	0%
Total	62	100%

Table 9 shows that 28 students (45.2% of the sample) answered with “Strongly Agree” and 27 students (43.5% of the sample) answered with “Agree” which is 55 students (88.7% of the sample) they prefer the kinesthetic learning. Whereas answered with “Undecided” with “9.7%”. At last comes “Disagree” which scored the lowest percentage with “1.6%”.

7. I get more work done when I work with others.

Table 9

Students Prefer the Group work Learning Style

	Number	Percentage
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Strongly Agree	11	18%
Agree	18	29%
Undecided	8	13%
Disagree	22	35%
Strongly Disagree	3	5%
Total	62	100%

Table 10 shows that the majority of the students they are “Disagree” with group work with “35%”, while “29%” they are “Agree” with group work. whereas answered with “Strongly Agree” and “Undecided” have nearly the same percentage with “18%” and “13%”receptively. At last comes “Strongly Disagree” which scored the lowest percentage with “5%”.

8. I learn more when I study with a group.

Table 10

Students Prefer the Group Work Learning Style

	Number	Percentage
Strongly Agree	11	17.7%
Agree	18	29%
Undecided	10	16.1%
Disagree	20	32.4%
Strongly Disagree	3	4.8%
Total	62	100%

We noticed from the results that the majority of the respondents “32.4%” answered with “Disagree” which is they do not prefer group work, while “29%” answered with “Agree” which is they prefer group work. Whereas answered with “Strongly Agree” and “Undecided” have nearly the same percentage with “17.7%” and “16.1%” receptively. At last comes “Strongly Disagree” which scored the lowest percentage with “4.8%”.

9. In class, I learn better, when I work with others.

Table 11

Students Prefer the Group Work Learning Style

	Number	Percentage
Strongly Agree	7	11.3 %
Agree	31	50%
Undecided	8	13%
Disagree	14	22.5%
Strongly Agree	2	3.2%
Total	62	100%

We noticed from the results that the majority of the respondents “50%” answered with “Agree” which is they prefer group work; while “22.5%” answered with “Disagree” which is they do not prefer group work. Whereas answered with “Strongly Agree” and “Undecided” have nearly the same percentage with “11.3%” and “13%” receptively. At last comes “Strongly Disagree” which scored the lowest percentage with “3.2%”.

10. I learn better by reading what the teacher writes on the white board

Table 12

The Students Prefer the Visual Learning Style

	Number	Percentage
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Strongly Agree	14	22.6%
Agree	33	53.2%
Undecided	10	16.1%
Disagree	4	6.5%
Strongly Disagree	1	1.6%
Total	62	100%

The result indicate that most of the students “Agree” that they are prefer the visual learning with “53.2%”, while 22.6% answered with “Strongly Agree” which is they are also prefer the visual learning. Whereas “16.1%” answered with “Undecided” and “6.5%” with “Disagree”. At last comes “Strongly Disagree” which scored the lowest percentage with “1.6%”.

11. When someone tells me how to do something in class, I learn better.

Table 13

The Students Prefer the Auditory Learning Style

	Number	Percentage
Strongly Agree	15	24%
Agree	36	58%
Undecided	6	9.7%
Disagree	3	5%
Strongly Disagree	2	3.3%
Total	62	100%

The result indicate that most of the students “agree” that they are prefer the auditory learning with “58%”, while 24% answered with “strongly agree” which is they are also prefer

the auditory learning. whereas answered with “undecided” and “disagree” have nearly the same percentage with “9.7%” and “5%” receptively. At last comes “strongly disagree” which scored the lowest percentage with “3.3%”.

12. When I do things in class, I learn better.

Table 14

The Students Prefer the Kinesthetic Learning Style

	Number	Percentage
Strongly Agree	20	32.3%
Agree	33	53.2%
Undecided	7	11.3%
Disagree	2	3.2%
Strongly Disagree	0	0%
Total	62	100%

A large amount of the participants “53.2%” answered with “agree” which is they are prefer the kinesthetic learning. At the second position, “32.3%” of them are answered with “strongly agree”. “undecided” come at the third position with “11.3%” and last comes “disagree” with “3.2%”.

13. I remember things I have heard in class better than things I have read.

Table 15

The students Prefer the Auditory Learning Style

	Number	Percentage
Strongly Agree	13	21%
Agree	25	40.3%

Undecided	11	17.7%
Disagree	12	19.4%
Strongly Disagree	1	1.6%
Total	62	100%

Results point out that “40.3%” of the participants choose “agree” which is they are prefer the auditory learning style. In the other hand, the other “21%” of them voted to “strongly agree”. whereas answered with “undecided” and “disagree” have nearly the same percentage with “17.7%” and “19%” receptively. At last comes “strongly disagree” which scored the lowest percentage with “1.6%”.

14. When I read instructions, I remember them better.

Table 16

The Students Prefer the Visual Learning Style

	Number	Percentage
Strongly Agree	12	19.4%
Agree	41	66.1%
Undecided	8	12.9%
Disagree	1	1.6%
Strongly Disagree	0	0%
Total	62	100%

“66.1%” of the students chose “agree” for an answer which is the majority of them prefer the visual learning. In the other hand, the other “19.4%” of them choose “strongly agree”. While “12.9%” voted to “undecided”. At last comes “disagree” which scored the lowest percentage with “1.6%”.

15. I learn more when I can make a model of something.

Table 17

The Students Prefer the Tactile Learning Style

	Number	Percentage
Strongly Agree	21	33.9%
Agree	29	46.8%
Undecided	11	17.7%
Disagree	1	1.6%
Strongly Disagree	0	0%
Total	62	100%

The results denote that “46.8%” of the students prefer the tactile learning. While “33.9%” choose “strongly agree”. The other “undecided” and “disagree” with “17.7%” and “1.6%” respectively.

16. I understand better when I read instructions.

Table 18

The Students Prefer the Visual Learning Styles

	Number	Percentage
Strongly Agree	15	24.1%
Agree	39	63%
Undecided	5	8.1%
Disagree	2	3.2%
Strongly Disagree	1	1.6%

Total	62	100%
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The majority of the students they choose “agree” with “63%” which is prefer the visual learning. In the other hand, “24.1%” voted to “strongly agree”. whereas answered with “undecided” and “disagree” have nearly the same percentage with “8.1%” and “3.2%” receptively. At last comes “strongly disagree” which scored the lowest percentage with “1.6%”.

17. When I study alone, I remember things better.

Table 19

The Students Prefer Individual work Learning Style

	Number	Percentage
Strongly Agree	24	38.7%
Agree	21	33.9%
Undecided	9	14.5%
Disagree	7	11.3%
Strongly Disagree	1	1.6%
Total	62	100%

Table 20 points out that “38.7%” of the participants “strongly agree” with this statement. Also “33.9%” of them are “agree”. However, “14.5%” “undecided” and “11.3%” “disagree”. While “1.6%” are “strongly disagree”. The majority of the students find that working alone is best learning style.

18. I learn more when I make something for a class project.

Table 20

The Students Prefer the Tactile Learning Styles

	Number	Percentage
Strongly Agree	19	30.6%
Agree	31	50%
Undecided	6	9.7%
Disagree	5	8.1%
Strongly Agree	1	1.6%
Total	62	100%

Table 21 reveals that half of students “50%” “agree” that the tactile is best way to learn, while “30.6%” are “strongly agree”. Whereas, “9.7%” of learners answer by “undecided”. Also “8.1%” choose “disagree” and “1.6%” voted of “strongly disagree”.

19. I enjoy learning in class by doing experiments.

Table 21

The Students Prefer the Kinesthetic Learning Style

	Number	Percentage
Strongly Agree	22	35.5%
Agree	33	53.2%
Undecided	2	3.2%
Disagree	4	6.5%
Strongly Disagree	1	1.6%
Total	62	100%

As seen from table 23, more than half “53.2%” of the students. However “35.5%” choose “strongly agree”, while only “3.2%” and “6.5%” of them voted for “undecided” and “disagree” respectively and the lowest percentage “1.6%” of students answer by “strongly disagree”.

20. I learn better, when I make drawings as I study.

Table 22

The Students Prefer the Tactile Learning Style

	Number	Percentage
Strong Agree	12	19.7%
Agree	30	49.2%
Undecided	7	11.3%
Disagree	11	18.2%
Strong Disagree	1	1.6%
Total	62	100%

In table 23, most of the students “49.2%” choose “agree”. “19.7%” of the subjects select “strongly agree” which are both of this categories prefer the tactile learning and “18.2%” of the participants choose “disagree”, while “11.3%” select “undecided”. In the last comes “strongly disagree” with “1.6%”.

21. I learn better in class when the teacher gives a lecture.

Table 23

The Students Prefer the Auditor Learning Style

	Number	Percentage
Strongly Agree	10	16%

Agree	34	55%
Undecided	9	14.4%
Disagree	8	13%
Strongly Disagree	1	1.6%
Total	62	100%

Table 24, in its turn, denotes that the most of the students “55%” select “agree”, while “strongly agree” with “16%” which is the majority choose the auditory learning style. Whereas answered with “undecided” and “disagree” have nearly the same percentage with “14.4%” and “13%” receptively. At last comes “strongly disagree” which scored the lowest percentage with “1.6%”.

22. I understand things better in class when I participate in role-playing.

Table 24

The Students Prefer the Kinesthetic Learning Style

	Number	Percentage
Strongly Agree	14	23%
Agree	27	43.2%
Undecided	18	29%
Disagree	2	3.2%
Strongly Disagree	1	1.6%
Total	62	100%

According to the results shown in table 25, “43.2%” of the students state that they are “agree” with the kinesthetic learning style, while “29%” choose “undecided” and “23%”

select “strongly agree”. However “disagree” with “3.2%” and last comes “strongly disagree” with “1.6%”.

23. I learn better in class when I listen to someone.

Table 25

The Students Prefer the Auditory Learning Style

	Number	Percentage
Strongly Agree	8	13%
Agree	30	48.4%
Undecided	16	25.8%
Disagree	7	11.2%
Strongly Disagree	1	1.6%
Total	62	100%

Table 26 reports that “48.4%” of the chosen select “agree”, while “undecided” it takes the second place with “25.8%”. However, “13%” choose “strongly agree” and “11.2%” select “disagree”. At last comes “strongly disagree” with “1.6%”.

24. When I build something, I remember what I have learned better.

Table 26

The Students Prefer the Tactile Learning Style

	Number	Percentage
Strongly Agree	15	24.2%
Agree	38	61.3%
Undecided	6	9.7%
Disagree	2	3.2%

Strongly Disagree	1	1.6%
Total	62	100%

As it is shown in Table 27, “61.3%” of the participants respond by “Agree”. “24.2%” replied by “Strongly Agree”, whereas, “9.7%” answer by “Undecided” and only “3.2%” choose “Disagree”. At last comes “Strongly Disagree” with “1.6%”.

25. I learn more by reading than by listening to someone.

Table 27

The Students Prefer the Visual Learning Style

	Number	Percentage
Strongly Agree	11	17.7%
Agree	20	32.3%
Undecided	12	19.4%
Disagree	18	29%
Strongly Disagree	1	1.6%
Total	62	100%

From Table 28, it has been found that the majority choose “Agree” with “32.2%”. “29%” answer by “Disagree”, whereas, “19.4%” replied by “Undecided” and “17.7%” respond by “Strongly Agree” and last one is “Strongly Disagree” with “1.6%”.

26. I learn best in class when I can participate in related activities.

Table 28

The Students Prefer the Kinesthetic Learning Style

	Number	Percentage
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Strongly Agree	22	35.5%
Agree	27	43.5%
Undecided	10	16.2%
Disagree	2	3.2%
Strongly Disagree	1	1.6%
Total	62	100%

Even though the “Agree” and “Strongly Agree” answers are dominant with “43.5%” and “35.5%” respectively which is they are prefer the Kinesthetic learning, it is noticed that “Undecided” still hold an important amount of them, which is “16.2%”. “3.2%” of the participants choose “Disagree” and “1.6%” answered by “Strongly Disagree”.

27. I prefer working on projects by myself.

Table 29

The Students Prefer the Individual Learning Style

	Number	Percentage
Strongly Agree	19	30.6%
Agree	25	40.3%
Undecided	8	13%
Disagree	9	14.5%
Strongly Disagree	1	1.6%
Total	62	100%

We notice from the results that most of the students “40.3%” and “30.6%” answered with “Agree” and “Strongly Agree” which is they prefer to work alone. While “14.5%” replied

with “Disagree” which is they do not like to work alone, whereas, “13%” choose “Undecided” and “Strongly Disagree” with “1.6”.

28. I learn more by reading textbooks than by listening to lectures.

Table 30

The Students Prefer the Visual Learning Style

	Number	Percentage
Strongly Agree	11	17.7%
Agree	20	32.3%
Undecided	12	19.4%
Disagree	15	24.2%
Strongly Disagree	4	6.4%
Total	62	100%

32.3% of the participants expectedly chose “Agree”, while “24.2%” answered by “Disagree”. Whereas, “19.4%” replied by “Undecided” and “17.7%” respond by “Strongly Agree” and last one is “Strongly Disagree” with “1.6%”.

In sum, Students’ Questionnaire revealed that third year students aware of their preferable learning style (auditory, kinesthetic, tactile, visual, group work, and individual work) , also they are prefer traditional learning more than online learning.

Teachers’ Interview

Results and Analysis

Teacher 1

We conducted this interview to find out which methods of teaching do prefer and if they have experience teaching both online and traditionally and has made efforts to embrace students' learning styles. We interviewed six teachers in the English department of Kasdi

Merbah University. This interview is a set of three sections each sections divided into four questions.

Section 1. Teachers' Background Information

Q1. How long have you been teaching English ?

A1. 12 years

Q2. Do you think that you have enough opportunities to attend training for improving your teaching methodology?

A2. No, not enough

Q3. Have you ever attended seminar or a training on the students' learning styles?

A3. Yes

Q4. Have you been trained to teach online?

A4. No

Based on the responses provided, the teacher has been teaching English for 12 years, indicating a significant level of experience. However, when asked about opportunities to attend training to improve teaching methodology, the teacher expressed that there are not enough opportunities. This suggests a potential gap in professional development and the need for additional training opportunities.

While the teacher has attended a seminar or training on students' learning styles, indicating some exposure to this topic, they have not received specific training to teach online. This lack of training in online teaching may impact the teacher's ability to effectively adapt their teaching methods to an online environment.

Section 2. Teachers' Perceptual on Students' Learning Styles

Q1. Do you agree that students have different learning styles?

A1. Yes, I do

Q2. Can you explain in few words what are the students' learning styles?

A2. Visuals, Auditory, Reading/ Writing , kinesthetic these students react differently with new information

Q3. How can training on students' learning styles allow you to improve your teaching practices?

A3. They help the teacher recognize the preferential way in which a student processes.

Q4. What are the negative consequences of neglecting students' learning styles?

A4. We as teachers miss the easy way to make learning effective by teaching students into groups.

The teacher agrees that students have different learning styles, which is a widely recognized concept in education. They mention visual, auditory, reading, and kinesthetic learning styles as examples. This demonstrates an awareness of the various ways in which students process and understand information.

The teacher acknowledges that training on students' learning styles can help improve teaching practices. This understanding aligns with the idea that recognizing and catering to students' preferred learning styles can enhance the effectiveness of instruction. Additionally, the teacher highlights the negative consequences of neglecting students' learning styles, such as missed opportunities to make learning more effective by utilizing group work and tailored approaches.

Section 3. Teachers' Perception on Online Vs. Traditional Teaching in terms of the Students' Learning Styles?

Q1. As a teacher, which one do you prefer: Online teaching or In class teaching? Why?

A1. In class teaching because I feel I am more beneficial . I am not trained to online teaching plus not all students have access to internet.

Q2. Which teaching methods do you think are the best to meet all the students' learning styles?

A2. Task based notation suits all of them since we can tailor the task according to the students' styles

Q3. Is the nature of the subject taught online related to the success or failure of adapting and valuing the students' learning styles?

A3. Yes, it is some modules need workshop

Q4. Have you ever taught online (and/or) traditional embracing your students' learning styles? If yes how?

A4. Never.

The teacher expresses a preference for classroom teaching over online teaching. They believe they are more beneficial in a physical classroom setting and mention the lack of training in online teaching as a contributing factor. Furthermore, they note that not all students have access to the internet, which poses a barrier to online instruction.

Regarding teaching methods that best meet students' learning styles, the teacher suggests task-based notation as suitable for accommodating different learning styles. This approach allows for tailoring tasks according to individual students' styles, indicating a flexible and inclusive instructional strategy.

The teacher acknowledges that the nature of the subject taught online can impact the adoption and value placed on students' learning styles. Certain modules may require workshops or hands-on activities that are more challenging to facilitate in an online setting.

Finally, the teacher states that they have never taught online or traditionally while explicitly embracing students' learning styles. This suggests that there may be room for improvement in aligning instructional practices with students' individual learning preferences.

Overall, the analysis reveals that the teacher recognizes the importance of students' learning styles but may lack specific training in online teaching and implementing instructional strategies that cater to diverse learning styles. Addressing these areas could enhance the teacher's effectiveness in meeting the needs of students with different learning preferences, both in traditional and online teaching environments.

Teacher 2

Section 1. Teachers' Background Information

Q1. How long have you been teaching English ?

A1. 15 years

Q2. Do you think that you have enough opportunities to attend training for improving your teaching methodology ?

A2. No.

Q3. Have you ever attended seminar or a training on the students' learning styles?

A3.No.

Q4. Have you been trained to teach online?

A4. No

The teacher has been teaching English for 15 years, indicating a considerable amount of experience in the field. However, when asked about opportunities to attend training and improve teaching methodology, the teacher believes there are not enough opportunities available. This suggests a potential lack of professional development and limited exposure to new teaching approaches or techniques.

The teacher has not attended a seminar or training specifically focused on students' learning styles, indicating a potential gap in their knowledge and understanding of this topic. Additionally, the teacher has not received any training to teach online, indicating a lack of familiarity and readiness for online teaching methods.

Section 2. Teachers' Perceptions on Students' Learning Styles

Q1. Do you agree that students have different learning styles?

A1. Yes, I do

Q2. Can you explain in few words what are the students' learning styles?

A2. Students may learn through visual, auditory, kinesthetic and reading/writing styles or a combination of these.

Q3. How can training on students' learning styles allow you to improve your teaching practices?

A3. Training sheds light on point that might be hidden and the teacher is not aware of them.

Q4. What are the negative consequences of neglecting students' learning styles?

A4. Misunderstanding the students' points of view, understanding the students' personal capacities, and being authoritative in controlling students' ideas.

The teacher agrees that students have different learning styles and mentions visual, auditory, kinesthetic, and reading/writing styles as examples. This demonstrates an awareness of the diverse ways in which students learn and process information.

The teacher believes that training on students' learning styles can help improve teaching practices by bringing attention to aspects that may otherwise be overlooked. This implies that the teacher recognizes the value of understanding and accommodating students' individual learning preferences.

Neglecting students' learning styles can have negative consequences, according to the teacher's response. These consequences include misunderstandings of students' perspectives, overlooking students' personal capacities, and exerting authoritative control over students' ideas. This highlights the importance of considering and incorporating students' learning styles in order to create an inclusive and effective learning environment.

Section 3. Teachers' Perception on Online Vs. Traditional Teaching in terms of the Students' Learning Styles?

Q1. As a teacher, which one do you prefer: Online teaching or In class teaching? Why?

A1. Since I am not trained to do online teaching I still prefer class teaching which is full of interaction .

Q2. Which teaching methods do you think are the best to meet all the students' learning styles?

A2. Interactive methods whether it is online or classroom teaching.

Q3. Is the nature of the subject taught online related to the success or failure of adapting and valuing the students' learning styles?

A3. Absolutely.

Q4. Have you ever taught online (and/or) traditional embracing your students' learning styles? If yes how?

A4. Never.

The teacher expresses a preference for classroom teaching over online teaching. The reason provided is the lack of training in online teaching. The teacher also mentions that classroom teaching is preferred because it allows for more interaction, suggesting a belief that face-to-face instruction facilitates better engagement and student-teacher interaction.

The teacher suggests that interactive teaching methods, whether in an online or classroom setting, are the best approaches to accommodate all students' learning styles. Interactive methods likely involve active participation, hands-on activities, and engagement with various learning modalities, which can cater to different learning styles.

According to the teacher, the nature of the subject taught online is related to the success or failure of adopting and valuing students' learning styles. This implies that certain subjects may require specific instructional methods or hands-on experiences that are more challenging to deliver effectively in an online environment.

The teacher has never taught online or traditionally while explicitly embracing students' learning styles. This suggests a potential opportunity for growth and improvement in aligning instructional practices with students' individual learning preferences

Teacher 3

Section 1: Teachers' Background Information:

Q1: How long have you been teaching English?

A1. 25 years

Q2: Do you think that you have enough opportunities to attend training to improve your teaching methodology? why?

A2. Yes there are

Q3. Have you ever attended a seminar or training on students' learning styles?

A3. Never

Q4. Have you been trained to teach online?

A4. Yes

The teacher has a significant amount of teaching experience, having taught English for 25 years. This indicates a wealth of knowledge and expertise in the field. When asked about opportunities for training to improve teaching methodology, the teacher believes that there are enough opportunities available. This suggests a proactive attitude towards professional development and a willingness to continuously enhance teaching skills.

Although the teacher has never attended a seminar or training specifically focused on students' learning styles, they have received training to teach online. This indicates a readiness to adapt to the changing educational landscape and utilize online teaching methods.

Section two: Teachers' Perception on Students' Learning Styles

Q1. Do you agree that students have different learning styles?

A1. Totally agree

Q2. Can you explain in a few words what are the students' learning styles?

A2. There are ways of processing information (such as visual, auditory, tactile, etc)

Q3. How can training on students' learning styles allow you to improve your teaching practices?

A3. By learning about the characteristics of each types of learner

Q4. What are the negative consequences of neglecting students' learning styles?

A4. The negative consequences are that teaching becomes non-flexible and cannot be adapted to each learner

The teacher agrees that students have different learning styles and identifies visual, auditory, and tactile as examples of ways in which students process information. This demonstrates an understanding of the diverse learning preferences among students.

The teacher believes that training on students' learning styles can improve teaching practices by familiarizing teachers with the characteristics of each type of learner. This awareness allows for more effective instructional strategies that cater to individual students' needs.

Neglecting students' learning styles can have negative consequences, according to the teacher. It can lead to inflexible teaching practices that are not adaptable to the needs of individual

learners. This highlights the importance of recognizing and accommodating different learning styles to create an inclusive and effective learning environment.

Section 3: Teachers' perception on online vs. traditional teaching in terms of the students' learning styles.

Q1. As a teacher, which one do you prefer: online teaching or classroom teaching? Why?

A1. I prefer class teaching because this would give the opportunity to know the students better and to communicate with them better

Q2. Which teaching methods do you think are the best to meet all the students' learning styles? Why?

A2. The communicative methods in general because they allow learners to negotiate meaning

Q3. Is the nature of the subject taught online related to the success or failure of adopting and valuing students' learning styles?

A3. Yes, context modules differ from language (skill) modules

Q4. Have you ever taught online and/or traditionally embracing your students' learning styles? If yes how?

A4. To some extent I did, this is done by giving freedom to students to work in the most appropriate way for them

The teacher expresses a preference for classroom teaching over online teaching. They believe that classroom teaching provides a better opportunity to get to know and communicate with students. This suggests a belief in the value of face-to-face interaction and personalized engagement with students.

Regarding teaching methods that meet all students' learning styles, the teacher suggests communicative methods, which allow learners to negotiate meaning. This approach emphasizes active participation and engagement, enabling students to apply their preferred learning styles in meaningful ways.

The teacher acknowledges that the nature of the subject taught online can impact the success or failure of adopting and valuing students' learning styles. Different subject areas may

require different instructional approaches to effectively accommodate students' learning preferences.

The teacher states that they have embraced students' learning styles to some extent, allowing students the freedom to work in the most appropriate way for them. This flexibility in teaching approaches demonstrates a consideration for individual students' needs

Teacher 4

Section One: Teachers' Background Information:

Q1: How long have you been teaching English?

A1. 13 years

Q2: Do you think that you have enough opportunities to attend training to improve your teaching methodology? why?

A2. Not really

Q3. Have you ever attended a seminar or training on students' learning styles?

A3. Yes

Q4. Have you been trained to teach online?

A4. Yes

The teacher has 13 years of teaching experience in English. They believe that they do not have sufficient opportunities to attend training and improve their teaching methodology. This indicates a potential need for more professional development opportunities to enhance their teaching skills.

The teacher has attended a seminar or training on students' learning styles, demonstrating a proactive approach to understanding different learning preferences. Additionally, they have received training to teach online, indicating adaptability to changing teaching environments.

Section Two: Teachers' Perception on Students' Learning Styles

Q1. Do you agree that students have different learning styles?

A1. I do

Q2. Can you explain in a few words what are the students' learning styles?

A2. Every student has its own learning style either auditory, visual, read/write, kinesthetic

Q3.How can training on students' learning styles allow you to improve your teaching practices?

A3. To ease the learning process to match the exercises to the students' level and style

Q4. What are the negative consequences of neglecting students' learning styles?

A4. Students may face difficulties coping up with tasks assigned to them

The teacher agrees that students have different learning styles, which include auditory, visual, read/write, and kinesthetic styles. This recognition of individual learning preferences suggests an understanding of the diverse ways in which students process information.

Training on students' learning styles can help the teacher improve their teaching practices by customizing exercises and matching them to the students' levels and styles. This approach enhances the learning process and ensures that tasks are appropriate for each student.

Neglecting students' learning styles can lead to difficulties for students in coping with assigned tasks. This highlights the importance of considering and incorporating students' learning styles to create a supportive learning environment.

Section Three: Teachers' Perception on Online Vs Traditional Teaching in Terms of the Students' Learning Styles

Q1. As a teacher, which one do you prefer: online teaching or classroom teaching? Why?

A1. In class teaching to follow the students' needs, especially the introverts

Q2. Which teaching methods do you think are the best to meet all the students' learning styles? Why?

A2. Cooperative learning, tasks based learning, communicative language teaching

Q3. Is the nature of the subject taught online related to the success or failure of adopting and valuing students' learning styles

A3. yes

Q4. Have you ever taught online and/or traditionally embracing your students' learning styles?
If yes how?

A4. Yes

The teacher prefers classroom teaching because it allows them to better follow the students' needs, particularly introverted students. This preference suggests a belief that face-to-face interaction in a physical classroom setting supports individual student requirements.

To meet all students' learning styles, the teacher suggests cooperative learning, task-based learning, and communicative language teaching methods. These methods promote active participation, collaboration, and real-world language use, catering to different learning styles.

The success or failure of adopting and valuing students' learning styles can be influenced by the nature of the subject taught online. Different subjects may require specific instructional approaches or hands-on experiences that may be more challenging to deliver effectively in an online setting.

The teacher has taught both online and traditionally, embracing students' learning styles to some extent. However, specific details on how they implement this approach are not provided

Teacher 5

Section 1: Teachers' Background Information

Q1: How long have you been teaching English?

A1. 9 years

Q2: Do you think that you have enough opportunities to attend training to improve your teaching methodology? why?

A2. No not at all

Q3. Have you ever attended a seminar or training on students' learning styles?

A3. Yes, once

Q4. Have you been trained to teach online?

A4. No, but I know how

The teacher has 9 years of experience teaching English. When asked about opportunities for training to improve teaching methodology, the teacher expresses dissatisfaction, indicating a perceived lack of sufficient opportunities for professional development.

The teacher has attended a seminar or training on students' learning styles, albeit only once. This suggests a limited exposure to formal training specifically focused on understanding different learning styles. While the teacher has not received formal training to teach online, they claim to have knowledge in this area.

Section two: Teachers' Perception on Students' Learning Styles

Q1. Do you agree that students have different learning styles?

A1. Yes of course

Q2. Can you explain in a few words what are the students' learning styles?

A2. Visual styles, auditory style, rehearsal styles, and self style etc

Q3. How can training on students' learning styles allow you to improve your teaching practices?

A3. Because you have to cover all their needs that why you have to be trained more on each style.

Q4. What are the negative consequences of neglecting students' learning styles?

A4. Lack of interaction in the classroom, miss understanding, and low level

The teacher acknowledges that students have different learning styles, including visual, auditory, rehearse, and self styles. This demonstrates an understanding of the various ways in which students process information and approach learning.

Training on students' learning styles is seen as a means to improve teaching practices by catering to the individual needs of students. The teacher emphasizes the importance of being trained in each learning style to effectively meet the diverse needs of students.

Neglecting students' learning styles can lead to negative consequences such as a lack of classroom interaction, misunderstandings, and lower levels of learning. This highlights the potential impact of not considering and accommodating students' learning preferences.

Section Three: Teachers' Perception on Online Vs Traditional Teaching in Terms of the Students' Learning Styles

Q1. As a teacher, which one do you prefer: online teaching or classroom teaching? Why?

A1. Traditional classes (face to face) but if needed online or blended learning

Q2. Which teaching methods do you think are the best to meet all the students' learning styles? Why?

A2. Audio-visual or kinesthetic

Q3. Is the nature of the subject taught online related to the success or failure of adopting and valuing students' learning styles?

A3. Yes the subject may affect but not too much

Q4. Have you ever taught online and/or traditionally embracing your students' learning styles? If yes how?

A4. During corona if faced all these styles where we were obliged to meet different learning styles and treat them all (obligation) student's needs (needs analysis)

The teacher prefers traditional face-to-face classroom teaching, but they also recognize the need for online or blended learning if necessary. This indicates a preference for direct interaction and physical presence in the classroom, while acknowledging the value of incorporating online methods when circumstances require it.

The teacher believes that audio-visual or kinesthetic teaching methods are best suited to meet all students' learning styles. These methods likely provide opportunities for multisensory engagement and active participation, accommodating a range of learning preferences.

While the teacher agrees that the nature of the subject taught online can have some impact on adopting and valuing students' learning styles, they suggest that the effect may not be significant. This implies that regardless of the subject, teachers should strive to address students' learning styles effectively.

During the COVID-19 pandemic, the teacher faced the challenge of teaching online and embraced various learning styles. The teacher mentions meeting different learning styles out

of obligation and conducting needs analysis to address individual student needs during that period.

Teacher 6

Section 1: Teachers' Background Information

Q1: How long have you been teaching English?

A1. 20 years

Q2: Do you think that you have enough opportunities to attend training to improve your teaching methodology? why?

A2. No

Q3. Have you ever attended a seminar or training on students' learning styles?

A3. No

Q4. Have you been trained to teach online?

A4. No

The teacher has 20 years of experience teaching English, indicating a significant amount of teaching experience. However, the teacher expresses dissatisfaction with the opportunities to attend training and improve their teaching methodology, suggesting a perceived lack of sufficient professional development opportunities.

The teacher has not attended a seminar or training specifically focused on students' learning styles. This indicates a potential gap in their formal knowledge and understanding of different learning styles. Additionally, the teacher has not received training to teach online.

Section Two: Teachers' Perception on Students' Learning Styles

Q1. Do you agree that students have different learning styles?

A1. Yes, sure

Q2. Can you explain in a few words what are the students' learning styles?

A2. Ways/ strategies/ preferences of learning. Kinesthetic, audio-visual, memory, and tactile

Q3.How can training on students' learning styles allow you to improve your teaching practices?

A3. Save time and effort, maximizing language intake and use, motivation students

Q4. What are the negative consequences of neglecting students' learning styles?

A4. Reluctant students, no clear criteria for selecting and adapting content according to students' styles, and no effective assessment methods.

The teacher agrees that students have different learning styles, acknowledging the existence of various strategies and preferences for learning. The mentioned learning styles include kinesthetic, audio-visual, memory, and tactile. This demonstrates an understanding of the different ways in which students process information and engage with learning materials.

Training on students' learning styles is seen as a means to improve teaching practices by saving time and effort, maximizing language intake and use, and motivating students. This suggests that understanding and catering to students' learning styles can enhance the effectiveness of teaching.

Neglecting students' learning styles can lead to negative consequences such as reluctant students, lack of clear criteria for content selection and adaptation, and ineffective assessment methods. These consequences highlight the importance of considering and accommodating students' learning styles to create an engaging and effective learning environment.

Section Three: Teachers' Perception on Online Vs Traditional Teaching in Terms of the Students' Learning Styles

Q1. As a teacher, which one do you prefer: online teaching or classroom teaching? Why?

A1. Class teaching, with small amount of online. Interaction, language is abstract. Online teaching doesn't take into account all the learning styles

Q2. Which teaching methods do you think are the best to meet all the students' learning styles? Why?

A2. Direct, CLT, eclectic

Q3. Is the nature of the subject taught online related to the success or failure of adopting and valuing students' learning styles?

A3. Yes

Q4. Have you ever taught online and/or traditionally embracing your students' learning styles? If yes how?

A4. Yes, different types of activities and quizzes shifting in roles.

The teacher prefers traditional classroom teaching with limited online teaching. The preference for face-to-face teaching is based on the importance of interaction and the abstract nature of language learning. The teacher believes that online teaching does not fully consider all learning styles.

Direct teaching, communicative language teaching (CLT), and eclectic teaching methods are considered the best to meet all students' learning styles. These methods likely offer a combination of teacher-led instruction, interactive activities, and flexibility to adapt to different learning preferences.

The nature of the subject taught online is believed to be related to the success or failure of adopting and valuing students' learning styles. The specific subject's characteristics may impact how effectively learning styles are accommodated in an online setting.

The teacher has experience teaching both online and traditional classes and has embraced students' learning styles through various activities, quizzes, and shifting roles. This indicates a proactive effort to address different learning styles and engage students in both online and traditional teaching environments.

In conclusion, the analysis of the teacher's background information and perceptions on students' learning styles and online vs. traditional teaching reveals several key points. The teacher has significant experience in teaching English but expresses a lack of sufficient opportunities for professional development. The teacher acknowledges the existence of different learning styles and understands the potential benefits of training in this area.

Neglecting students' learning styles can have negative consequences such as reluctant students, lack of clear criteria for content selection and adaptation, and ineffective assessment methods. Therefore, it is crucial for teachers to consider and accommodate diverse learning styles to create an engaging and effective learning environment.

While the teacher prefers traditional classroom teaching due to the importance of interaction and the abstract nature of language learning, they also recognize the value of limited online teaching. The teacher believes that direct teaching, communicative language teaching (CLT), and eclectic methods are effective in meeting the diverse learning styles of students.

The nature of the subject taught online is considered to be related to the success or failure of adopting and valuing students' learning styles. Certain subjects may require specific instructional approaches to effectively accommodate different learning styles in an online setting.

The teacher has experience teaching both online and traditionally and has made efforts to embrace students' learning styles through various activities, quizzes, and role shifting. This demonstrates a proactive approach to addressing different learning styles and engaging students in both online and traditional teaching environments.

Discussion

Our study intended to evaluate the online learning experience in comparison in-person learning mode of students in Algeria. The results of our study showed there was no significant difference in understanding the contents through learning online versus in-person. Similarly, they reported they spent about the same amount of time and effort in studying whether it was taking online or face-to face classes. Recent studies have also drawn inconclusive results on the effectiveness of online compared to in-person classes (Means, Toyama, Murphy, Bakia, & Jones, 2010; Furió, Juan, Seguí, & Vivó, 2015; Bavaresco et al., 2019; Biel & Brame, 2016). The use of blended online and in-person classroom learning to maximize students learning experiences and outcomes should be explored.

Conclusion

Chapter three aimed to discuss the findings and interpret the results of this study. It examined the data collected from sixty six third year ENS students, and six teachers of English language by means of questionnaire and interview. The outcomes of the questionnaire and the interview revealed a correspondence between teachers and students' opinion concerning the preferable method of learning. That is to say they show the positive effect of knowing their preferable learning style and their best method of learning.

General Conclusion

General Conclusion

Our research is based on exploring the preferable learning style of EFL students in online and tradition classroom. Our purpose from this humble work is to investigate the relationship between these preferred learning styles and the method of instruction used in the two EFL classroom context (on-line & traditional), then To discover a set of characteristics for both « on-line » and « traditional » learners. To answer our questions, we combined descriptive and analytical methods. A questionnaire was submitted to the third year ENS students of the English department at Kasdi LMerbah University, and conducted an interview with 6 teachers of the same academic year 2022-2023.

Our work was divided into a theoretical part and an analytical part. The first part is classified into two chapters. The first chapter started by general idea about EFL students' learning styles. In the same chapter, general model of learning style were discussed. Also the perceptual learning style.

The second chapter we highlighted the different definitions of online and traditional classroom. This chapter also deals with advantages and disadvantages of both online learning and traditional classroom, and most common online platforms in 2023 that could be adopted in the learning. Also types of each method.

The second part of our work is the methodology and research design in which we analyzed the data gathered from the questionnaire distributed, and the interview conducted to prove our hypotheses right.

Recommendations

To conclude and close our study which encounter the students' learning styles in online and traditional classroom, we suggest some recommendations which hopefully will be useful and helpful for the interest of achieving a fuller understanding of the kinds of learning that were explored here

- The teachers need to understand their own teaching style, so that they will be able to meet the needs of their diverse students, adjusting their natural style as needed in the classroom.
- More research is needed in the future to explore the teaching and learning opportunities that are adoptable to each learning style, especially in the Algerian EFL context.
- A cross-examination of factors like language learning beliefs, cultural beliefs, and learning styles might help yield some information about how Algerian EFL learners think about learning and how they like to learn best.
- As technology is rapidly changing and changes the way people learn, more research is needed into different technologies and how they change the approaches to and materials of learning.
- The differences between the two learning environments (online and traditional) as viewed by the learning themselves are worth researching. To what extent, and in what ways, are learners aware of these differences? How do they view them? How do they feel their learning changes based on these two different environments?

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Appendices

Appendix A

Students' Questionnaire

This questionnaire has been designed to help you identify the way(s) you learn best. The ways you prefer to learn. Read each statement on the following pages. Please respond to the statements as they apply to your study of English. I would greatly appreciate your cooperation and thoughtful response to the following question.

Section One : Background Information

Please fill in the appropriate information:

1. Name: (optional)

2. Age:

a) 18-25

b) 26-30

c) 31-35

3. Your Level of English:

a)- Low

b)- Average

c)- Good

d)- Very good

4. Do you use English Language outside of the classroom?

a)- Always

b)- Sometimes

c)- Rarely

d)- Never

5. How long have you been studying English?

.....

6. Which section of the course would you like to join?

a)- online-based

b)- class-based

Section Two : The Perceptual Learning Style

Decide whether you agree or disagree with each statement. For example, if you Strongly Agree mark:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
√				

Please choose only one answer to every question and respond to each statement quickly, without too much thought. Please answer all the questions. Please use a pen to mark your choices.

SA	A	U	D	SD
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

	SA	A	U	D	SD
1. When the teacher tells me the Instruction I understand better.					
2. I prefer to learn by doing Something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a Group.					
5. In class, I learn better when I					

work with others.					
6. I learn better by reading what The teacher writes on the white board.					
7. When someone tells me how to do something in class, I learn better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in Class better than things I have read .					
10. When I read instructions, I Remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I Read instructions.					
13. When I study alone, I Remember things better.					
14. I learn more when I make Something for a class project.					
15. I enjoy learning in class by Doing experiments.					
16. I learn better when I make Drawings as I study.					
17. I learn better in class when The teacher gives a lecture.					
18. I understand things better in Class when I participate in role-playing.					
19. I learn better in class when I listen to someone.					
20. When I build something, I remember what I have learned better.					
21. I learn more by reading than by listening to someone.					

22. I learn best in class when I can participate in related activities.					
23. I prefer working on projects By myself.					
24. I learn more by reading textbooks than by listening to lectures.					

Your assistance is much appreciated.

Appendix B

Teachers' Interview

Section One: Teachers' Background Information

Q1: How long have you been teaching English?

Q2: Do you think that you have enough opportunities to attend training to improve your teaching methodology? why?

Q3. Have you ever attended a seminar or training on students' learning styles?

Q4. Have you been trained to teach online?

Section Two: Teachers' Perception on Students' Learning Styles

Q1. Do you agree that students have different learning styles?

Q2. Can you explain in a few words what are the students' learning styles?

Q3. How can training on students' learning styles allow you to improve your teaching practices?

Q4. What are the negative consequences of neglecting students' learning styles?

Section Three: Teachers' Perception on Online Vs Traditional Teaching in terms of the Students' Learning Styles

Q1. As a teacher, which one do you prefer: online teaching or classroom teaching? Why?

Q2. Which teaching methods do you think are the best to meet all the students' learning styles? Why?

Q3. Is the nature of the subject taught online related to the success or failure of adopting and valuing students' learning styles?

Q4. Have you ever taught online and/or traditionally embracing your students' learning styles? If yes how?

المخلص

الهدف من هذه الدراسة هو فحص اساليب التعلم لطلاب اللغة الانجليزية بوصفها لغة اجنبية وذلك في قسم اللغة الانجليزية بالمدرسة العليا للأساتذة ورقلة. من اجل تحديد ما اذا كان تصورهم لأساليب التعلم الخاصة بهم هو مؤشر على المثابرة الاكاديمية و الرضا والنجاح في مختلف بيئات التعلم (التقليدية او عبر الانترنت). من خلال هذه الدراسة نفترض ان الطلاب يفضلون طريقة تعلم على الاخرى و كيفية التعلم بشكل افضل. من اجل اثبات الفرضيات السابقة، قد اخترنا طلبة السنة الثالثة و اساتذة اللغة الانجليزية بالمدرسة العليا للأساتذة كعينة دراسة وقد استخدمنا لذلك اكثر من اداة بحثية كالاستبيان و المقابلة. طبق الاستبيان على 62 طالب و اجريت مقابلات فردية مع ستة اساتذة للإجابة على اسئلة الدراسة. واختتمت الدراسة بالتأكد على اهمية التعرف على اساليب التعلم للطلاب وتلبية حاجياتهم.

الكلمات المفتاحية اللغة الانجليزية كلغة أجنبية، التعلم عبر الانترنت، التعلم التقليدي