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The Relationship between Students' Learning Styles and Teaching Strategies in ESP Classroom

Case study: First and Second Year Political Sciences Students at KMUO (2016/2017)

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Dedication

This work is dedicated

To our Parents

Our Brothers and Sisters

All our friends who helped us and encouraged us.

Acknowledgements

We owe special thanks to our supervisor Ms. Bahri Fouzia who helped us finishing this work and sacrificed much of her time to control and guide us.

We would like to thank all the students and teachers who participated in this study at the department of political sciences.

Also, we would like to extend special thanks to the members of jury for their interest, eagerness, justice and fairness.

List of Abbreviations

AC: Abstract Conceptualization

AE: Active Experimentation

CE: Concrete Experimentation

EAP: English for Academic Purposes

EPP: English for Political Purposes

EPSS: English for Political Sciences Students

KMUO: Kasdi Marbeh University -Ouargla

LSQ: Learning Style Questionnaire

RO: Reflective Observation

SPSS: Social Package for Social Sciences

VARC: Visual, Auditory, Read/write, Kinesthetic

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Abstract

The aim of this study is to spot light on the relationship between students' learning styles and teaching strategies in ESP classrooms. Students take in and process information in different ways: by seeing, hearing, reflecting or acting; this variation of styles called VARK. Teaching methods should vary accordingly. It is vital for teachers to know their students' preferred learning styles because this knowledge will help teachers to plan their lessons, to adapt their teaching and provide the most appropriate and meaningful activities or tasks to suit a particular learner group. To prove that, we have designed and administered two questionnaires for both students and teachers at the department of political sciences at KMUO. This study consists of three chapters; the first chapter is devoted to the different aspects of learning styles. The second chapter is reserved to teaching strategies. While, the third chapter presents the results and analysis. As results of students' questionnaire, we found that the visual mode is the most preferred style used for political sciences students (36%). Visual learners prefer to learn by reading what teacher write on board, pictures and diagrams. Whereas, we observed in teachers' questionnaire that the majority of teachers agreed upon the idea of knowing students' learning styles is an important stage. Thus, it will help them in selecting the appropriate method that helps to improve students' outcomes . Moreover, they claimed that students-centered approach is better than teachers-centered approach. Although, most of them use teachers-centered approach for many reasons such as: allotted time and materials.

Key Terms: Learning Styles, Teaching Strategies, Students' Outcomes, Students-Centered Approach, Teachers-Centered Approach.

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General Introduction

Background of the Study

Learning is an important process in our life, because it allows knowing new information and acquiring knowledge that make individual progress. Many researchers have agreed on the fact that any learner has a specific way or method of learning, called learning style. It refers to the students' preferred way in learning or acquiring knowledge that change according to certain situation or context. According to Peterson et al (2009), the term "learning style" has been defined by many authors, it refers to two essential aspects: a- The learning style represents an individual's preferred ways of responding (cognitively or behaviorally) to learning tasks which change depending on the environment or context, and b- The learning style refers to the idea that individuals differ in regard to what type of instruction is most effective for them (Pashler, et al., 2008). (As cited inTulbure , 2011, p.66).

The awareness of this fact has an important role in the learning and teaching processes. Oxford refers to this fact that " it is important for learners to be aware of their own learning style in order to benefit from this and balance weaknesses and needs with appropriate strategies".(*Mirjeta*, n.d,p.35).

The knowing of these preferences help teachers to choose the appropriate strategies, materials and methods in order to satisfy students. Hence, it may motivate them to be successful students in acquiring foreign language and taking a course follow students-centered approach. The present study will discuss all these aspects in political science students in which they are considered as ESP learners, since they learn English as a foreign language and for specific purposes.

Statement of the Problem

In ESP classrooms, there are many differences between students in learning English language. Consequently, political science students are different among them, in which each one has a specific way of learning English; some students like to take a course that involved using pictures, diagrams. While, others prefer hearing only from teacher speech. This is what they called a learning style. From that point, the problem of the present study is to investigate students learning styles of political science at KMUO.

Objectives of the Study

The objectives of the present study are to identify and understand the learning styles preferences of students' political sciences first and second year at KMUO. We aim also to discuss how the investigating of students learning styles affects on the teaching strategies. The following are objectives to achieve:

1. Investigating the relationship between students' learning styles and teaching strategies.
2. Identifying the attitude of English language teachers at political sciences towards students learning styles.
3. Identifying the students' learning styles or preferences in political sciences' classroom.

Research Questions

Throughout this study, we attempt to find answers to the following questions:

1. What is the importance of identifying students' learning styles or/and preferences in ESP classroom?
2. To what extent do investigating students' learning styles on political science students allow the teachers to select appropriate teaching strategies?
3. What are the appropriate teaching strategies used in political science students?

Research Hypotheses

It is hypothesized that:

1. Identifying students learning styles may be beneficial for both students and teachers.
2. Knowing students' learning styles may help teachers in selecting teaching strategies.
3. English teachers in political sciences use many teaching strategies such as learner-centered teaching, games, simulation and so on, according to their students' learning styles.

Methodology

In this study, we have adopted the quantitative method to reach the problem of the study. Which is the importance of student's learning styles in formulating teaching strategies in ESP classrooms. We follow quantitative method because learners' preferences differ from one student to another. For this reason, we have selected two questionnaires as an

instrument; students' questionnaire that contains 50 students (1st and 2nd year political sciences at KMUO) and teachers' questionnaire for 4 teachers at the same department.

The structure of the Study

The study falls into two main parts. The first part consists of two chapters. The first chapter is concerned with the notion of learning style, in which definition of learning style, its theories and types, then the role of ESP students. The second chapter is devoted to the different features of teaching strategies. Definition of teaching strategies, the types of teaching strategies and its theories, the relationship between teaching strategies and students learning style preferences, and its effects on the students outcomes. The second part of this research paper is devoted to the analysis and results of the data collection and explains the methods and tools used in the analysis of the research findings which will be analyzed and discussed at the end of this part. It will be followed by the general conclusion and recommendations of the study.

Theoretical Part

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Chapter One: Learning Styles

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1.1 Theories of Learning Style

1.2 Types of Learning Styles

1.3 Willing's Types of Learning Styles

1.4 The Role of ESP Students

Conclusion

Introduction

This chapter examines the different aspects of students' learning styles preferences, teaching strategies and students' outcomes. It deals first with the definition of learning style, the theories of learning styles, types of learning styles, and the role of ESP learners.

1.1 Definition of Learning Style

The concept of learning style was defined by several researchers such as Dunn(1984) states that learning styles is the way in which individual's perceives and retains knowledge differently because each person has his own way of absorbing and retaining new information . Ried (1998) mentions that the best way to learn, understand and discover new information is with the use of internal-based characteristic of students' learning styles. Learners prefer to learn with their own style ignoring the teaching strategies and using their innate acquiring skills instead. Some researchers differentiate between learning styles and learning strategies. They pretended that there are minor differences between the two concepts. According to Reid (1998) learning styles are internal skills acquired unconsciously. However, learning strategies are external skills acquired consciously. In addition Sarasin (1999) goes on with the point of previous scholars. He adds the idea that learning styles can be retained not only by learning preferences but it is discovered through student's intelligence.

Recently, teachers are facing difficulties in the process of teaching caused by students' preferences. Each learner wants to learn with his particular method in the same class room. The majority of researchers claimed that students' learning styles consists of four types called VARK (visual, auditory, read / write and kinesthetic).

The knowing of students' learning styles helps them to be more productive, more creative, increase achievement. Subsequently, improve problem solving to make better decisions in order to learn more effectively. Hence, teachers should take care of their students learning styles.

1.2 Learning Style Theories

The learning styles theories focus on learning preferences among students and how they prefer to learn in academic situation. According to Sim (1995), the importance of the concept of learning preferences is what motivated researchers to seek for measures that can help individuals recognize their favorite learning styles. For decades, different learning styles inventories have been developed investigating the learning preferences of individuals. Most of the learning styles inventories and theories as well focused on the procedures of teaching and learning and how to gain a quality learning outcome.(Almassri and Yassin,2015,p.26) There are many learning styles models, this research describes the most prominent ones :

A. Learning Style Inventory Model

It refers to the preferred learning styles and stages .The (LSI) results reflected the individuals' focus on the four learning processes and measures individuals' preferences of concreteness and reflection (Raschick, Maypole, &Day 1998)

B. David Kolb's Model

David Kolb model is based on the Experiential Learning Theory that published in 1976, as explained in his book *Experiential Learning*. It is based on four categories concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). According to Kolb, the most effective learning takes place when learning activities embrace all four processes. David Kolb's model developed a widely used and simply administered 9 questions in 1976 and developed them to be 12 questions in 1985. The 12 questions help students to identify their learning style preferences. (Hawk, &Shah, 2007, Cassidy, 2004)

C. Peter Honey and Alan Mumford's Model

Two changes were made to Kolb's experiential model. Firstly, the stages in the cycle were renamed to accord with managerial experiences of decision making/problem solving. The Honey and Mumford stages are¹:

- Having an experience
- Reviewing the experience

- Concluding from the experience
- Planning the next steps.

Secondly, the styles were directly aligned to the stages in the cycle and named Activist, Reflector, Theorist and Pragmatist. The Honey and Mumford Learning Styles Questionnaire (LSQ) is a self-development tool and differs from Kolb's Learning Style inventory by inviting managers to complete a checklist of work-related behaviors without directly asking managers how they learn. In order to make learners learn from a wide range of everyday experiences.

D. Anthony Gregorc's Model

Dennis W. Mills discusses the work of Anthony F. Gregorc and Kathleen A. ²This model is based on the existence of perceptions our evaluation of the world by means of an approach that makes sense to us. These perceptions are the foundation of our specific learning styles. In this model, there are two categories: concrete and abstract; and two ordering abilities: random and sequential. Concrete perceptions involve registering information through the five senses. While, abstract perceptions involve the understanding of ideas, qualities, and concepts which cannot be seen. In regard to the two ordering abilities, sequential involves the organization of information in a linear and logical way. Random involves the organization of information in chunks and in no specific order. Both of the perceptual qualities and both of the ordering abilities are present in each individual but some qualities and ordering abilities are more dominant within certain individuals. There are four combinations of perceptual qualities and ordering abilities based on dominance: Concrete Sequential, Abstract Random, Abstract Sequential and Concrete Random. (As cited in learning style,2001,p .4)

E. Neil Fleming's VAK/VARK Model

One of the most famous models is Fleming's VARK model. VARK model is: visual learners, auditory learners, reading-writing learners, kinesthetic learners or tactile learners. Fleming claimed that visual learners have a preference for seeing things in pictures; visual aids such as overhead slides, diagrams, handouts, etc. they use a combination of many modes (multimodal)-mainly kinesthetic, read/ write and aural.

¹Learning styles. Retrieved from : <http://en.wikipedia.org/w/index.php?oldid=580097037>

² Ibid

The second modality is auditory learners. Learners learn best through listening to lectures, discussions, tapes, group discussions, or students' seminars in which they have a chance to talk. The third mode is Tactile/kinesthetic learners prefer to learn via experience, moving, touching, and doing active exploration of the world; science projects; experiments, etc. According to Fleming (1998), "*this modal preference is for information displayed as text and printed words*", and most teachers have a strong preference for this modality. The fourth mode is kinesthetic mode. Learners who prefer this mode they learn via experience, moving, touching, and doing active exploration of the world, experiment.(Campbell,1991)

There are other models of learning styles such as Cognitive approach to learning styles, a more recent evidence-based model of learning, NASSP Learning Style Model. Students can use any model to identify their learning styles and maximize their educational experience by focusing on what benefit them the most.

1.3 Types of Learning Styles

Learning style refers to the physical, perceptual learning channels which students are the most comfortable with. It can be classified into four categories visual, auditory, read-write (touch-oriented), and kinesthetic (movement-oriented). People learn using a variety of these methods, but one method is usually predominant.(Oxford and Rebecca, 2003,p.3)

A. Visual Learners

According to Fleming (2001), "*visual learners prefer to learn through observable materials like pictures, diagrams, maps, and all illustration*", In order to gather more information quickly. Moreover, visual learner have some characteristics such as, they tend to watch and to concentrate on other person's lips when he or she is speaking because it facilitates their comprehension. Mind maps, short out lines, lists and notes are good techniques for them to memorize information. Further, once they know the spelling of a word, they can look for it easily in the dictionary. Moreover, visual learners have the ability to absorb more information in short time by teaching techniques which involve sight demonstration. In general Visual learners are characterized by the following:

- They tend to be fast talkers.
- They exhibit impatience and have a tendency to interrupt.
- They use words and phrases that evoke visual images.
- They learn by seeing and visualizing. (Fleming,2012,p.1)

B. Auditory Learners

According to Fleming (2012), "*auditory learners learn best by listening tools like verbal lectures discussions and dialogues, often, they enjoy listening activities*". Almost, lectures and discussion groups are important for this type of learners". Thus, they prefer to hear information rather than reading or seeing manner. This group of students is characterized by the following:

- They prefer to have things explained to them verbally rather than reading written information
- They learn by listening and verbalizing.(Fleming,2012,p.1)

C. Read/write Learners

Fleming (2012) sited that read/write Learners; learn best through written documents; such as: dictionaries, handouts, essays and text books. Although, they motivate mostly by written quizzes because it gives the chance to summarize what they have learnt. Moreover, students who prefer this style of learning they should write down notes from lectures and each time to time trying to read them silently again and again, and organized them into diagrams. Read-write learners are characterized by the following:

- They prefer for information to be displayed in written form, such as lists of ideas.
- They emphasize text-based input and output.
- They enjoy reading and writing in all forms. (Fleming,2012,p.1)

D. Kinesthetic (tactile) Learners

Fleming (2012) argued that kinesthetic, learn best with moving, doing and touching things and by using physical activities. Usually, they use their hands in speaking and gestures. While, they get board for setting for a long time in classroom. Kinesthetic learners are characterized by the following:

- They tend to be the slowest talkers of all.

- They tend to be slow to make decisions.
- They use all their senses to engage in learning.
- They learn by doing and solving real-life problems
- They like hands-on approaches to things and learn through trial and error.

(Fleming,2012,p.1)

1.4 Willing's Types of Learning Style

According to Willing questionnaire, there are four types of learners namely; concrete learners, analytical learners, communicative learners, teacher-oriented learners. Nunan (1991) defined these four types with reference to the appropriate tasks for each one;

A. Concrete Learners

These learners prefer game, picture, films, video, using cassettes, talking in pairs, and practicing English outside classroom.

B. Analytical Learners

They like studying grammar, English book and reading newspaper, studying alone, finding their own mistakes and working on problems set by the teacher

C. Communicative Learners

They like to learn by watching, listening to native speakers, talking to friend in English and watching television in English, using English out of class in shops, trains, learning new words by hearing them, and learning by conversation.

D. Teacher-Oriented Learners

These learners prefer the teacher to explain everything, also they like to have their own textbook, to write everything in notebook, to study grammar, learn by reading, and learn new words by seeing them. (Nunan and David,1991)

1.5 The Role of ESP Students

Learners come to ESP class with a specific interest for learning, subject matter knowledge, and learning strategies. They are in charge of developing English language skills to reflect their native-language knowledge and skills. They have opportunities to understand

and work with language in a context that they comprehend and find interesting in which this environment make them act as members of community in order to learn by communication.

In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. Learners in the ESP classes are generally aware of the purposes for which they will need to use English. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP. (Anjali and Emmanuel,2015,p.28)

1.6 Conclusion

To sum up, this chapter presents different aspects of learning styles. In which, we realized that learning styles differ from one student to another. This point motivated the researchers to look for measures and formulate theories in order to help students to recognize their learning styles. Most theories argue that there are different learning styles: visual, read and write, kinesthetic and auditory. Since, we all learn in different ways which lead to the fact that your learning style is your learning preference.

Teaching Strategies

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Conclusion

Introduction

The evaluation of learning styles is important as it can enable the teacher to make changes in their classroom in order to improve their teaching process. To use appropriate strategies that would help them to diminish their weaknesses in order to be more effective and independent learners. As we will see in this chapter that discussed the importance of teaching strategies and its relation to the students' learning styles , the role of ESP teacher and the relationship between students' learning styles and students' outcomes.

2.1 Definition of the Teaching Strategies

The origin of strategy term refers to the ancient Greek "strategia" meaning a high level plan to achieve one or more goals under conditions of uncertainty Language learning strategies and teaching strategies have been defined by different scholars .(Zare&Salami,2014,p.120)

According to Franzoni and Assar(2009), teaching strategies are the elements given to the students by teachers to facilitate a deeper understanding of information. The emphasis relies on the design, programming, elaboration and accomplishment of the learning content. Teaching strategies must be formulated in a way that students are encouraged to observe, analyze, express an opinion, create hypothesis, look for the solutions and discover knowledge by themselves. Dunn (1988) insists on the importance of teaching the students by using methods that adapt to their conceptual preferences. Teachers should select strategies that focus on the development of knowledge, skills and attitudes also that will assist students to engage in the essential content, and that will enable students to make progress in their achievement and maximize their accomplishment of the learning outcomes. Where the researchers find that the effective teaching strategies are characterized in those few main points, in which;

- Effective teaching strategies help to engage students in learning, develop critical thinking skills, and keep students on task.
- A teaching strategy is the method used to deliver information in the classroom, online, or in some other medium.
- The choice of teaching strategies to be used depends largely on the information or skill that is being taught, and it may also be influenced by the learning style, attitude, skills, and enthusiasm of the students.(Franwoni and Assar,2009)

2.2 Types of Teaching Strategies

There are types of teaching strategies that teachers can use to improve students' learning that are different from each other and have a different learning style.

- **Active Learning**

They like to do anything in classroom also listening merely and passively to the instructor's lecture. It improves students' understanding and retention of information.

- **Clicker Use in Class**

They enable teachers to rapidly collect and summarize students' responses to multiple choice questions they ask to students in class. (ibid)

- **Collaborative/Cooperative Learning**

In which, students work together in small groups to accomplish a common learning goal. They need to be carefully planned and executed, but they don't require permanently formed groups. (ibid)

- **Critical Thinking**

They are collection of mental activities that include the ability to intuit, clarify, and judge. It brings these activities together and enables the students to question what knowledge exists. (ibid)

- **Discussion Strategies**

It engages students in discussion deepen their learning and motivation by propelling them to develop their own views and hear their own voices. (ibid)

Experiential Learning

It is an approach to education that focuses on "learning by doing". The role of the teacher is to design "direct experiences" that include preparatory and reflective exercises. (ibid)

- **Games/Experiments/Simulations**

Can be rich learning environments for students. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so. (ibid)

- **Inquiry-Guided Learning**

This method makes students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences. (ibid)

- **Learner-Centered Teaching**

The student assumes the responsibility for learning while the teachers' role is facilitating the learning. (ibid)

- **Learning Communities**

Bring people together for shared learning, discovery, and the generation of knowledge in order to achieve the learning goals. (ibid)

- **Teaching with Cases**

Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations.(ibid)

- **Writing Assignments for class**

It provides an opportunity for students to apply critical thinking skills as well as help them to learn course content.

² Teaching Strategies. retrieved from:<http://pedagogy.merlot.org/TeachingStrategies.html>

2.3 Approaches of Teaching Strategies

In teaching strategies, there are two main approaches: learner centered approach and teacher centered approach.

"Learner centered approach is the perspective which focuses on the learners' experience, perspective, background, talents, interests, a capacities, and needs. It creates a learning and environment conducive to learning and promotes the highest levels of motivation, learning and achievement for all learners "(Mc combs & whisler, 1997, p. 9).

Learner centered approach is that teacher allows students to use their prior knowledge to understand the course (lecture) or to discover what the lecture speak about. "Four characteristics of teaching that make it students-centered approach:

- Engages students in the hard, messy work of learning.
- Includes explicit skill instruction.
- Encourages students to reflect on what they are learning and how they are learning.
- Motivates students by giving them some control over learning processes"⁴.

Teacher centered is an approach that teacher monopolize the talk using teacher-student techniques .The teacher tends to explain and pass knowledge/information while learners exclusively listen. Some characteristics of teachers- centered approach³:

- Teacher talk exceeds student talk during instruction.
- Instruction occurs frequently with the whole class; small-group or individual instructions occur less often.
- Use of class time is largely determined by the teacher.
- The teachers rely heavily upon the textbook to guide curricular and instructional decision making.
- The classroom furniture is usually arranged into rows of desks or chairs facing a chalkboard with a teacher's desk nearby.

³ Khaed,A,A.(2013). Teacher centered versus learner centered teaching styles. GLOBAL BUSINESS MANAGEMENT. November 1' February 2013

⁴Weimer, M. (2012). www.facultyfocus.com. August 8th, 2012. Higher ED Teaching strategies. Magna publication.

2.4 The Role of ESP Teachers

The teacher plays important roles in the classroom. These roles make him appear in different sub-roles. Dudley-Evans and St. John(1998, p. 13) have contended that “*we regard ESP teaching as extremely varied, and for this reason we use the term “practitioner” rather than teacher to emphasize that ESP work involves much more than teaching*”. They have identified the following five key roles for ESP practitioners who need to discharge their work as a teacher, course designer and material provider, collaborator, researcher, evaluator.

Firstly, the role of ESP practitioner as a teacher. In which, he should not only provide learners with language but also be aware of their level and needs in order to select the relevant material. Course designing and providing relevant materials is one of the most important aspects of ESP teaching. The role of ESP teachers as providers of material thus involves choosing suitable published material, adapting material when published material is not suitable, or even writing material where nothing suitable exists. (Dudley-Evans and St. John, 1998, p.15).An other role of ESP practitioners is collaborator; Dudley-Evans and St. John (1998) have asserted that the specific work of ESP teaching should be dealt with thorough content subject specialist’s collaboration. This collaboration may involves simple cooperation to find out about the subject syllabus or it may involve specific collaboration by actually including “*the actual content of a subject course by exploiting texts in English that present additional relevant material*” (ibid., p.15).

Also the motivation is one of the importance things of ESP teachers' responsibility. Another important role of an ESP practitioner is evaluator. That this role makes him evaluate multiple kinds of things such as evaluating students through tests, evaluate the course, other thing is evaluate teaching material. (Dudley-Evans and St. John, 1998, p. 16).

2.5 The Relationship between Students' Learning Styles and Teaching Strategies

Effective teaching requires flexibility, creativity and responsibility in order to provide an instructional environment able to respond to the learner’s individual needs. The relationship between learning styles and teaching strategies is one of the main topic that had discussed, even in the present day by a lot of researchers where most of them focus on the side in which this relationship work side by side with the improving of the learners' outcomes or not. Which Teachers are aware of the fact that learners have different styles preferences in the way they process, perceive and understand information. Awareness of these preferences is helpful in

the teaching and learning process .As we found that amount of researchers such as Arthurs (2007);Beck,2001;Felder&Brent,2005;Ford&Chen,2001;rogers,2009;Shaugnessy,1998 have confirmed that matching between teaching strategies and students' learning styles has a positive impact on the academic achievement (Tulbure.,2012,p, 399).

According to Mirjita (p.35.n,d) knowledge of these preferences helps teachers to implement suitable methods in order to satisfy students' preferences that would lead to successful language acquisition. Despite this evidence, we have to take into account other studies showing that disagreement between teaching strategies and preferred learning style would have some beneficial effects on learning outcomes (Baker & Cooke, 1988; Kowoser & Berman, 1996). However, another set of studies revealed that matching between students' learning styles and instructional strategies did not affect the students' learning performance (Akdemir & Koszalka, 2008; Massa & Mayer, 2006). (Tulbure.2012.p. 399)

2.6 The Effects of the Relationship between Students 'Learning Styles and Teaching Strategies on Students 'Outcomes

Learning style is a set of characteristics, attitude, and behavior that define a particular student's way of learning. Different styles influence the form students learn, how teachers teach?, and how is the reaction between them?. Knowing students' preferred learning style has a great impact on their learning outcomes. Thus, when practitioners identify the learning styles of his students, it will provide him a strong feedback.

Moreover, it is proved by many studies that harmonization of teaching strategies with the students' learning styles lead to significant academic achievement. Here, there are major empirical findings in the learning style literature. One of the main points discussed is the link of learning style to academic outcomes. Researchers have found effective instruction to be accomplished through multiple approaches. Claxton and Murrell (1987) recommended that instructional methods include all four learning style modes to give each student with a unique learning style the opportunity to do well most of the time. They found that students retained 10% of information if instruction appealed only to abstract conceptualization and 90% of the information if teaching strategies related to all four learning styles.

Dunn (1984) found that students whose learning style matched with the teaching method and environment earned better grades. Thus, we detect that there is a great

relation between students 'learning styles and students 'outcomes. So, taking account of students' learning style in the selection of appropriate teaching strategies reflects on his learning outcomes positively. (As cited in Students Learning Style and Educational Outcomes, 1999)

Conclusion

This chapter identifies the effects of the relationship between students' learning styles and teaching strategies. It is important for teachers to vary their methods and tasks to fit students' different learning styles. Thus, it will motivate and improve their learning's outcomes. Since, this matter translate teachers 'role that is a facilitator.

Practical Part

Contents

Chapter Three: Analysis and Results

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Conclusion

Introduction

This chapter is devoted to the practical part: analysis and results of the present study. It includes method, sample, administration of both students' questionnaire and teachers' questionnaire, the analysis and results.

3.1 Research Methods

The present study is descriptive in its method because it aims to describe the correlation between two variables, an independent variable which is the learning style preferences of political sciences students at KMUO. These learning styles preferences break into four types: visual, auditory, kinesthetic, read and write. In which each student has particular learning style that he uses it in learning and acquiring English language. The dependent variable is the teaching strategies used by the teachers according to their students learning style preferences in order to acquire new knowledge. So, this study tried to discuss, describe and analyze how the investigating of students learning styles is helpful for teachers in formulating teaching strategies, also, how both students and teachers benefit from this process.

In order to gather data, we use one technique, questionnaire designed for political sciences students, in addition to another questionnaire proposed for English language teachers at political sciences department.

3.2 Population Sample

The participants of the present study are two; students and teachers

- **Students**

The sample consists of 50 political sciences students including 22 males and 28 females at KMUO. The selection is done randomly. They are first and second year political sciences students in the academic year (2016/2017).

We selected political sciences' students for the following reasons:

Political sciences' students need particular teaching strategies that can help them to understand their lectures taking into account their learning style preferences.

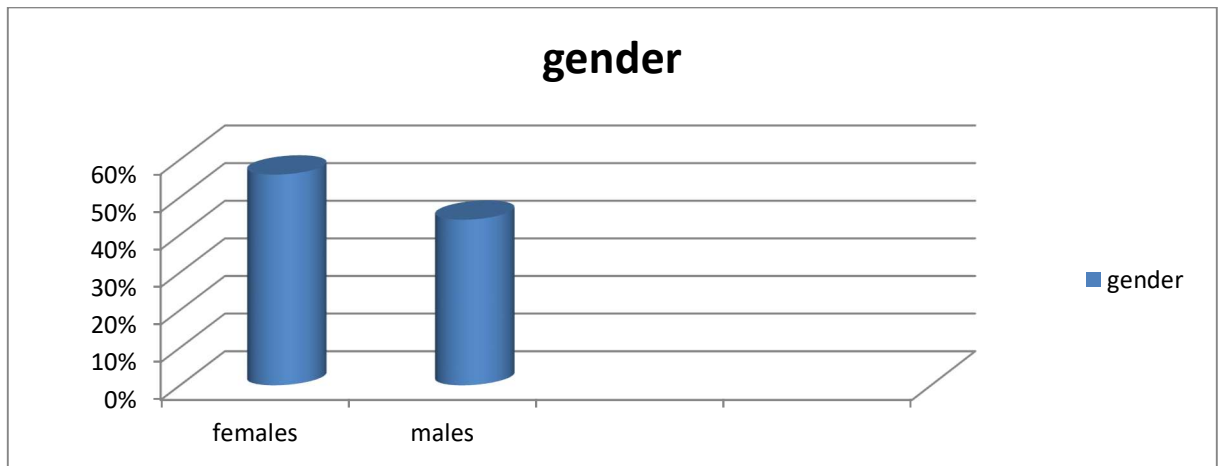


Figure (1) *participants' gender*

Figure(1) shows that females are more than males. The females are (56%) and the males are (44%).

- **Teachers**

Four teachers of English from political sciences department at KMUO are involved in the questionnaire.

To gather data there are a lot of methods, procedures, instruments used. Such as a questionnaire, interview, observation. In this study two questionnaires are used to gather data because they seem applicable, relevant and they have many advantages as stated in Huha and Vogt and Johnson and Tulkic (2013):

- Questionnaires are relatively low-cost
- It is relatively low-effort
- It is potential for a large number of information to be approached.
- Questionnaire' results may be generalizable.

Comparison can be drawn between information. (p.18)

3.3 Administration of Students' Questionnaire

This questionnaire was applied on fifty (50) political sciences students at KMUO. The population consists of twenty two (22) males and twenty eight (28) females. The questionnaire consists of three sections. The first section is devoted to students' background knowledge. The second section discussed the preferred way of learning, since they learn in group, in pair , or alone. The third section, concerning the types of students' learning styles.

3.4 Analysis of the Results

Question one

Do you prefer to work in class activities?

Table1 *In Class Activities*

| | Number | % |
|---------------|---------------|-------------|
| Individually | 23 | 46% |
| in group work | 13 | 26% |
| in pair work | 14 | 28% |
| Total | 50 | 100% |

Table (1) shows the results of how students prefer to work in class activities. The subjects differ in their choices; the majority of students (46%) stated that they work individually in class activities, since they can concentrate and find their own mistakes. According to Willing , those students are analytical learners. While, some of them (28%) prefer pair work in class activities because they understand and answer better from discussing and talking about the activities with their classmates which we can refer to as a concrete learners. And just (26%) students prefer to work in group in which this situation enable them to make a conversation and share information to answer the activities mainly they are a communicative learners.

Question two

In describing political speech, would you like to do it in class?

Table2 *The Preferred Way in Political Sciences Classes*

| | Number | % |
|--------------|---------------|-------------|
| Alone | 12 | 24% |
| in group | 17 | 34% |
| in pair work | 21 | 42% |
| Total | 50 | 100% |

Table (2) shows the results of students' responses to situation of participating in political speech. We can notice that most students (42%) claimed that the preferred way for them in describing political speech is to do it with pair work, because they like to talk in pairs since they are concrete learners. But some of them (34%) like to talk in group relaying on this choice, we can say that those students prefer communication or kinesthetic learning style which they like to talk in group using body language and gestures when they are speaking. While some students (24%) prefer working alone; where, this give them more time to talk and express their ideas, the preferred learning style for them is analytical learning style.

Question three

In class project how do you want to work?

Table3 *Working in Class Project*

| | Number | % |
|--------------|---------------|-------------|
| Personal | 28 | 56% |
| in group | 10 | 20% |
| in pair | 12 | 24% |
| Total | 50 | 100% |

The results of table (3) demonstrate that every student in the classroom has a specific way of learning that teacher should aware about, since we called it a learning style preferences which are visual, auditory, kinesthetic, read and write, or as Willing's defined

concrete, analytical, communication, teacher-oriented learners. We notice that the majority of students (56%) declared that the personal work is good for them, while (24%) students claimed that they prefer working in pair, and (20%) of them prefer to work in group.

Question four

In which way you understand the course better?

Table 4 *The Way Of Understanding The Course*

| | Number | % |
|---|---------------|-------------|
| from the handout reading what teacher write on the board | 14 | 28% |
| when you do something in the class | 20 | 40% |
| what you heard | 12 | 24% |
| | 4 | 8% |
| Total | 50 | 100% |

Table (4) below shows that most of students (40%) understand better by reading what teachers write on the board. So, we can say that the huge proportion of students prefer a visual model, which help them more than other models to understand the information in order to acquire the English language. While some of them (28%) see that they can understand more when they have handouts, documents in this way the preferred learning style for them read-write learning style. Some students (24%) prefer to do something in the classroom because it is helpful for them to understand concerning their choice they prefer the kinesthetic model, and a few (8%) understand better by hearing those are auditory learners.

Question five

In which way you prefer the lecture to be delivered?

Table 5 *Students 'Preferred Way of Delivering Lecture*

| | Number | % |
|----------------------|---------------|-------------|
| class Project | 7 | 14% |
| Picture and diagrams | 15 | 30% |
| delivered orally | 14 | 28% |
| following hand outs | 14 | 28% |
| Total | 50 | 100% |

Table (5) shows that the vast majority of students (30%) want the lecture to be delivered by using pictures and diagrams, because using these tools by teachers give them more chance to understand and take information since we can see that those learners are learning by visual model. Other students (28%) prefer the lecture to be delivered orally, so they listen carefully more than others so they have an auditory learning style, but the same number of students(28%) like the teacher to give them handouts about the lecture so, their choice make them following read-write learning style, and (14%) of students consider that class project is the preferred way to deliver the lecture sine the preferred learning style for them is kinesthetic model .

Question six

In which way you like to take the course (information)?

Table 6 *Students Attitude toward The Way Of Taking Courses*

| | Number | % |
|------------------------------------|---------------|-------------|
| frome the teacher only | 24 | 48% |
| from handouts | 12 | 24% |
| when you participate on the course | 14 | 28% |
| Total | 50 | 100% |

Table (6) indicates that nearly half of participants (48%) claimed that the teacher is the only source of information they want to take information from the teacher, in which they are teacher-oriented learners or auditory learners. While (28%) of students like to participate on the course and take information such as physical activities in groups where they use their hands and other things to understand.(24%) of students take information from handouts and they prefer the read and write learning style.

Question seven

When I leave classroom, I remember things that:

Table 7 *Students Attitudes towards The Things They Remember When They Leave The Class*

| | Number | % |
|------------------------|---------------|-------------|
| I have done and said | 13 | 26% |
| I have heard | 17 | 34% |
| I have seen or observe | 11 | 22% |
| I have Witten | 9 | 18% |
| Total | 50 | 100% |

Table (7) shows that (34%) of students remember what they heard in the class (auditory), while others (26%) remember what they did or said (kinesthetic), and (22%)of students remember things that they see or observe such as pictures, something wrote on the board (visual). Whereas (9%) of students remember things that they have written in the class more than other things (read-write). This agrees with the fact that each learner has a particular way of learning or learning style.

Question eight

Would you like to watch video in your field?

Table 8 *Students Attitudes toward Watching the Video*

| | Number | % |
|--------------|---------------|-------------|
| Yes | 38 | 76% |
| No | 12 | 24% |
| Total | 50 | 100% |

Question nine

I understand the course better from the teacher explanation

Table 9 *Students Attitudes Toward Understanding The Course From Teacher*

| | Number | % |
|--------------|---------------|-------------|
| Yes | 26 | 52% |
| No | 24 | 48% |
| Total | 50 | 100% |

Question ten

I understand better when I discuss the course in the pair work.

Table 10 *Discussing Course in Pair Work.*

| | Number | % |
|--------------|---------------|-------------|
| Yes | 15 | 30% |
| No | 35 | 70% |
| Total | 50 | 100% |

Question eleven

Taking things to class project help me to understand more than hearing from the teacher.

Table 11 *Students Attitudes toward Understanding the course by doing class Project*

| | Number | % |
|--------------|---------------|-------------|
| Yes | 9 | 18% |
| No | 41 | 82% |
| Total | 50 | 100% |

From the results shown on the tables from (8) to (11), we find that (76%) of students like to watch video with English language in their field of political sciences. Whereas, (24%) of them do not like to watch video. Additionally, most of students or nearly half (52%) claimed that they understand better from the teacher explanation, while others (48%) do not. On the other hand, other students (30%) answered that when they discuss lecture or course with pair group they understand better because they can concentrate and take more time to talk, and also motivated them more and more in this case we can refer to them as a concrete learners, but the rest of them (70%) notice that they cannot understand by talking in pair. But, when students asked another question if make thing to class project help them to understand, we find that (18%) of students answered with "yes", while the majority of them (82%) answered with "no".

Question twelve

Which skill you feel more confident to use?

Table 12 *Language skills*

| | Number | % |
|--------------|---------------|-------------|
| Listening | 19 | 38% |
| Writing | 11 | 22% |
| Reading | 10 | 20% |
| Speaking | 10 | 20% |
| Total | 50 | 100% |

Table (12) shows that 38 % of students feel more confident to use listening skill relying on their choice we see a student's near to auditory learning style. But the rest of them nearly divided between the other skills which are (22%) writing,(20%) reading, (20%) speaking. This mean that in three skills of language mentioned above they are weak, for this they need a lot of work from them and their teacher to improve their language skills, especially the productive skills.

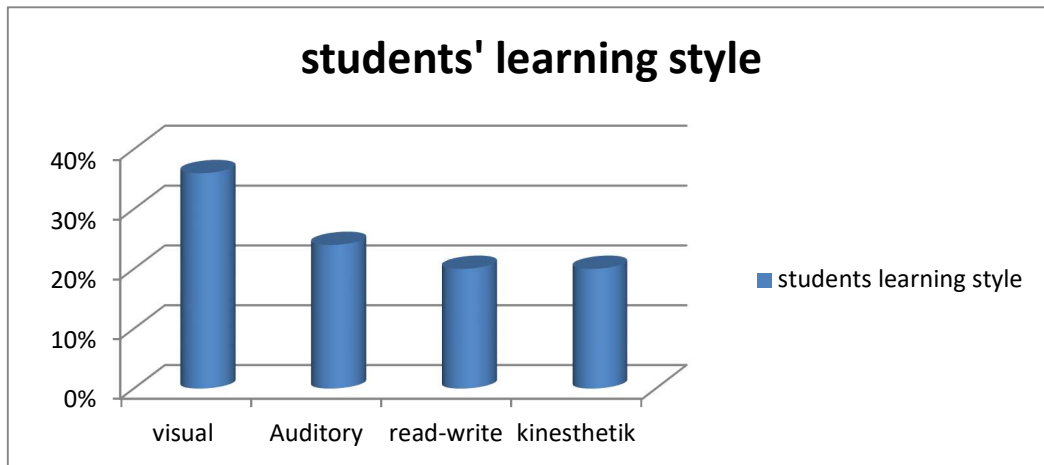


Figure 2 *Students' Learning styles*

According to the VARK model, the students' learning styles are dependent on how they prefer to perceive/receive information. In the present study that aim to investigate the dominant learning style in each participant, it was found that (36%) of students had a visual learning style preferences,(24%) preferred the auditory mode, (20%) preferred the kinesthetic mode, and the same number of students preferred the read- write mode(20%). Therefore, the visual mode is the most preferred mode and the read-write mode is the least preferred mode according to presenting information.

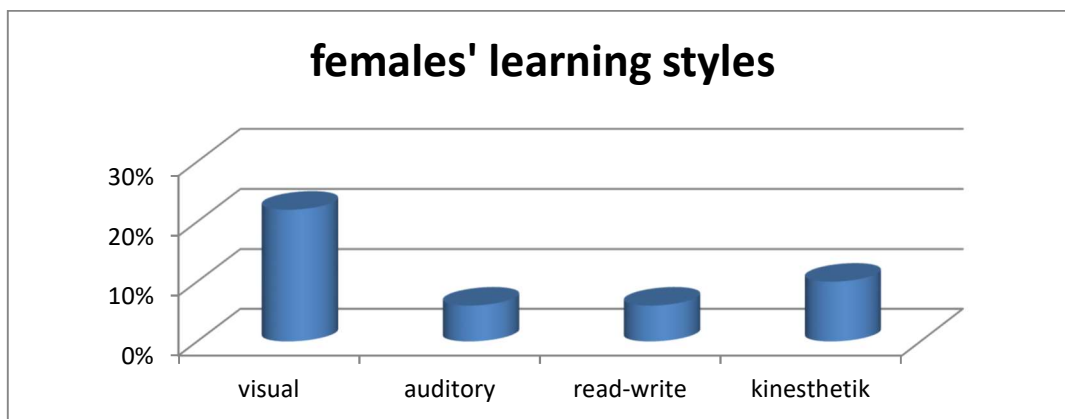


Figure 3 *Females' Learning Styles*

The learning style preferences of the female students are different from the male students. In which all types of learning style are nearly the same values. Some female students(18%) see that the Auditory mode is the preferred mode for them, while (14%) are choice the visual mode and (14%) prefer the read-write mode, and just a small number of females(10%) preferred the kinesthetic mode.

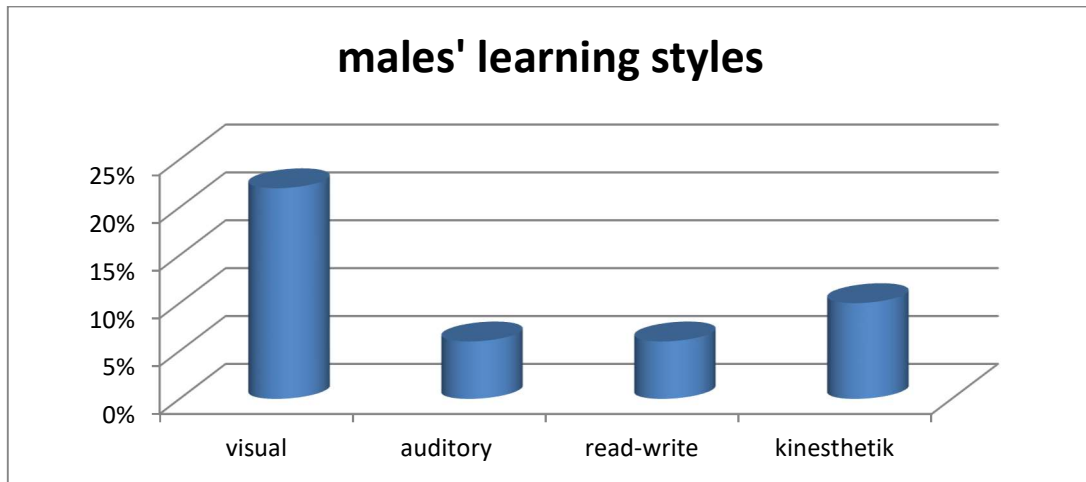


Figure 4 *Males' Learning Styles*

The learning style preferences of the male, find that the four types of learning style are existed but the majority of students(22%) preferred the visual mode as an opposite to the females who most of them choose the auditory mode. (10%) of students preferred the kinesthetic mode, while a small number of students (6%) claimed that the auditory mode is a dominant learning style and (6%) are read-write mode.

3.5 Administration of Teachers' Questionnaire

Teachers question was applied on four teachers in the political field at KMUO, three females (03) and one male (01). The questionnaire contains nine (09) questions. In which, we discuss the approach most used in political classes at KMUO.

3.6 Analysis of the Results

Question 01

In the first question, we notice that (50%) of them follow teachers-centered approach and fifty per cent follow students-centered approach. Thus to say it is not easy to work with students-centered approach in ESP classroom because their levels do not qualify them enough.

Question 02

In the second question, the four teachers (100%) prefer students-centered approach. Here we notice the teachers are agreeing in that point because that approach helps student to rely on himself. Furthermore, it is better to be well built as student then to be a good teacher. In ESP class, the students-centered approach is the approach should followed

Question 03

The third question, in one hand, (50%) of teachers said no; they do not use games in classroom. In the other hand, fifty of them said yes, they use games in classroom such as:

- Role play
- Flash cards
- Acting as decision maker/inter-action in international theatre

This means that it depends on teachers' attitude and students' attitude.

Question 04

The identification of students' learning styles provide for teacher:

- Different ways and methods to teach with.

- Facilitate tasks for both teachers and students.
- Treat students as thinkers.

Question 05

The material most used for teachers are the audio-visual ones when it possible.

One of them said no material use.

Question 06

All of them agree in the point of knowing students 'learning styles are important. Thus, it will give them a support in the process of teaching.

Question 07

All of them also agree that knowing learning styles of their learners give them a support in choosing the appropriate strategies to work with.

Question 08

In this question the four teachers (100%) change their strategies and method from time to time to fit students' different styles and to break routine too.

Question 09

In the last question, (100%) teachers declared that the identification of their students' learning styles reflects positively most of the time on their students' outcomes.

- Therefore, this question's analysis conform our expectation.

3.7 Conclusion

The last chapter of present study discussed the analysis and results of both students' questionnaire and teachers' questionnaire.

General Conclusion and Recommendations

General Conclusion

The aim of the present study was to investigate students' learning styles and preferences among students of political science at KMUO. Throughout our study we attempted to affirm our claim that identifying students' learning styles is benefit for teachers and students.

From the results of students' questionnaire, we establish that visual learners like to learn by reading what teachers write on the board, pictures, diagrams, and watching video. The second that is auditory mode preferred by some students; they prefer to learn by listening to teachers or to their classmates most of time. While, the students of read/ write mode like to learn by documents, following handouts, taking notes during classes. Finally, are the kinesthetic students learning with physical activities, participating in the course is helpful for them to understand.

While, in the teachers' questionnaire results, we found the identification of students' learning styles is the important process that must take place before designing a course. In order to, select the appropriate teaching strategies. Additionally, we found also that each leaning styles have the appropriate teaching strategies.

The selection of teaching strategies of visual learners should include the use of demonstrations and visually pleasurable materials. Teachers should make an effort to paint mental pictures for learners. The appropriate teaching strategies for auditory learners should sound good and should be planned and delivered in the form of an organized conversation. While, the teaching strategies for read-write learners should include writing out key words in list form. The learners will learn by reading silently or out key words in list form or rewriting their notes repeatedly; writing out in their own words the ideas and principles that were taught or discussed; organizing any diagrams, graphs, other visual depictions into statements and, actions, diagrams, charts, and flowcharts into words. They like multiple-choice tests. Finally, the teaching strategies for kinesthetic learners should include hands on demonstrations and case examples to be discussed and solved.

With reference to the results of teachers' questionnaire, teachers claimed that students-centered approach is better than teachers-centered approach, although most of them use teachers-centered approach for many reasons such as time allocated, the materials, and so on. Teachers change their teaching strategies from time to time by taking account of students'

learning styles. Also, they maintain that changing their teaching strategies reflects positively on students' outcomes learning. Besides, teachers should design activities for every learning style in order to avoid reflecting only teachers' styles in the classroom and foster motivation and effective learning.

Recommendations and Suggestions

In this study, the main concern was to shed-light on the significant role of students' learning styles in supporting and guiding teachers to select the most appropriate strategies in the process of teaching and its influence on students' outcomes.

The analysis of data was shown that students of political science have different learning styles: 36% visual, 24% auditory, 20 % read/write and 20% kinesthetic. That's way we recommend varieties in teaching strategies to fit students differences.

The results of this study point out that the identification of students' learning styles reflects positively on their outcomes. According to the interpretation of teachers' and students' questionnaire, we suggest some recommendations for teachers to follow:

- To identify their students' learning styles.
- Trying to change their strategies and method of teaching.
- Vary tools and materials.
- Also, activities and tasks.
- Following students-centered approach from time to time.
- Present videos of present situation to raise debates in classroom such as: Dutch election, the conflict of Russian president versus Qatar president about Syria's war.
- Using games in classroom like flash cards.
- Using several activities that give a chance to all students to participate according to their learning style.
- select appropriate materials in order to motivate students and improve their learning style
- taking account of students' learning style preferences in all the processes of learning

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ملخص الدراسة

الهدف من هذه الدراسة هو تسليط الضوء على العلاقة بين أساليب تعلم الطلاب واستراتيجيات التدريس في أقسام الإنجليزية لأهداف خاصة. بحيث يأخذ او يكتسب الطلاب المعلومات بطرق مختلفة من خلال الرؤية أو السمع أو التأمل أو التمثيل . ولهذا يجب على الأساتذة التنوع في أساليب التدريس وفقا لذلك. من الضروري للمعلمين أن يعرفوا أنماط التعلم المفضلة لدى طلابهم لأن هذه المعرفة ستساعد المعلمين على تخطيط دروسهم وتكييف تعليمهم وتوفير الأنشطة أو المهام الأكثر ملائمة وذات مغزى للتناسب مع مختلف أنماط التعلم لدى الطلاب و لإثبات ذلك قمنا بتصميم وإدارة استبيانين لكل من الطلاب والاساتذة في قسم العلوم السياسية بحيث تتكون هذه الدراسة من ثلاثة فصول خصص الفصل الأول لمختلف جوانب أنماط التعلم. أما الفصل الثاني فقد عبر عن استراتيجيات التدريس. بينما خصص الفصل الثالث للنتائج والتحليل. وفقا لنتائج استبيان الطلبة وجدنا أن الوضع المرئي هو الأسلوب الأكثر تفضيلا لطلاب العلوم السياسية (36%). حيث يفضلون التعلم عن طريق قراءة ما يكتبه المعلم على متن الطائرة والصور والرسوم البيانية. في حين لاحظنا في استبيان المعلمين أن غالبية المعلمين اتفقوا على ان معرفة أنماط تعلم الطلاب مرحلة مهمة. وبالتالي فإنه يساعدهم في اختيار الطريقة المناسبة للعمل الذي تظهر نتائجه بشكل ايجابي عل التحصيل العلمي للطلاب . وعلاوة على ذلك زعموا أن المنهج الذي يركز على الطلاب أفضل من المنهج الذي يركز على المعلمين. على الرغم من أن معظمهم يستخدمون منهج يركز على المعلمين لأسباب عديدة مثل الوقت المخصص للتدريس والمواد.

كلمات مفتاحية : أساليب التعلم , استراتيجيات التدريس , نتائج الطلاب , نهج متمحور حول الطلاب , نهج متمحور حول الاساتذة

Résumé

L'objectif de cette étude est d'éclaircir la relation entre les styles d'apprentissage des élèves et les stratégies d'enseignement dans les salles de classe ESP. Les étudiants prennent et traitent l'information de différentes façons: en voyant, en entendant, en réfléchissant ou en agissant; Cette variation de styles appelée VARK. Les méthodes d'enseignement devraient varier en conséquence. Il est vital pour les enseignants de connaître les styles d'apprentissage préférés de leurs élèves, car ces connaissances aideront les enseignants à planifier leurs leçons, à adapter leur enseignement et à fournir les activités ou les tâches les plus appropriées et les plus adaptées à un groupe d'apprenants particulier. Pour prouver cela, nous avons conçu et administré deux questionnaires pour les étudiants et les enseignants du département des sciences politiques au KMUO. Cette étude se compose de trois chapitres; Le premier chapitre est consacré aux différents aspects des styles d'apprentissage. Le deuxième chapitre est considéré comme une stratégie d'enseignement. Bien que, le troisième chapitre consacré aux résultats et à l'analyse. À titre de résultats du questionnaire des étudiants, nous avons constaté que le mode visuel est le style le plus préféré utilisé pour les étudiants en sciences politiques (36%). Les apprenants visuels préfèrent apprendre en lisant ce que l'enseignant écrit à bord, des images et des diagrammes. Alors que nous avons observé dans le questionnaire des enseignants que la majorité des enseignants s'accordaient sur l'idée de connaître les styles d'apprentissage des étudiants, c'est une étape importante. Ainsi, il les aidera à choisir la méthode appropriée pour travailler et cela affectera positivement leurs résultats. En outre, ils ont affirmé que l'approche axée sur les étudiants est meilleure que l'approche axée sur les enseignants. Bien que la plupart d'entre eux utilisent une approche centrée sur les enseignants pour de nombreuses raisons, telles que: le temps alloué et le matériel.

Mots clés : Styles d'apprentissage, Stratégies pédagogiques,

Résultats des élèves, Approche axée sur les étudiants, Approche axée sur les enseignants

Appendices

Appendix A

Kasdi Merbah University- Ouargla
Faculty of Letters and Foreign Languages
Department of English Language and Literature

Students' Questionnaire

Dear Students,

We are conducting a research for the fulfillment of a Master degree in Applied Linguistics and ESP .Our research aims to identify the importance of students' learning styles in formulating teaching strategies in ESP classroom; political sciences students (1st and 2rd Year undergraduate) at KMUO. We need your contribution in collecting data for our study Your cooperation is greatly appreciated.

Gender

Male

female

1. Do you prefer to work in class activities

Individually?

In group work ?

In pair work ?

2. In describing political speech, would you like to do it :

In group?

In pair work?

Alone?

3. In project how do you want to work?

Personal

In group

In pair

4. In which way you understand better?

From handouts and documents

Reading what teacher writes on the board

When you do something n the class

What you heard

5. In which way you prefer the lecture to be delivered ?

Class project and presentation

Pictures and diagrams

Delivered orally

Following handouts

6. In which way you like to take the course (Information) ?

From the teacher only

From handout

When you participate on the co

7. when you leave the class, you remember most thing that

You said and did

You have heard

You have seen

You have written

8. Would you like to watch video in your field (President Speech or political debate)?

Yes

No

9. I understand the course better from the teacher explanation

Yes

no

10. I understand the course better when I discuss the information in pair

Work

Yes

No

11. Taking things to class project help me to understand more than hearing only from the teacher

Yes

no

12. What is/are skill(s) you feel more confident to use now?

Listening

Writing

Speaking

Reading

Thank you for your participation in this questionnaire.

Appendix B

Kasdi Merbah University- Ouargla
Faculty of Letters and Foreign Languages
Department of English Language and Literature

Teachers' Questionnaire

Dear **Teachers** ,

We are conducting a research for the fulfillment of a Master degree in Applied Linguistics and ESP .Our research aims to identify the importance of students' learning styles in formulating teaching strategies in ESP classroom; political sciences students (1st and 2rd Year undergraduate) at KMUO. We need your contribution in collecting data for our study Your cooperation is greatly appreciated.

1. Which approach you follow in teaching?

Student- centered approach
Teacher-centered approach

2. For you which approach is better?

Student- centered approach
Teacher-centered approach
And why? Justify your answer

.....
.....

3. Do you use games in classroom?

Yes
No

If yes? mention some

.....
.....

4. Which materials are most used in political sciences field?

.....
.....

5. Do you think knowing your students learning styles are important?

Yes

No

6. Is knowing of your students learning styles support you in choosing the appropriate strategies?

.....
.....

7. Do you think one time that your methods need change?

Yes

No

If, yes? Do you change it?

.....
.....

8. How it (the change) reflect on their outcomes?

.....
.....

YOUR OPINIONS MATTERS