Libyan EFL Learners' Preferences and Perception of their Learning Style

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ABSTRACT

The study aims to determine the learning style preferences of EFL undergraduates. It also attempts to identify their perspectives on learning styles in the English learning context. This study was conducted by the VAK Learning Styles Self-Assessment questionnaire, followed by a number of semi-structured interviews. The study sample consisted of 50 undergraduate students registered in the Faculty of Arts and Education at Sabratha University. The data was analysed using descriptive statistics. Five participants were interviewed in a semi-structured way to determine their perception of their learning style. The quantitative findings revealed that EFL students preferred divergent learning styles. The visual style was the highest-ranked preference compared to audio and kinaesthetic models. The findings obtained also revealed that the majority of participants had a strong preference for **unimodal** learning mode. Interestingly, the qualitative findings confirmed the quantitative ones.

The research findings showed that EFL teachers and students need to work together more closely to arrange their classroom activities. Mainly, EFL teachers should establish a common ground between different learning styles to create a class space where the three VAK learning styles would evolve.

Key words: Learning style, students' preferences, perception

منظور متعلمي اللغة الإنجليزية الليبيين في أساليب التعلم المفضلة لديهم

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ملخَّص البحث:

تهدف هذه الدراسة لمعرفة أسلوب التعلم المفضل لطلاب اللغة الإنجليزية، وتحاول تحليل نظرتهم لأسلوبهم المفضل. استخدمت الدراسة المنهج الوصفي واستبيان فاك لمعرفة أساليب التعلم وتألفت الدراسة من خمسين طالبا في كلية الاداب والتربية صبراته. تم تحليل البيانات باستخدام التحليل الوصفي؛ وتمت مقابلة خمس مشاركين وذلك لتأمين تفاصيل أكثر لزيادة التحقق لأساليب تعلم الطلاب. أظهرت نتائج الاستبيان أن الطلاب يؤثرون استخدام أساليب التعلم المتنوعة. وبحسب الدراسة كانت النتيجة أن تصدر أسلوب التعلم المرئي أعلى رتبة تفضيل مقارنة باسلوب التعلم السمعي والتعلم الحركي.

وتكشف الدراسة بان غالبية المشاركين يفضلون التعلم الأحادي، وفي ذات الوقت جاءت نتائج المقابلة متوائمة مع نتائج الاستبيان. و خلصت الدراسة الى أن أساتذة اللغة الإنجليزية لزاماً عليهم إيجاد نقطة التقاء بين أساليب التعلم المختلفة وخلق بيئة تنتعش فيها أساليب التعلم الثلاث المرئية منها والسمعية والحركية.

1. Introduction

Learning styles are increasingly being taken into consideration in educational practices by many studies in recent years. Learning styles refer to the idea that individuals have various ways of learning and processing information. People learn differently; they do not receive new information in the same way. They have their unique way of learning, just as they have their distinct appearances, behaviours, and feelings. Furthermore, students learn through visual aids, auditory means, or physical activities. Having an understanding of students'

preferred learning styles can lead to an improvement in both their learning abilities and their overall approach to education. The process of learning English as a foreign language involves comprehending the preferred learning methods of learners and their influence on the learning outcome. This means that finding out how individuals like to learn, and then teaching them in the way they like. Familiarity with different learning styles can make it easier for EFL students to improve their learning. Likewise, colleges do not take into consideration the various approaches to teaching English as a foreign language in recognition of the fact that students have varying learning styles. EFL teachers must recognize and accommodate learning style differences to better support their students. According to Tabatabei & Joolaee (2017: p.72), "Lack of coordination (relationship) between teacher's teaching style and the student's way of learning is one of the learning obstacles in class".

Teachers need to distinguish the different learning styles to adapt instructions that suit the various ways learners prefer to learn. Moreover, students find it easier to understand information when it is taught in ways that match their preferable learning styles. Various ways of learning are essential to help EFL students do better in their studies. If teachers do not realize and accept that students learn differently, some students may fall behind compared to their classmates. This is because their way of learning has not been used. For language teaching and learning to be successful, it relies on the willingness of both teachers and students to work together and agree on their goals for learning. Cooperation cannot be obligatory but must be discussed and agreed upon, individuals' technique to learn things impacts how well they learn in a classroom.

2. Research Aims

This research aims to shed light on the preferred learning styles of Libyan EFL undergraduates, and how they perceive their learning styles. Developing knowledge of the different learning styles will support teachers to interact with their students and adjust individual learning methods. As teachers need to be aware of their

student's needs, abilities and desires to adequately cater to them. An awareness of the different learning styles helps teachers match their teaching method with the students' learning style, so they can learn more efficiently. Consequently, determining how students learn the best can greatly impact students' ability to understand and engage with the subjects being taught and create effective teaching. Othman & Amiruddin (2010, p.652) stated that "teachers should be creative in diversifying education techniques in class". Libyan EFL teachers can change the way they teach to match how their students learn, this could make the students more motivated and interested in learning the language.

3. Research Questions

1. What learning styles do Libyan EFL undergraduates prefer?
2. How do EFL undergraduates perceive their learning style?

4. Literature Review

In the past few years, learning style has broadly been discussed in the educational setting of learning. It has become a growing issue that has been explored by many experts. There are different means to figure out how students process new information, Neil Fleming's VAK/VARK model was one of the most commonly used approaches to assess students' learning styles. The main concept contextualized in this study, namely the VAK learning style that focuses on the external aspects of learning, is notified by what means students learn new knowledge. VARK an acronym which stands for Visual, Audio, Reading/Writing, and Kinaesthetic. Fleming, et al. (1958) described the diversity in learning styles models as the chosen learning preferences which impact individuals' behaviour, learning patterns, and habits. The term learning style studies how people acquire information as much as how they learn it. Experts defined learning styles differently based on their views, this notion is distinguished as obtaining knowledge, personality, experience, and cognition (Dunn & Dunn, 1978; Kolb, 1984; McCarthy, 1987; Fleming & Mills, 1992). Keefe (1979, p.4) identified it as "characteristic, cognitive, affective,

and psychological behaviours that serve as relatively stable indicators of how learners perceive" and progress new knowledge in the educational setting. Furthermore, Kolb (1981) defined the learning style as the preferred mode used to process information in learning situations. Dunn and Dunn (1993) regarded it as a way of gaining new information and allocating it in the memory. Reid (1995) claims that learning styles were tendencies, procedures, and strategies of information processing. It is correspondingly defined as the methods that individuals use to process information that involves strategies of decision-making, and problem-solving. Learning style is distinct, it can be defined as the view of oneself and beliefs that encapsulate and govern how EFL students engage in traditional English classrooms. Teachers usually explain the content, ask students to think, read, or write, and take their time to understand what is clarified in class.

Generally, people understand and think of things in different ways, specifically teachers and learners have different learning styles. In this regard, Fleming, et al. (1958) stated that teachers' and students' awareness of different learning styles would modify the learning process efficiently. These various ways of thinking, feeling, and physically behaving in a certain way or another are called learning strategies. Those strategies remain relatively unchanged as time passes, reflecting how learners grasp, correlate, and adapt different ways to understand the world around them. According to Dunn & Griggs (1988), teaching methods based on emerging different learning styles could be delightful or dreadful for students, learning strategies are more effective when matched with certain learning styles. Thus, learning styles imply how students understand, think about, and remember new and challenging information (Dunn, 1993). Teachers should create mixed teaching activities that suit individual differences among students to be more interested in learning and to do better in their academic performance (Miller, 2001). Learning style is considered one of the main factors to improve students' learning achievements (Yufrizal & Holiday, 2011; Faisal, 2019). In his research findings, Miller (2001) argued that teachers' awareness of

their student's preferable style of learning, will increase students' academic achievement level. According to Hamed & Almabruk (2021), there was a strong correlation between students' learning style preference (auditory) and their academic achievement. Students' language achievement is significantly affected by learning style preferences, which increases the efficiency of the teaching process (Yin, et al., 2020).

4.1 VARK Modalities

The theory was first created by Fleming; this model is based on the principles of Neuro-linguistic programming that students learn by using their eyes, ears, and personal experiences. The theory stated that there were different ways to learn: by looking at something, by listening to it, by reading and writing about it, or by physically doing or moving around. Different individuals have a greater ability to retain, comprehend, and impart fresh knowledge and aptitudes. Learning style is determined by factors such as mind mechanisms, personality traits, cultural and social background, and educational history (Fleming & Bonwell, 2019). More to the point, Sreenidhi and Chinyihelena (2017) stated that the VARK model is based on the idea that the brain uses senses to shape our internal representation, or model of the world around us. By the VARK Modalities theory, individuals who are categorized as reading/writing learners demonstrate a preference for acquiring knowledge through the act of reading written words. Gardner (2008) wrote that VARK is all about how people use their senses (like hearing, seeing, writing, reading, or experiencing) to learn. Furthermore, visual learners learn by looking at pictures, graphs, symbols, and other things they can see. Aural learners like to listen and hear things to understand them better, while kinaesthetic learners prefer to learn by doing and practicing, whether it is in virtual classes or real-life environments. Taking a closer look at different styles of learning, these are the most common types of learners:

Visual preference means presenting information using pictures, such as maps, diagrams, videos, and graphs (Murphy, et al., 2004). It also includes using symbols, like arrows and circles, to represent things instead of using words. This mode is called 'Graphic' since it explains better what it contains. Harmer (2007, p.16) confirmed that students can remember things better if they have good pictures or charts to look at. People who like to read and write prefer to learn by reading words. Individuals who prefer visual learning methods may also find enjoyment in activities such as writing, reading, maintaining diaries, utilizing dictionaries, conducting online research, looking up words in the dictionary, and searching the internet for just about everything.

On the other hand, the aural mode means that someone prefers listening to information instead of reading or seeing it. Students who have this preference say they learn best from listening to lectures, talking in groups, listening to the radio, using email, and mobile phones, and discussing things with others. For those who like to listen, there should also be an option to hear it as an audio (Mills, et al., 2010). Additionally, the Aural mode does not have graphics. Email is also included because, even though it involves writing and can be classified as reading and writing, it is usually more like a conversation with shortcuts, informal words, slang, and non-official language. Auditory learners understand and remember information more effectively when they can hear it being explained or reinforced with sounds (Murphy, et al., 2004; Drago & Wagner, 2004).

This preference focuses on reading and writing in various forms, like manuals, reports, essays, and assignments. People who like this way of doing things usually cannot get enough of PowerPoint, internet, lists, diaries, dictionaries, thesauruses, quotes, and words. Most PowerPoint presentations, and internet websites, like Wikipedia, are valuable for people who prefer reading because they usually do not have sound or pictures. The preference is to see and understand information in the form of words.

The Kinaesthetic modality is when someone likes to use their experiences or practice to understand things better. They are connected to reality through personal experiences or simulations. Murphy, et al. (2004) stated that kinaesthetic learners are individuals who learn by actually doing or experiencing things, they should go through experience. They may also refer to as tactile learners, they enjoy participating in activities by pretending events or using their hands to touch and explore things to understand ideas. Kinaesthetic refers to a person's ability to understand things through physical movement or action (Drago & Wagner, 2004). In the English learning context, an explanation based on simulations, drama, role play, acting, dancing, laboratory, and workshops is usually very good for kinaesthetic learners (Norhasanah, et al., 2022). Teachers should use interesting ways to teach and adapt to the different needs of each student (Harmer, 2007). In particular, learning kinaesthetic activities help students develop their language and literacy skills. Teachers who have an understanding of how to design these activities are able to support their student's learning.

According to the VARK model, multimodal refers to individuals who learn utilizing multiple methods of learning. Fleming (2001) defined multimodalities as the combination of different learning preferences, including visual, auditory, reading/writing, and kinaesthetic modalities, within an individual's profile. Students employ a variety of methods to facilitate their learning process. Some learners adopt only one model of learning whether it is visual, auditory, or kinaesthetic; it is called unimodal mode. Others utilize bimodal such as: (visual / auditory, visual / kinaesthetic, and auditory/ kinaesthetic); those called bimodal mode. People learn best by seeing and looking at things, which is also called the "spatial" way of learning. In a few cases, learners emerge the three learning styles (visual, audio, and kinaesthetic) together. This combination of the different learning styles is called trimodal mode. Nevertheless, some preferences may hold more significance than others in their profile. Students who are good at auditory can respond very well to things that

they hear; other students might learn better if the lesson involves visual and physical activity or visual and auditory. Although all students respond and use all of these senses, some students have better visuals than others and can learn better through that sense. It happens with other students whose dominant preferred learning styles are auditory and kinaesthetic. Therefore, almost all learners universally have one strong learning preference, whereas others commonly use a mixture and combination of two or three styles.

The notion of learning style is intricate and ambiguous, comprising numerous elements. Gaining skills and teaching competencies is highly valuable to promote individuals to acquire new knowledge. Teachers need to know how their students learn so they can use the best teaching method. By employing diverse teaching methods and learning activities, teachers support students to enhance their learning experience. Making learning more effective depends on the active involvement of (EFL) teachers. In addition, it was assumed that EFL teachers do this to match their teaching plan to ensure students' understanding, and finds the lecture informative and interesting.

5. Methodology

VAK inventory was chosen in this study to measure preference, followed by five semi-structured interviews for a deep understanding of how undergraduates perceive their learning styles in the English learning context. The aim of using the mixed-method research was to draw on the strength of both quantitative and qualitative research to obtain more rigorous conclusions and to explore different aspects of the same topic. VAK based on Fleming's learning theory which was developed by (Chislett & Chapman, 2005) and used to check learners' preferences. The research involved fifty EFL undergraduate students registered in the Faculty of Arts and Education at Sabratha University. VAK scale distributed to the respondents in a written format, consisted of thirty behavioural

statements with three available adoptions represent (a) visual, (b)auditory, and (c) kinaesthetic learning styles.

5.1 Data Collection

The research participants were visited by the researchers in their classes to be handed the questionnaire and were told to think about each question and pick the answer that is the most equally accurate in describing their preference. The questionnaire took 20-30 minutes to be finished. The researchers figured out the results of each student separately to identify his/her learning style preference. The participants were provided with an explanation of the answers before completing the questionnaire. This enabled the researchers to identify the learning style individuals preferred the most, whether it was visual, auditory input, or practical activities. If the majority of the participant's answers were for (a) option, this means that the participant preferred a visual learning style. If it was for (b) option, it would be an auditory learning style. If most of the answers were for (c) option, it is a kinaesthetic learning style. There are others who fall somewhere between these two categories (V, A; V, K; A, K), they had a bimodal mode of learning. If participants have equal use of the three learning styles (visual, auditory, and kinaesthetic), this means that they had a trimodal mode of learning. Unimodal, bimodal and trimodal answers were all equally right in describing students' preferences and modes of information processing styles. The data was gathered and organized together. Then it was analysed quantitively, and descriptive statistics were utilised to calculate the percentage of students preferred learning styles. The semi-structured interview was utilised to explore how the students perceive their learning styles. Five participants were randomly selected and interviewed to answer open-ended, and close-ended questions, to investigate their choices of learning styles. The semi-structured interview was based on seven questions that reflect participants' views of the issue being explored, for more clarification, follow-up questions and probes were used to extend and deepen responses.

5.2 Data Analysis

5.2.1 Quantitative Data Analysis

The data collected were analysed, interpreted and presented on figures. As shown by Figure (1), the participants had a marked preference for the visual mode with a percentage of (40.5%), and (35.7%) of learners preferred the auditory mode. A percentage of (23.8%) preferred the kinaesthetic mode through physical movement, doing, or action.
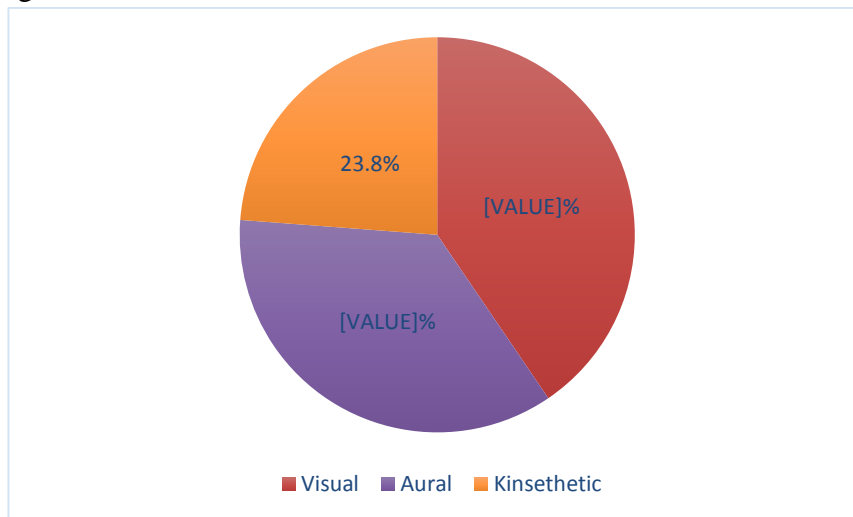

Figure 1: Overall Distribution of Learning Styles

The quantitative findings revealed that the participants believe that their favourite learning style is the visual style. Visual learning style was rated as the highest level, aural learning style was rated in the second rank, and kinaesthetic learning style was the least adopted style.
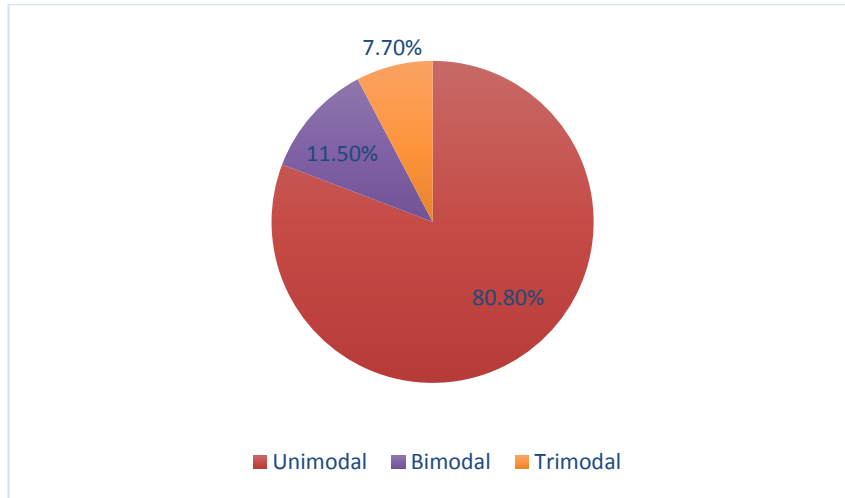
Figure 2: Overall Distribution of Learning Modals

As shown by figure (2) above, the majority of participants with a percentage of (80.8%) preferred just one style of learning and preferred a single mode, while (11.5%) preferred two styles of learning. Moreover, out of the students who liked more than one style, (7.7%) chose three styles.
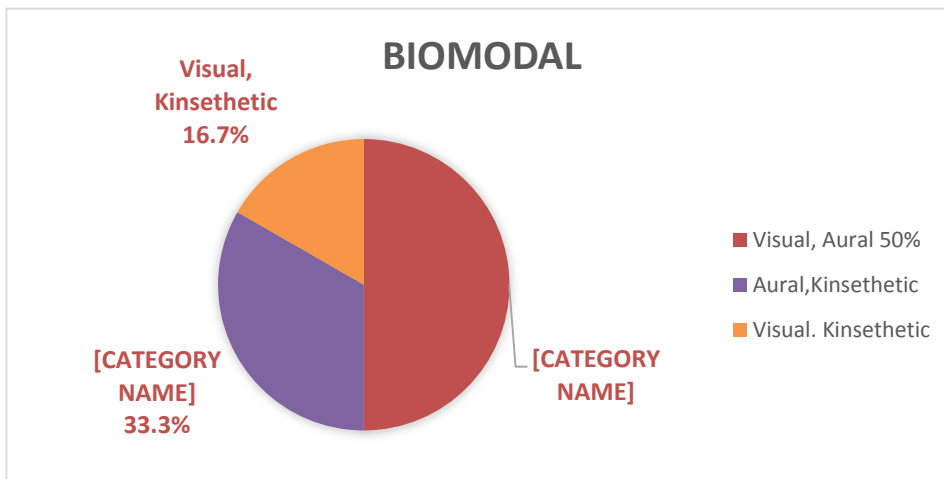

Figure 3: Participants' Preferences of Bimodal Mode

Figure (3) showed that in using two modes of information processing styles, the participants' preferences for bimodal mode were as follows: visual/aural (50%), aural/ kinaesthetic (33.3%), and visual/ kinaesthetic (16.7%). On the other hand, (7.7%) has the lowest percentage for trimodal modal (Visual/ Aural /Kinaesthetic) learning styles.

5.2.2 Qualitative Data Analysis

To answer the second research question, 5 participants (3 females, and 2 males) were interviewed. Seven questions were asked to the participants' views regarding their learning styles. Probes and follow-up questions were added when needed to elicit detailed and elaborated answers to perceive participants' opinions on learning modes (unimodal, bimodal, trimodal) they had in and out of their classroom.

Analysing the qualitative data resulted in a number of interesting themes related to the participants' perspectives on learning styles. These themes are summarised and presented in the table below.

Table 1. Themes gained from analysing qualitative data

Themes
Familiarity with the term learning style.
Choices of learning styles are based on the techniques used.
Partial awareness of learning style preferences mode.
General preference for unimodal mode.
Little challenging in preferring learning mode (unimodal, bimodal).
Difficulties in identifying preferred learning style.
Diversity in the learning styles adopted.
Different perspectives and different styles.
Accommodation of leaning styles.

6. Discussion

The data Analysis showed that EFL learners prefer different ways of learning, and the visual learning style is the most preferable one. The findings obtained indicated diversity of learning styles used in EFL classes including Visual, Aural, and Kinaesthetic. However, among those who are inclined towards unimodal learning, (40%) of

the participants preferred visual style, (35.7%) showed less preference for auditory learning, while only (23.8%) reported the least preference for kinaesthetic learning. These findings go in line with Manipuspika's (2020) conclusions in which he stated that visual learning style is preferable by a great majority of EFL learners. Furthermore, the research findings agree with MacCarter's (2008) argument in which he confirmed that the most prevalent learning style adopted by the students is visual learning. In this regard, Dunn and Dunn (1993) confirmed in their study that visual learners retain the mental images of the things they learn particularly challenging ones, and keep them in their mind. Likewise, these findings are completely aligned with Cohen (1987), who pointed out that there is a larger number of visual and auditory students among older students. Similarly, Norhasanah, et al. (2022) conducted an experimental study in Indonesia to investigate students' learning style preferences and their perspectives on learning styles, their results indicated that students' learning styles varied, and the highest percentage in their statistical analysis was (39%) of students preferred to learn through visuals. The research findings are also consistent with Hamed & Almabruk' s (2021) conclusions in which they stated that the least preferred style among EFL learners at Omar Almukhtar University, was the kinaesthetic style.

On the other hand, an opposing issue needs to be considered, research conducted recently by Hardiyanto (2023) in Malaysia has shown that EFL students prioritize kinaesthetic learning style. The results also revealed that the participants were more kinaesthetic in their responses with a percentage of (61%). They use what they learn in real communication to improve their English language. Correspondingly, Minda and Perdana (2023) confirmed in their study that (46%) of their participants were kinaesthetic learners. According to Fleming (1995), the kinaesthetic model has the least tendency in higher-education system. In this study, kinaesthetic activities are the least mode to be used by teachers, Fleming proposes that research on experience needs extra attention and numerous procedures. Though

those who have a kinaesthetic learning style explore concepts through practice and enthusiastically contribute to hands-on activities, they prefer active interaction with the subjects being learned. So, it is significant to identify learning techniques that align with the unique learning style. Students experience the knowledge differently; they learn in different ways. More focus is being given to how students learn by getting involved in practicing their real-life skills. Teachers need to accommodate kinaesthetic learning due to its importance in the English learning context. Since kinaesthetic was the least preferred mode among the learning styles in this study, EFL teachers should encourage all students to participate in class while learning. Determining the best learning style for students can impact their ability to understand and process the new knowledge of the subjects being taught efficiently. Nevertheless, EFL teachers need to consider the diversity of learning styles which must be associated with students' learning preferences (Awang, et al., 2017; Jaapar, et al., 2021), different learning styles (visual, auditory, and kinaesthetic) should be integrated into the learning process.

In a similar vein, these findings strongly align with the qualitative findings where all participants express their agreement on using a diversity of learning styles. The participants' contributions were varied, they had positive opinions on using unimodal VAK learning styles. They were fairly satisfied with only one style in or out of EFL classes either on the supervision of their teachers or not. Here are some of the participants 'contributions regarding this issue: *"I preferred activities, games, puzzles, role play, alibi, and other EFL activities because it makes me more enthusiastic". (Kinaesthetic)*

"I like taking part in the lecture and participating in different tasks and activities especially kinaesthetic ones". (Kinaesthetic)

"To develop my English, I watch educational YouTube videos almost every day". (Visual)

"I listen to audiotape songs, and sometimes I join classes online". (Auditory)

Many statements that emerged from the interview strongly support the quantitative results; the participants preferred visual style. Their comments were as follows: "I strongly agree", "absolutely", "Definitely", "sure", etc. The participants' responses were informative, which reflect their strong preference for visual activities such as" pictures, maps, diagrams, videos, journals, presentations, dictionaries …etc. In general, all the interviewees expressed a clear preference towards visual activities, rather than audio and kinaesthetic ones. This preference can be interpreted that students feel relaxed because the subjects would be easy to recall, and they were more motivated and interested in classes full of visual aids. Furthermore, those respondents were visual learners satisfied with their visual learning style. Visual learners find it easier to understand information when they are taught in ways that are easily remembered as they include various visual aids such as pictures or charts to look at (Harmer, 2007). Therefore, the research findings indicated a diversity of learning styles, the three styles integrated in the classroom, there is no gap among the three learning styles. It worth noting that there was a consistency, especially between visual and aural modes, kinaesthetic was not so far.

A vast majority of participants approximately (81%) were unimodal learners, they have this dominant preference. A smaller number of participants with a percentage of (11.5%) were bimodal learners, whereas (7.7%) of the participants had the slightest level of trimodal learning modes.

This study revealed that the most preferred mode was unimodal, followed by the bimodal and trimodal respectively. This result reflects that EFL learners have different perceptions of their learning styles, these differences can be attributed to the learning experience, and personality traits (Drago & Wagner, 2004). Additionally, study findings revealed that learners prefer to use different learning styles, this result aligns with other studies used the VARK questionnaire and SPSS, for instance Tabatabei & Joolaee (2017) found that (62%) of learners prefer a single modal, and (38%)

prefer a multimodal learning style. Consequently, some participants reported strong learning preference, whereas others commonly stressed using a mixture and combining two or three styles. According to the findings obtained, the participants reported using a combination of both unimodal and bimodal learning styles, with the visual learning style being the most dominant. Being more explicit, (79%) of the participants were unimodal learning styles which were considered the most common learning style preferences. This result is in line with (Hardiyanto, 2023).

It worth noting that almost all the interviewees had a strong preference for unimodal style compared to bimodal and trimodal styles. This conclusion can be evidenced by the following contributions: One participant said, *"To develop my English, I focus on watching educational YouTube videos almost every day"*. Another participant added, *"I feel more comfortable hearing records"*. These statements can be interpreted as a unimodal style of processing new information. One more participant argued, *"I like the explanation of the EFL teacher when it contains a lot of visual aids and activities"*. This contribution reflects *'Bimodal mode'*.

Interestingly, analysing the research data revealed a strong agreement between the quantitative and qualitative findings. There was an obvious preference amongst the participants towards having unimodal mode of learning style compared to bimodal and trimodal modes. However, all the research participants using the three VAK learning styles to some extent. The participants also stated that they sometimes emerge two models but rarely trimodal. These were some of the participants' responses where the combination of two models occurs. These conclusions can be sensed in the following contributions: *"l would prefer activities, but almost all topics need to be clarified on the board to take notes to revise it later"*. This statement indicates a *(*Visual- Kinaesthetic). *"I would like watching videos and records rather than joining lectures and doing a presentation". Another response: "Our speaking teacher explains the speaking and listening lesson through songs and dramas"*. Those

reflect (Visual- auditory). *"I like having records because it is too easy, you get the idea immediately when it is needed, I also like interesting activities"*. This contribution can be interpreted as (Auditory- Kinaesthetic).

On the other hand, only one participant reported mixing the three modes of the VAK learning style to process new information by saying, *"Sometimes I watch videos and listen to audiotape records, and I often record lectures. When it is not easy to understand, I go back to the records for revision and I take part in the activities"*. These findings are inconsistent with Ghwela's, et al., (2017) conclusions in which they confirmed that EFL learners have a remarkable preference for auditory and kinaesthetic learning styles rather than visual style. This can be attributed to the diversity of teaching styles and these studies were conducted in different contexts.

Based on the current study findings, the VAK learning style model proposes three specific learning methods, none of which is considered right or wrong. Thus, learning styles have the same value. Teachers should modify their instructional approaches; they need to pay more attention to encourage students to develop their learning and studying skills to do better academically. Studying skills include reading, writing papers, and watching demonstrations and videos. However, teachers and students who create learning plans need to understand how vital it is for students to learn through hands-on activities, especially when working together in groups. The research findings showed that EFL teachers should design appropriate learning activities, where the three VAK learning styles are integrated. The methods of evaluating students have also changed, teachers are using fewer quizzes and papers to evaluate students. Nowadays, they are also evaluating students based on their physical activities and movements (Stirling& Alquraini, 2017). By implementing various teaching practices, EFL teachers become related to students' needs, proficiency levels, and style of learning (Zhu, et al., 2018). Faisal (2019) confirmed that it is easier for learners to understand complicated ideas and concepts by experiencing the three learning

styles (V, A, K), through focusing on various tasks during and after classes. Therefore, EFL teachers have to identify the student's preferred learning styles to create not only effective lesson plans but also offer students better opportunity to engage in classroom more actively. Teachers should modify learners' behaviour (Fleming et al., 1958), and implement a variety of teaching techniques based on students' needs (Zhu et al., 2018) for an efficient learning process.

7. Conclusion

Students are all unique, but it is still more helpful to recognize the most common preferences among EFL undergraduate students. They need to be taught using various methods and experience different teaching styles.

There are various preferences among undergraduate students in terms of receiving and comprehending information, and more attention is being paid to how to help different students in EFL classes. Yet, learning strategies become more effective when they are matched with the appropriate learning style. The findings of the study showed that most EFL undergraduates prefer to learn through visuals. In brief, some people strongly prefer one learning style, while others prefer to combine two styles or more. Infrequently, two styles might be used. But in rare cases, there can be three styles. Those who know their personal learning preferences are allowed to grasp the best method to develop the learning experience. Learning does not have a conclusive right or wrong method. As most people have a preferred approach to learning, they keep practicing a mixture of the three styles.

In light of the research findings, the following suggestions and implications need to be considered: (1) Motivating EFL students intrinsically and extrinsically; (2) doing practical activities; (3) playing games that involve moving around the classroom; (4) asking students to write on the whiteboard as part of an activity; (5) watching videos or using music and audiotapes; (6) using the board to draw pictures and diagrams, or requesting students to doodle examples

related to the topic they are studying. These activities could help students understand and remember their lessons more effectively if they are carefully implemented, examples of these activities are: writing essays, conducting research, reading books, watching videos and audiotapes, and discussing or debating what they watch or read.

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Appendix

VAK Learning Styles Self-Assessment Questionnaire

(Chislett & Chapman, 2005)

Circle or tick the answer that most represents how you generally behave!

1. When I operate new equipment I generally:

a) read the instructions first

b) listen to an explanation from someone who has used it before

c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for traveling I usually:

a) look at a map

b) ask for spoken directions

c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:

a) follow a written recipe

b) call a friend for an explanation

c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:

a) write instructions down for them

b) give them a verbal explanation

c) demonstrate first and then let them have a go

5. I tend to say:

a) watch how I do it

b) listen to me explain

c) you have a go

6. During my free time I most enjoy:

a) going to museums and galleries

b) listening to music and talking to my friends

c) playing sports or doing DIY

7. When I go shopping for clothes, I tend to:

a) imagine what they would look like on

b) discuss them with the shop staff

c) try them on and test them out

8. When I am choosing a holiday I usually:

a) read lots of brochures

b) listen to recommendations from friends

c) imagine what it would be like to be there

9. If I was buying a new car, I would:

a) read reviews in newspapers and magazines

b) discuss what I need with my friends

c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:

a) watching what the teacher is doing

b) talking through with the teacher exactly what I'm supposed to do

c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to: Language Literacy:

a) imagine what the food will look like

b) talk through the options in my head or with my partner

c) imagine what the food will taste like

12. When I listen to a band, I can't help:

a) watching the band members and other people in the audience

b) listening to the lyrics and the beats

c) moving in time with the music

13. When I concentrate, I most often:

a) focus on the words or the pictures in front of me

b) discuss the problem and the possible solutions in my head

c) move around a lot, fiddle with pens and pencils, and touch things

14. I choose household furnishings because I like:

a) their colours and how they look

b) the descriptions the sales-people give me

c) their textures and what it feels like to touch them

15. My first memory is of:

a) looking at something

b) being spoken to

c) doing something

16. When I am anxious, I:

a) visualize the worst-case scenarios

b) talk over in my head what worries me most

c) can't sit still, fiddle, and move around constantly

17. I feel especially connected to other people because of:

a) how they look

b) what they say to me

c) how they make me feel

18. When I have to revise for an exam, I generally:

a) write lots of revision notes and diagrams

b) talk over my notes, alone or with other people

c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:

a) show them what I mean

b) explain to them in different ways until they understand

c) encourage them to try and talk them through my idea as they do it

20. I really love:

a) watching films, photography, looking at art or people watching

b) listening to music, the radio, or talking to friends

c) taking part in sporting activities, eating fine foods and wines, or dancing

21. Most of my free time is spent:

a) watching television

b) talking to friends

c) doing physical activity or making things

22. When I first contact a new person, I usually:

a) arrange a face-to-face meeting

b) talk to them on the telephone

c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:

a) look and dress

b) sound and speak

c) stand and move

24. If I am angry, I tend to:

a) keep replaying in my mind what it is that has upset me

b) raise my voice and tell people how I feel

c) stamp about, slam doors, and physically demonstrate my anger

25. I find it easiest to remember:

a) faces

b) names

c) things I have done

26. I think that you can tell if someone is lying if:

a) they avoid looking at you

b) their voices changes

c) they give me funny vibes

27. When I meet an old friend:

a) I say ─it's great to see you!

b) I say ─it's great to hear from you!

c) I give them a hug or a handshake

28. I remember things best by:

 a) writing notes or keeping printed details

 b) saying them aloud or repeating words and key points in my head

c) doing and practicing the activity or imagining it being done

 29. If I have to complain about faulty goods, I am most comfortable:

 a) writing a letter

 b) complaining over the phone

 c) taking the item back to the store or posting it to the head office

30. I tend to say:

 a) I see what you mean

b) I hear what you are saying

 c) I know how you feel