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**The effect of learning style on student's  
academic achievements.**

*Case Study: Third Year Students of English at Abbess Laghrou University,  
Khenchela.*

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## **DEDICATION**

This study is wholeheartedly dedicated to our beloved parents, who have been our source of inspiration and gave us strength when we thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.

To our brothers, mihoub ,mounsaf ,sife , rawouf , sisters the beautiful malak , and khadidja , to the most closest person to my heart who help me in my life my lovely sister narimane , relatives especially to my uncle kamal and my grandfather balkhir .to our friends Abir and Mona who shared their words of advice and encouragement to finish this study.

*I am extremely thankful to All*

**NASSIRA.**

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## ABSTRACT

The main objective of this research is to explore the impact of learning style on academic achievement. The care of this present study is to probe the effectiveness of learning style on academic achievement with third-year LMD students of English at the University of Khenchela. In order to collect the data required for the study aiming to build reliable results along the different phases of the research, we used a descriptive method. By doing so, we could confirm the hypothesis which tended to check the student's use of learning style while learning which may enhance their academic achievement. The main important findings revealed at the end of the investigation is the fact of existing some factors that affect student's academic achievement and goals while learning and getting their own style. Thus, teachers are recommended to help students to get a suitable learning style and to achieve their goals.

*Key words:* Learning style, academic achievement, factors.

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## **CHAPTER ONE: INTRODACTION**

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## Introduction

Through time, students learn different theories about the nature of language and how language is learned by different ways of teaching language; while different methods make use of various sorts of classroom activities. Learning doesn't depend exclusively or mainly on good teaching, it includes affective variables like motivation, attitudes, or personality variables like inversion and extraversion and on cognitive variables: intelligence, learning strategies, and learning style. Over the past decades, learning style has become the significant main concern in the majority of sectors of education (Corbett and Smith, 1984: 212). Learning style as a specific pattern relates to different individuals' methods of acquiring information, learning strategies, and learning preference (Esfandabad, 2010; Geisert and Dunn, 1991: 291).consistent with Geisert and Dunn (1991: 291), different individuals might be influenced by various elements of learning styles which could have a positive and negative effect on academic performance. Simpler academic performance is contributed on kinds of learning styles (SIMS and Sims, 1995). Different learning styles could produce different levels of academic performance (Komarraju et al, 2011). There could be a relationship between learning style and academic performance (Vermunt, 2005: 205).

Therefore, the influence of various types of learning styles on academic achievement is necessary to be understood. Many learning styles are identified by different researchers. For instance, seventy-one learning style models were presented by Coffield, Moseley, Hall, and Ecclestone (2004). One among these learning style models is that the VAK theory. Learning Modality Model which is referred to VAK theory was originated by Barbe Swassing in 1979 and it assumes that learning takes

place at three modalities visual, auditory ,and kinaesthetic (hereafter VAK) (Harrington-Atkinson, 2017 and Childress, 2003).

### **Statement of the Problem**

Through our experience, as students in the department of English at khenchela university, we have noticed that a lot of our colleagues have different sorts of learning and different ways of retaining information. These different types change student's achievement and goals. Through this, we want to examine how learning styles differences affect the student's accomplishments and whether these styles may affect them positively or negatively on their achievements. In stating the problem situation, some crucial questions come naturally to the mind of the research and deserve being thoroughly discussed, these questions are as follows:

- Do learning style variables enhance student's achievements?
- Are learning style leads to better- planned accomplishment?
- Do the issues and difficulties faced by students be solved, if they attempted to apply different learning styles?
- Do learning styles related to student's characters?

### **Hypothesis**

In line of the above questions, the study formulated two main hypotheses:

- ✓ If students use their own learning style while learning, their achievement could be enhanced.
- ✓ The use of learning style may have a positive or negative effect on reinforcing student accomplishment.

### **Aims of the study**

The purpose of this research is to explore the impact of learning styles on student's academic performance in the department of English Khanchela University. This research is mainly focused on the student's performances of various learning styles and the effects of learning styles on their academic performances.

### **Significance of the study**

The research significant is to know the impacts and the changes that learning styles create on student's academic performance. Thus as academic research, this work is done mainly to help students to know the suitable learning styles that can positively affect their performance.

### **Background**

Over the last two decades, learning style instruction has become ubiquitous in public education. It has gained influence and has enjoyed wide acceptance among educators at all levels, parents, and the general public ( Pashler et al.,2009). It is prevalent in teacher education programs adult education programs ( Bishka ,2010), promoted in K-12 schools in many countries ( Scott, 2010), and frequently the main attraction at academic conferences.

The phrase *learning style* refers to the concept that different people prefer to process information in different ways and therefore learn more effectively when they receive instruction in a way that conforms to their preferences ( Pashler et al., 2009). The inventories created to measure learning style preferences generally classify learners into different style categories. Since at least the 1960s researchers have hypothesized

about aptitude\_ treatment interactions ( TTIs), the idea that a student's aptitude, in some cases characterized by a student's preference such as learning style, can interact with a corresponding treatment to produce an enhanced effect, most commonly purported to be increased learning (Scott, 2010). By the 1970s, the bulk of the empirical research had refuted the most common hypotheses associated with ATIs, yet the idea reemerged a decade later to find unprecedented acceptance and widespread that they go largely unquestioned (Bishka, 2010). The vast amount of educational time, resources, and funds spent on learning styles would suggest that it is warranted to closely examine the claims behind the practice and research that supports it.

Pashler et al. (2009) trace the history of learning styles to the Myers- Briggs assessment that became popular in the 1940s and continues to find extensive use today. The idea that people cluster into categories as conceived by Myers Briggs is not strongly supported by research, yet that has not limited its popularity. In essence, there seems to be an appeal for industries and the general public to find out what type of person someone is by slotting them into predetermined categories and this concept has found its way into a wide variety of educational settings.

### **Structure of the thesis**

The thesis consists of five chapters. Chapter one presents a general introduction which mentions the main ideas about the research, while the second represents a literature review about three sections. The first is learning style than academic achievement and what's a relationship between them. After that chapter three entitled research methodology in which student's and teacher's questionnaires undertake to discover their viewpoints concerning the issue. It also describe the research

methodology from different perspectives such as research tools, population, samples and the method used in the research.. Moreover, chapter four entitled results and findings of the study is devoted to the analysis of teacher's and student's questionnaires. Chapter five contains three sections which are recommendations, discussion, and a general conclusion which sum up the study ending with a list of references and appendices.

## **CHAPTER TWO: LITERATURE REVIEW**

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## 1. What is learning style?

Learning is the process whereby knowledge is created through the transformation of experience and Understanding the learning behavior of students is considered to be a part of this procedure .Therefore, the concept of “learning styles” originated in 1970s and has become a popular topic in recent literature, with many theories about learning styles put forward to better understand the dynamic process of learning. Rita Dunn described the concept of learning style as “a unique way developed by students when he/she was learning new and difficult knowledge” .Learning style is about how students learn rather than what they learn .The learning process is different for each individual; even in the same educational environment, learning does not occur in all students at the same level and quality.

Learning styles have been defined and explained by several authors. Corbett and Smith (1984) stated: Learning style is a complex construct involving the interaction of numerous elements; thus, at the outset, the experimenter is faced with the difficult task of having to decide which dimensions of learning style to elucidate and which interactions might be meaningful, in a practical sense, in understanding their contribution to achievement (p. 212).

According to Cornett learning style is “a consistent pattern of behavior but with a certain range of individual variability” (p. 9). Hunt (1979) thought that learning style “describes a student in terms of those educational conditions under which he is most likely to learn. Learning style describes how a student learns, not what he has learned” (p. 27). From a phenomenological viewpoint, Gregorc and Ward (1977) stated that learning style “consists of distinctive and observable behaviors that provide clues about the mediation abilities of individuals, In operational terms,

people through their characteristic sets of behavior ‘tell’ us how their minds relate to the world and therefore, how they learn” (p. 19). Moreover, Keefe and Languis, (1983) contended that “learning style is the composite of 8 characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment” (p. 3). They suggested that it is within these domains that instructors identify learning styles and try to match them with an appropriate teaching style. Also, Cross (1976) defined learning styles as the characteristic ways that individuals collect, organize, and transform information into useful knowledge. Learning style is consistent across a wide variety of tasks. It has a broad influence on how information is processed and problems are solved, and it remains stable over many years (Para, 7).

## **2. Development of learning style**

Swiss psychologist Carl Jung begins with the Learning-style theory in the second decade of the 20th century with his psychological types, another way in which he looked at the process of individuation (Arraj, 1991). Silver, Strong & Perini said that: he reconceptualized human difference as perception (how we absorb information), and judgment (how we process the absorbed information). He claims that information is perceived either concretely through sensing or abstractly through intuition. Then, information is judged either through the logic of thinking or the subjectivity of feeling. These are Jungian four functions – sensing, intuition, thinking, and feeling- that exist in every individual. One of these functions is dominant, one is auxiliary and ranks as the second most used function, and the third is the tertiary function that is not used too often and demands more energy to use.

The fourth function is a person's inferior or shadow function and is too weak to use (para.11).

The term 'learning styles' is generally assumed "to refer to beliefs, preferences, and behaviors used by individuals to aid their learning under the classroom or environmental conditions" (Borich & Tombari, 1997; Hohn, 1995, p.11). Learning styles appear to occur in three areas: cognitive, psychological, and affective.

Cognitive styles have been defined in terms of the way a person perceives, remembers, thinks, and solves problems. Psychological styles are biological and include reactions to the physical environment that may affect learning (e.g., being a "night person" or preferring to study in a warm or a cold room). Affective styles include personality and emotional characteristics such as persistence, preferring to work with others or alone, and rejecting or accepting external reinforcement (Borich & Tombari, 1997; Hohn, 1995; Slavin, 2000).

Dunn and Dunn (2003) include five stimuli categories-environmental, emotional, sociological, physiological, and psychological- in their model. Environmental elements of learning style such as sound, light, temperature, and design affect the way that a learner takes in new and difficult information. Emotional elements include motivation, persistence, responsibility, and structure. Sociological elements deal with self, pair, peer and team, and adult. Physiological elements are perceptual elements, food and drink intake, time of day, and mobility. Psychological stimulus is related with cognitive processing and includes global-analytic and impulsive reflective elements and hemisphericity.

Kolb (1985) thought of the learning styles as" a continuum that one moves through over time, usually people come to prefer, and rely on, one style above the others."

There are four basic learning modes – concrete experience (sample word, feeling), reflective observation (watching), abstract conceptualization (thinking), and active experimentation (doing) - that are closely tied to the learning styles: The convergent learning style relies on the dominant learning abilities of abstract conceptualization and active experimentation. The divergent learning style emphasizes concrete experience and reflective observation. “In assimilation, the dominant learning abilities are abstract conceptualization and reflective observation. The accommodative learning style emphasizes concrete experience and active experimentation” (Kolb, 1984).

### **2.3 types of learning styles**

Research on education such as Bandler ,Grinder, Grinder, Reiff and Wislock suggests that there are three primary styles of learning: ( Bandler and Grinder,1979; Grinder Dunn,1978;Reiff,1992.p,04)

1. Visual learners: This type is characterized by the following:

- .Learn best form information they see or read
- .Prefer written instructions as they remember information they read
- .Prefer visual aids to accompany verbal instructions
- . Learn how something is done through the observation of others
- .Enjoy information that is presented visually

2. Auditory learners: this category is known by the following characteristics:

- . Need to hear information to retain it
- . Prefer verbal instructions through verbal repetition
- . Prefer to discuss ideas aloud in order to further process information
- . Enjoy group discussions and activities

### 3. Kinesthetic learners: this type is summarized as follows

- . Prefer to learn through experience
- . Obtain the greatest benefit by participation in an activity
- . Remember information that they experience directly
- . Enjoy acting out or recreating situations, such as role playing
- . Enjoy hands-on activities that involve active, practical participation

### **3. Learning Style Models**

As Felder and Henriques (1995) pointed out, over 30 learning style models have been developed in the past three decades. A few of these models will be reviewed.

#### ***3.1 Jungian Psychological Type and Myers-Briggs Type Indicator (MBTI)***

“Jung in his theory of psychological types, he developed a holistic framework for describing differences in human adaptive processes. He began by distinguishing between those people who are oriented toward the external world and those oriented toward the internal world” (Kolb, 1984). According to Jung, “human difference is based on perception and judgment. His theory is that we are constantly choosing between the open act of perceiving (through sensing and intuition) and the closed act

of judging (through thinking and feeling ) (Mamchur, 1996; Silver et al, 2000). In his view, human individuality develops through transactions with the social environment that reward and develop one function over another. Jung saw that this specialized adaptation is in service of society's need for specialized skills to meet the differentiated, specialized role demands required for the survival of and development of culture. He saw a basic conflict between the specialized psychological orientations required for the development of society and the need for people to develop and express all the psychological functions for their own individual fulfillment (Kolb, 1984).

The Myers-Briggs theory of personality type grew out of the work of Carl Jung and two American women, Katharine Briggs and her daughter Isabel Briggs Myers. The Myers-Briggs Type Indicator (MBTI) is a widely used psychological self-report instrument used to assess people's orientation toward the Jungian types. Being interested in the differences and similarities between human personalities, they developed a model of personality type based on Jung's theories. After years of research, they determined that there are four personality dimensions and 16 distinct personality types. The MBTI, being widely used in educational, career, and family counseling settings, identifies the preferred way an individual perceives (gathers data) and judges (makes decisions), according to four dichotomies (Cooper, 2001; Kolb, 1984) : Extraversion or Introversion, Sensing or Intuition, Thinking or Feeling and Judging or Perceiving .

### ***3.2 Kolb's Learning Style Model Kolb's***

“Learning cycle is useful for conceptualizing how people learn and for developing courses and training programs”. (Blackmore, 1996; Henke, 2001).Felder stated that

“This model classifies students as having a preference for (1) concrete experience or abstract conceptualization (how they take information), and (2) active experimentation or reflective observation (how they internalize information”) (1996, p.12). Kolb’s Learning Style Inventory (LSI) includes four basic learning modes that are defined as follows (Kolb, 1984):

a) An orientation toward concrete experience focuses on being involved in experiences and dealing with immediate human situations in a personal way. People with a concrete-experience orientation learn from their feelings or reactions. They have good relations with others. They are often good intuitive decision makers and function well in unstructured situations. The person with this orientation values relating to people and being involved in real situations, and has an open-minded approach to life.

b) An orientation toward reflective observation focuses on understanding the meaning ideas and situations by carefully observing and impartially describing them. Watching and listening influence people with a reflective orientation. They enjoy intuiting the meaning of situations and ideas and are good at seeing their implications. They are good at looking at things from different perspectives and at appreciating different points of view. They like to rely on their own thoughts and feelings to form opinions. Such people are patient and thoughtful.

c) An orientation toward abstract conceptualization is based on logic, ideas, and concepts. People with an abstract-conceptual orientation are good at systematic planning, manipulation of abstract symbols, and quantitative analysis. They value accuracy and the artistic quality of an efficient conceptual system.

d) An orientation toward active experimentation focuses on actively influencing people and changing situations. People with an active-experimentation orientation learn by doing or practicing and they like to take risks to achieve their objectives.

They like to influence people around them and to see the results. (P, 18)

### ***3.3 McCarthy's Learning Style Model***

In 1972, McCarthy (1990) developed the 4MAT System to help teachers organize their teaching based on differences in the way people learn. 4MAT System is an eight-step cycle of instruction that emphasizes individual learning styles and brain dominance processing preferences. 4MAT is based on research from the fields of education, psychology, neurology, and management. There are two major premises in the 4MAT System: (1) people have major learning styles and hemispheric (right/left-mode) processing preferences; and (2) designing and using multiple instructional strategies in a systematic framework. McCarthy(1990) states that "differences in our learning styles depend on who we are, where we are, how we see ourselves, what we pay attention to, and what people ask and expect of us" .

Kolb (1984), whose model forms the theoretical base for 4MAT, described two major differences in how people learn: how they perceive and how they process. Each person perceives differently in new situations. Some people respond by sensing and feeling, whereas others think things through. Perception alone, however, does not equal learning. People also process experience and information differently. While some people are watchers who reflect on new things, filter them through their own experience to create meaning in a slow, deliberate choosing of perspectives, others are doers who act on new information immediately and reflect only after they have tried it out.

Based upon perceiving and processing, McCarthy formed a four quadrant model that includes four major learning styles (McCarthy, 1990):

**Type One-Imaginative Learners:** Imaginative learners look for personal meaning and draw on values while learning (Verster, 2003). They perceive information concretely and process it reflectively. They integrate experience with the self.

**Type Two-Analytic Learners:** Analytic learners perceive information abstractly and process it reflectively. They integrate their observations in what they know. They want to develop intellectually and draw on facts while learning by thinking through idea.

**Type three-Common Sense Learners:** Type Three learners perceive information abstractly and process it actively. They integrate theory and practice, learning by testing theories and applying common sense. While they like to find solutions, they resent being given answers. They are pragmatists (They believe if something works, then use it.), kinesthetic and practical. As real problems seem to be more attracting, they do not like school because they do not have the chance of immediate use of what they are learning. (P, 30)

**Type Four-Dynamic Learners:** Type Four learners perceive information concretely and process it actively. They integrate experience and application. They look for hidden possibilities because they like change and taking risks. They judge things by good reactions and synthesize information from different sources. Therefore, they are frustrated with the monotonous and overly sequential structure of schools where it is not possible to pursue their interests in diverse ways.

### ***3.4 Dunn and Dunn Learning Style Model***

Rita Dunn (1984) defined learning styles as "the ways in which each person absorbs and retains information and/or skills; regardless of how that process is described, it is dramatically different for each person". Rita Dunn and Kenneth Dunn (hereafter referred to as Dunn) "call students' learning style preferences their strengths because their experiments- both in laboratories and in classroom studies- conclude that since students achieve better when taught through their preferences, their preference must be their strength" (Dunn, 1984; Dunn, 1990). According to learning-style theory, learners' cognitive, affective, and physiological patterns determine their academic outcomes. These patterns are relatively stable indicators of how individuals perceive, interact with, and respond to their instructional environment. Understanding the multi-dimensional aspects of learning has been proven by research conducted over more than three decades to be one of the few known ways of helping learners improve their capacity to concentrate, process information, remember new and difficult academic information. Most people have learning-style preferences, but individuals' learning style preferences differ significantly (Dunn & Griggs, 1998).

### ***3.5 Herrmann Brain Dominance Model (Whole Brain Model)***

Herrmann Brain Dominance Model is based on the split-brain research (left/right brain theory) and triune model (rational brain, intermediate brain and primitive brain) differentiating thinking by the right and left brain hemispheres, as well as cerebral and limbic sections (Herrmann, 2004). Herrmann (2004) suggests four quadrants of distinct groups of thinking activities as the following: Quadrant A: (Left Cerebral) – problem solving, mathematical, technical, analytic, logic Individuals with primary preferences in this quadrant are theorists. They like lecture, facts, and details, critical

thinking, textbooks and readings. They tend to avoid emotion, intuition and ambiguity. Quadrant B: (Left Limbic) – planning, controlled, conservative, administrative, organizational

Individuals with primary preferences in this quadrant are organizers. They prefer to learn by outlining, checklist, exercises and problem solving with steps, policies and procedures. They are very efficient and rely on the “tried and true”. Quadrant C:

(Right Limbic) – conceptualizing, synthesizing, imaginative, holistic, artistic

Individuals with primary preferences in this quadrant are humanitarians who prefer cooperative learning and group discussion. They are empathetic, most receptive to moods and attitudes, and tend to rely on non-verbal communication. They may avoid facts and goals.

### ***3.6 Felder-Silverman Learning Styles model***

This model like the Jung-Myers-Briggs model classifies learning styles into four dimensions: process, perception, input, and understanding. Felder and Silverman developed a self-scoring web-based instrument called the Index of Learning Styles (ILS) that assesses preferences on four scales of the learning style model (Felder, 2002).

*Process dimension* is grouped into two categories: active experimentation and reflective observation. Active experimentation involves doing something in the external world with the information. Active learners tend to be experimentalists who try things out and explain it to others. They work well in groups because they are able to become more active in a group. Reflective experimentation involves examining and manipulating the information introspectively. Reflective learners

prefer to work alone or in pairs. They also learn by thinking things through and tend to be theoreticians. There are indications that engineers are more likely to be active learners rather than reflective learners. In fact, everybody is sometimes active and sometimes reflective. Your preference for one category or the other may be strong, moderate, or mild (Felder, 1988, 1993, 1996; Felder & Soloman, 1998).

*Sensing and Intuitive Perception* is the second dimension of this model. According to Jung's theory sensing involves observing, gathering data through the senses and intuition involves indirect perception by way of the unconscious – speculation, imagination, hunches. Sensing learners (sensors) tend to be practical, careful but slow; intuitive learners (intuitors) tend to be imaginative, quick but careless. Sensors often like solving problems by well-established methods, don't mind detailed work and dislike complications and surprises; intuitors like variety in their work, don't mind complexity, and get bored with too much detail and repetition. Sensors don't like abstract concepts, theories, and formulas (particularly physics and chemistry) and learn best when given facts and procedures; intuitors are often more comfortable with abstractions and mathematical formulations and become more successful in lecture courses. Intuitors may miss important details or make careless mistakes in calculations or hands-on work; sensors may rely on too much on 36 memorization and familiar methods and not concentrate enough on understanding and innovative thinking (Felder, 1988, 1993, 1996; Felder & Soloman, 1998).

*Input dimension* (Visual and Verbal Input) is the third dimension in this model. The preliminary version of input included the visual/auditory dimension, but Felder in 2002 changed it into the visual/verbal dimension because auditory dimension included only spoken words and other sounds, but it did not include written prose.

Therefore, Felder in 2002 decided to change this dimension as verbal dimension includes both written and spoken words. Visual learners learn more from visual images – pictures, diagrams, flow charts, graphs, and demonstrations- than verbal material – written and spoken explanations, mathematical formulas. Felder (1993, 1998) claims that “most students are visual learners; however, students mainly listen to lectures and read material written on boards and in textbooks rather than being presented visual material. Anyway, good learners are capable of processing information presented either visually or verbally.” (Felder, 1988, 1993, 1996; Felder & Soloman, 1998).

*Understanding dimension* (Sequential/Global) is the fourth dimension in this model.

Felder & Soloman, (1998) stated that: Sequential learners absorb information and acquire understanding of material in small connected chunks with each step following logically from the previous one; global learners absorb information in seemingly unconnected fragments, without seeing any connections, and achieve understanding in large holistic leaps. Sequential learners can work with material when they understand it partially or superficially, while global learners may have great difficulty doing so. Sequential learners may be strong in convergent thinking and analysis; global learners may be better at divergent thinking and synthesis. Sequential learners learn best when material is presented in a steady progression of complexity and difficulty; global learners sometimes do better by jumping directly to more complex and difficult material. School is often a difficult experience for global learners who are synthesizers, multidisciplinary researchers, and system thinkers. In the schooling system, most courses are taught in a sequential manner, textbooks are sequential, and most teachers teach sequentially. It is difficult to

understand global learners; thus, the teachers should provide the big picture of the subject before presenting the steps and detail. The students should be given the freedom to plan their own methods of solving problems rather than being forced to adopt the teacher's strategy. The teachers should provide students with creative activities and encourage students in solving them. (p.37)

### 3. Academic Performance

#### 3.1 What is academic performance?

Introduction school, colleges, and universities have no value without students.

Scholars are the most fundamental asset for any educational institute. The social and economic development of the country is immediately related to student academic achievement. “The students’ performance (academic achievement) plays a substantial role in producing the best quality graduates who will become great leaders for the country thus responsible for the country’s economic and social development” (Ali et.al, 2009). Student achievement refers to the range in which a learner has acquired their short or long-term educational goals. Individual variations in academic performance are strongly correlated with differences in personality and intelligence. In the following section a detailed explanation of both concepts: academic and achievement.

According to oxford learner’s Dictionaries, “academic” (adjective-noun) is used to describe things related to the work done in schools, colleges, and universities, especially work involving studying and reasoning rather than practical or technical skills. An “achievement “is something which someone has succeeded in doing especially after a lot of effort.

Academic achievement or academic performance have been defined and explained by several authors. According to Narad and Abdullah “academic performance is the knowledge gained which assessed by marks by a teacher and /or educational goals set by students and teachers to be achieved over a specific period of

Time” (2016, para.1) “Academic performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals” (Annie, Howard and Mildred, 1996).

### **3.2 Factors that impact academic performance**

Academic achievement has obtained considerable attention in previous researches. All of the research reviews support that student's performance depends on various factors that strongly influence the students' performance. The most variables that can impact student's achievement are classroom instruction and learning disabilities. It's important to recall that all students do not learn the same way or at that same rate, but each has its unique learning style. Some students may understand the course for the first time and others need more explanation to understand it. Thus, teachers must use various of teaching methods and understand each student's background and individual needs. Classroom instruction is the prime factor that influences academic performance. Teachers influence the quality of directives, set expectations for learning, and compute the level of understanding. For example, when a standard is not presented in a way that a student can understand, or if it's taught in a boring way, it can be very difficult for a student to meet the required level of achievement. A good teacher will use strategies like discussion among students, videos, or stories, to gain student attention and to support the learning process. They should permanently be thinking of ways to make learning fun and appropriate.

Harb and El-SHaora found that "the most important factor with a positive effect on student's performance is student's competence in English. If the students have strong communication skills and have a strong grip on English, it increases the students' performance" (2006, para.2). William & Burden found that "language classrooms

inculcate confidence among students to use the new language to communicate, to discuss, to try new ways of conveying meanings and to be trained from failures and successes"(1997, para.3). Also, Robert and Sampson (2011) inquired that the students who fruitfully engage in the learning procedure are seen to have a higher CGPA (cumulative grade point average).

Moreover, Direction considers the component through which a student knows how to progress his study approach and study schedule and is directly like an academic accomplishment. The students who are appropriately guided by their parents have done well within the exams and the direction from the educator also influences the performance of the students. Kochhar says "proper guidance is necessary to help the students with problems like lack of correlation between talent and achievement, faulty study practice, imperfect methods of learning" (200, p.55).

As Beaumont-Walters, Y., & Soyibo, K. (2001) explored that "student performance is dependent on a socio-economic background like grade level, school type, and school location."On the other hand, Tahir, S., & Naqvi, S. R., (2006) examined that:

a negative correlation between the family pay and students' performance,

Socioeconomic variables like participation in the class, family salary, and teacher-student ratio, existence of qualified teachers in school, mother's and father's education, distance of school and gender of students also influence the students' performance (p.27)

Moreover, researchers found that psychological factors like self-efficacy, anxiety, stress, motivation influence academic performance. Psychological factors are a multidimensional construct. . Bandura defined self-efficacy as "people's judgment of their capabilities to organize and execute courses of action required to attain

designated types of performance." (1986, p.77) Self-efficacy affects students' choice of activity, their effort, and persistence in it. Students constantly judge their intellectual capabilities against the curriculum demands and values of tasks, and they then decide to persist in the coursework or not. Different studies show that "self-efficacy is one of the most powerful predictors of student achievement" (Bandalos, Geske & Finney 2005, Pintrich & De Groot, 1990, Schunk, 1984, 1989, 1996, Zohar, 1998). In a longitudinal study among first-year college students, self-efficacy proved to be positively related to performance, personal adjustment, health, and commitment to stay in school (Chemers, Hu, Garcia, 2005).

Motivation considered one of the most important motivational constructs, related to the question "Do I want to do this activity and why?" is intrinsic and extrinsic motivation. Intrinsically motivated students engage in an activity for its own sake – because they find working on the task enjoyable. Students learn because they are curious about the content and they feel challenged by the learning activity. Many studies showed that intrinsic motivation was positively related to students' learning achievement and their self-perception of competencies (Ames, 1992, Blumenfeld & Pokay, 1990, Gotfried 1990, Hofer, Yu & Pintrich, 1998, Wiegfield, et. al.1997). On the other hand, students can also be extrinsically motivated to engage in an activity when they believe that working on the task will result in desirable outcomes (e.g. reward, good grade, parents' and teachers' approval, avoidance of punishment). Intrinsic motivation usually results in more cognitive engagement than extrinsic motivation (Ryan & Deci, 2000). In addition, Task anxiety is the most frequent affective variable related to student performance and achievement. Research results consistently show a negative effect of anxiety on academic performance (Pintrich &

Schunk, 2002). Hembree (1988) in his meta-analysis found: that test anxiety is negatively related to performance and self-esteem. It is also related to students' defensiveness and fear of negative evaluations. During a verbal presentation, a student can be mainly occupied with task-relevant thoughts such as concentrating on the content, thinking of the way to organize activities, and stimulate colleagues to participate in discussions. On the other hand, if the situation is perceived as a threat to the student when the student perceives a discrepancy between the demands of the task and his resources available to accomplish them, emotions-focused coping and irrelevant cognitions are elicited. (para.55)

Research has shown that negative intrusive thoughts relate negatively to academic performance, especially in presenting to peer groups, as we have found in a similar study with preservice teachers (Peklaj & Puklek, 2001, Puklek, 2001).

Furthermore, Social factors such as romantic relationships, organizations and clubs, and sports activities have been found to have effects on students' academic performance. These social factors affect academic performance in terms of time demanded and the psychological state they may cause. A student may be influenced to be involved in any of the stated variables. All factors have a direct or indirect relationship with students' performance. "Romantic Relationships The daily routine of university life brings new sleeping and eating habits, increased workload, and new responsibilities. University students are prone to stress due to the transitional nature of university life" (Wright, 1967). They must adjust to being away from home, perhaps for the first time, and maintain a balance between a high level of academic success and social environment. These daily stressors do not cause anxiety by themselves. Romano says that "Stress results from interactions between a stressor

and the individual's perception and reaction to them” (1992). The amount of stress experienced may be influenced by the individual's ability to effectively cope with stressful events or situations (Zurilla and Sheedy, 1991). Research conducted by Kerssen-Griep, Hess, and Tree. (2003) on learning motivation and interaction in school shows “that student perception of instructional behavior sustains their involvement in the classroom”. Jackson, Weiss, Lundquist, and Hooper (2003) examine “the degree to which cognitive motivation predicts academic performance. They point out that increased school activity may assist motivation”. Paul and White (1990) examined “extracurricular activity participation and academic achievement in a senior high school setting”.

**Student Cults** Student cults may have a pronounced effect on the academic performances in institutions of higher education. A cult is an association like every other, with hierarchy, ranks, a governing body, and ahead or leader, but it is secretive in its activities. Its members may be students who seek initiation, with others who are influenced or even coerced into becoming members. A member of a student cult is expected to place members' interests over any others'. Students cannot strike a balance between the cult and academic performance.

#### 4 .The relationship between learning style and academic performance

“Most of the time lecturers who are confronted by low grades, unresponsive classes, poor attendance, may become overly critical of their students or begin to question their own competence as teachers” (Felder1995) .A study by Stice(1987) concluded that “students retain 10 % of what they see and hear,26% of what they hear,30% of what they see,50 % of what they see and hear ,70 % of what they say and 90 % of what they say as they do something”(1987). So, lecturers have to vary the teaching methods to increase the student’s understanding. One of the most widely known theories assessed is the learning style model Dunn and Dunn (2000). Dunn and Dunn’s learning style model uses four% main sensory receivers which are visual, auditory, kinaesthetic and tactile to determine the dominant learning style. According to the theory, one or two of these receiving styles is normally dominant. This style may differ according to task. An important principle in Dunn and Dunn’s model is “the idea that student’s achievements are heavily influenced by relatively fixed characteristics” (Dunn and Griggs (2003). Dunn and Dun(1992) define learning style as “ the way in which individuals begin to concentrate on, process, internalize and retain new and difficult academic information”. According to Dunn (2003), the inability of schools and teachers to take account of preferences produces endemic low achievement and poor motivation. There are empirical researches as shown by Riding and Grimley, (1999); Richardson (1994); Cano and Garton( 1994) suggest “that learning styles can enhance academic performance in several respects”. Analyses of learning styles of non-achieving students have revealed that, as a group, such students learn in a style and with instructional strategies that differ significantly from those of students who perform well in school (Dunn and Griggs,1988,1990). White (1980) confirmed there was a pattern of intellectual

change which occurred in college students .Perry (1970) further stated that basic progression of intellectual change influenced the teachers to seek alternative ways to teach and advice. White (1980) and Lyons(1984) encouraged teachers who hoped to nurture the importance of basic progression in the development of intellectual change, to practice their art with responsive versatility in an effort to retain more students.

Therefore, the literatures from previous studies show correlations between learning style and academic performance. There are repeatedly evidenced the statistically increased academic achievement and improved attitudes toward learning that emerge when students are taught through their unique personal characteristics. ( Cafferty, 1980; Carbo, 1980; Douglass,1979;Krimsky,1982;Pizzo,1982;Shea,1983;Tannenbaum,1982, Trautman,1979;Urbschat,1977; Weniberg,1983;Wheeler,1983;White,1980) (Copenhaver,1979;Pizzo,1982)

**CHAPTR THREE**

**METHODOLOGY AND RESEARCH DESIGN**

### **Choice of the method**

The choice of the method is dependent on the topic's nature and data aimed to collect. Accordingly, the main concern of this study is intended to check students' viewpoints concerning the use of their own learning styles to enhance their achievement level. In this respect, we opted for a descriptive method aiming to explore the c phenomenon and the situation at Khenchela University. By doing so, a descriptive method will give us a holistic understanding of research topic, provides high quality data as it also aims to accurately and systematically describe our population' attitudes and opinions concerning the issue that help us to understand more clearly the problem set the beginning of the research.

### **Population**

In research terminology, the population can be explained as a comprehensive group of Individuals, objects and so forth sharing common characteristics that are the interest of researcher. The population involved in this study is presented in two categories:

#### **Student's population**

The population of students needed in this research included third year one hundred and fifty-two 152 LMD students at the department of English at khenchela university.

. Since we can't take all the population, we take just the half population 76 out of 152.

### **Teacher's population**

The population is further expanded to all permanent teachers (26) at the same department. We believe that they can provide us with in-depth view concerning the use of students' own learning styles to promote their own achievement level.

### **Sample**

The process of selecting of an accurate representation of unit, group or sample from a population of interest is called as sampling. Sampling can be done through various sample techniques in accordance with the nature of sample as well as the subject matter of the study. It is the sampling procedure which will decide the accurate representation of the sample selected for the study as well as the relevance of generalization made from the research. The sampling of this study includes two categories:

### **Student's sample**

In addition to the generalization of the research findings, the simple random selection sampling technique of third year LMD students showed that almost (76) selected subjects from the whole population. We selected them randomly due to the fact that all the participants have equal chance to be selected for the study which ensures the presence of all the characteristics of our subjects. Hence, this will basically yield accurate result for the study.

### **Teacher's sample**

In selecting the teacher's sample, it seems that simple random sampling is the appropriate choice. This method gives each element in the population an equal probability of getting into the sample and all choices are independent of one another.

### **Data collection Tools**

A methodical process of gathering and analyzing specific information proffers solutions to relevant questions and evaluate the results collected.. Data is collected to be further subjected to hypothesis testing which seeks to explain the phenomenon. The nature of the topic of this study drives us to choose useful and helpful tools. Hence, we designed two questionnaires for both teachers and students to collect their viewpoints concerning the issue which help us to understand more clearly the problem.

### **Questionnaire:**

A set of questions for obtaining statistically useful or personal information from individuals, questionnaire considers as one of data collection procedure. The questionnaires are useful in this case of study since they need less much time to administer for our participants specially using the internet and social media which help us to receive immediate valid response. Questionnaire also ensures anonymity to its respondents as they have confident and comfortable for not being identified by anybody while expressing their viewpoints freely.

## **Descriptions of both teacher's and student's Questionnaire**

### **Description of teacher's Questionnaire**

This questionnaire is a set of 25 items divided into four sections. The first section is made up of six items; it aims at shedding light on teacher's background information. This section includes the participants' gender (male and female) (Q1), the age (Q2), and the his/her teaching experience ,the current position ( Q3 and Q4). Then, question (Q5) seeks for knowing their competence in using network followed by their experience in using on line resources for teaching and learning (Q6).

As for section two, it is concerned by the learning style and included seven questions. In addition, it is started by a close question by asking our informants whether they think that learning styles help students to achieve their goals (Q7). Then (Q8) seeks where the respondents are asked to cross one or more choices that are mentioned in the list to reveal what is the way the student like to learn by. Moreover, we asked teachers where your students want to be corrected when they speak or not. Followed by an opened ended question "if yes, when "(Q9.) the other questions ( 10.11 and 12) respectively aimed to say whether student prefer learning by listing reading repeating or coping and when they are in classroom do they prefer to learn in group, in pair or individually and do teachers use role play , songs, memorizing and talking with listing to other students during the classroom. This is followed by yes /no answers, do students have the possibility to use different learning style creatively (Q13). Furthermore, it is followed by section three student achievements.

Within this section, we asked the respondents to list the variables that can impact successful student's achievement (Q14). (Q15) we asked teachers to evaluate

the students performance level by crossing one choice in the list weak, average, good and very good. Then the other questions (16,17and 18) are open ended questions, we asked respondents how can they help students to achieve their accomplishments; what are the main issues that students face in achieving their goals , and how can students increase their academic performance. At last (Q19) is a close question, which designed to know whether the teachers satisfied with the students over all achievements. Discussing the effectiveness of learning style on student's achievement is the concern of section four.

This section is designed to see which is the suitable learning style that effect's achievement (Q20). After that, they asked to monition the best learning style that they can recommend students to adapt or follow (Q21).(Q22) the informants have to cross one choice about the factors that affected student's performance. The next question is yes/no answer about the affect of classroom environment on student academic performance (Q23). (Q24) is designed to see whether learning style is the only way to improve student's achievements. By two require two explanations one for the positive answer and other for the negative answer.

Finally, the questionnaire ended with (Q25) which designed to give more freedom and space to our respondents where they can add any information comments that best fit our study.

### **Description of student's Questionnaire**

Students 'questionnaire is almost the same as teacher's questionnaire with a slight difference in the number of questions, where it includes 24 questions divided into four sections:

The first section (personal background age and gender ) includes two questions, all about student's personal information. For section two (students' achievement) it contains six questions it aims to check the student's views concerning the academic achievement and the difficulties they faced to reach their goals. The use of learning style and their suitability classes is the concern of section three (learning style) which in turn includes table of four questions then another optional question plus two open questions about the integration of tis input, the students learning styles use to achieve their purposes .finally we ended questionnaire with section four(the effectiveness of learning style on student achievement) that involves nine questions the first five questions classified in kind of a table then the next four optional question with an open ones bellow the table.

#### **Limitation of the study**

The investigation of our study has some limitations, first of all is due to the pandemic corona virus which make situation so complicated and make everything unclear it makes us loosing time because we always waiting for government decisions, secondly is that student of third year are restricted with an administrative fixed time table so the majority of the students were absent and also the teacher's did not answer the questionnaire only 10 out of 26 who answered.

## **CHAPTER FOUR: RESULTS AND DISCUSSION**

## Analysis and interpretation of the Teacher's Questionnaire

### Introduction

The overall aim of this section is the analysis and interpretation of the teachers' questionnaire by presenting in details the results and answering all the questions that are raised previously in this study, and investigating more about the hypothesis set before .It included four sections; each one of them collected data on a particular aspect in the teaching of learning style such as the teacher's opinions and attitudes.

#### Section one: background information

1. Gender : Male  Female

The following table contains the results obtained.

Table 1

#### *Teacher's Gender distribution*

Options	Subjects	%
Male	5	50%
Female	5	50%
Total	10	100%

As it appears in the above table, the data displayed equality in our sample. We found(5) (50%) are females and (5) (50%) are males at the department of English at Khenchela university.

2. Age: 30  40  >50

Table02

*Teacher's Age*

Age	Number of teacher's	%
30	4	40%
40	4	40%
>50	2	20%

The Age of teachers ranges between 30 and 40 years.

### 3. Years of teaching experiences.

The teaching experiences differ from one teacher to another; the teaching experience varies from 4 years to 39 years.

4. Current position: Master  Magistrate  Doctor  Other

Table03

*Teacher's Qualification*

Options	Subjects	%
Master	2	20%
Magistrate	1	10%
Doctor	4	40%
Other	3	30%

The table indicates the majority of teachers ( four teachers 80%) hold doctorate degree while( two teachers 20% ) have master degree .However, just one of them holds master degree. The fact that all the candidates have good experience in teaching and in using new teaching technique.

### 5. Your competence in using network.

Elementary level     Intermediate     Advanced level

Table04

*Teacher's competence in using network*

Options	Subjects	%
A	0	0%
B	5	50%
C	5	50%

Table 4 shows that 100% of teacher's competence in using network is intermediate and advanced level. This indicates that all teachers are acquainted with using such stuff.

### 6. Your experience in using on line resources for teaching and learning.

Little     Much     not at all

Tabel05

*Teacher's experience in using on line resources for teaching and learning*

Options	Subjects	%
A	3	30%
B	7	70%
C	0	00%

6. the results in Table 06 showed that(70%) of teacher's use much on line resources for teaching and learning because when they used the students learn better .while (30%) of teacher use sometimes on line resources for teaching .

### Sections two: Learning style

#### 1. Do you think that learning styles help student's to achieve their goals?

Yes  No

Tabel06

*Teacher's opinion about the helpness of learning style to achieve goals*

Options	Subjects	%
Yes	9	90%
No	1	10%
Total	10	100%

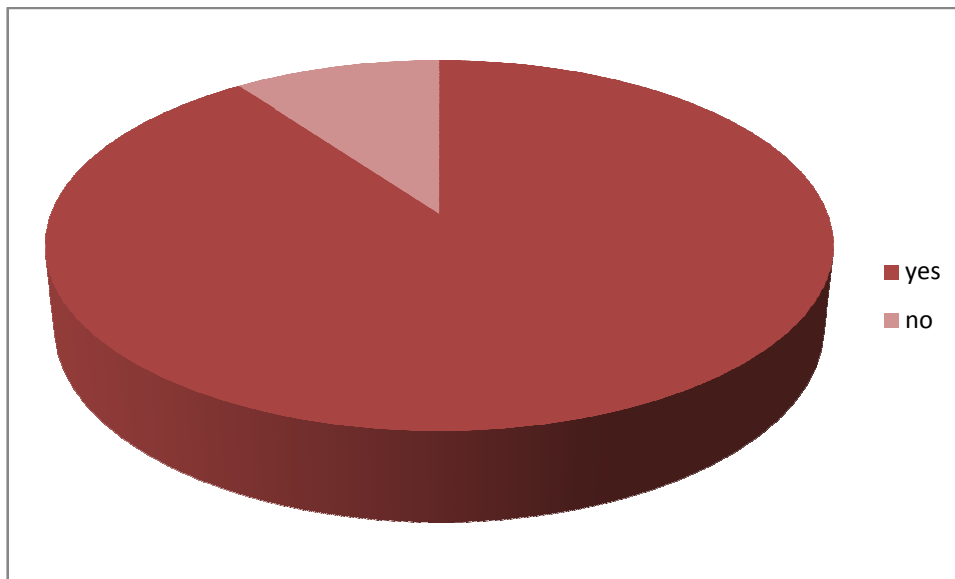


Figure 01. teacher's opinion about the helpness of learning style to achieve goals

All Most all the teachers 90% favored yes and they think that learning style help students to achieve their goals. Whereas a few of them 10% said that learning style can help students to achieve their goals.

**2. Do your students like learning by:**

A. using new words

B. writing the words many times

C. using dictionary

D. Drilling

Table 07

*Students prefer way of learning*

Options	Number of Repetitions	%
A	5	36.37
B	6	27.27
C	8	22.72
D	3	13.63

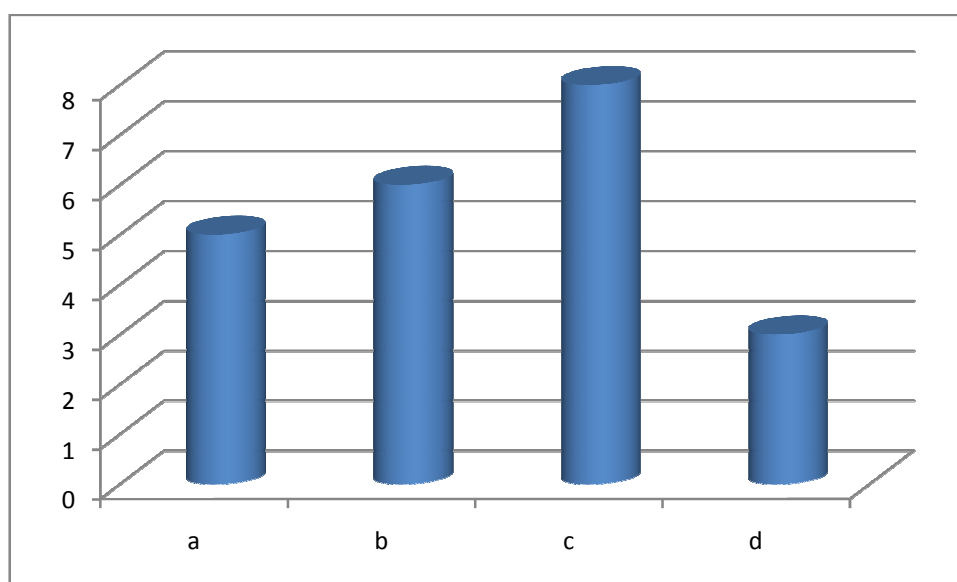


Figure02.Students prefer way of learning.

This question is meant to see, what is the way the students prefer to learn by from the teacher's perspectives. As its revealed in table 4 and figure 4 , the productive ways ( using new words and using dictionary) are more used by the students than ( writing the words many time and drilling).

**3. When they speak do they want to be corrected?** No  Yes

**If yes when**

Table08

*Student's time correction*

Options	subjects	%
Yes	3	30%
No	7	70%

The results obtained in table3 revealed that 70% of teachers said that students do not want to be corrected when they speak .because they feel shy and uncomfortable when they be corrected by the teacher in front of their colleges and when the teacher interrupt him many times he will his ideas .30% of teachers said that students want to be corrected when they speak.

**If yes when** .The close question “yes” is followed by an open question, where we expected to receive more details, here are some of teachers’ answers:

- ✓ Immediately.
- ✓ Yes, the time they speak the mistakes are corrected by the teachers.

#### 4. Do they learn by?

Listing  Reading  Coping  Summarizing  Repeating

Table09

*Students way of learning*

options	number of repetitons	%
A	3	18.75
B	2	12.5
C	2	12.5
D	3	18.75
E	6	37.5

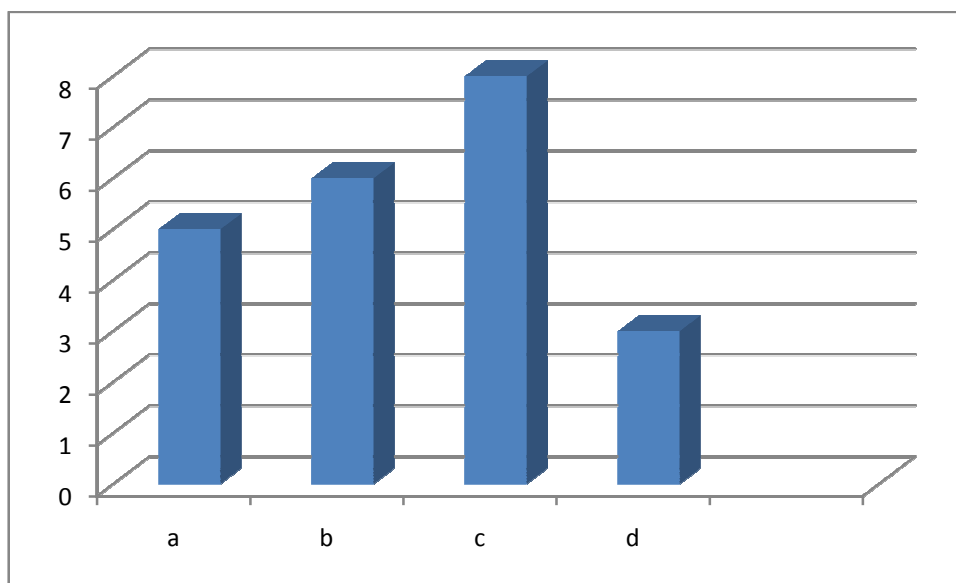


Figure 03. Student's way of learning.

The majority of teachers 60% said that student prefer to learn a lot by repeating.30% of teachers said that they like to learn by summarizing and listing. Where 10% said by reading and coping, while a few of teachers answered by it depends.

##### 5. in classroom, do your students prefer to learn?

Individually  In pair  in a group

Table10

*The prefer learning ways of student's in classroom.*

<b>options</b>	<b>number of repetitons</b>	<b>%</b>
<b>A</b>	1	10
<b>B</b>	1	10
<b>C</b>	7	70

70% of teacher affirmed that students prefer to learn when they are in group.

Students who have this characteristic called extroversion student, they are sociable people do not like studying by themselves, like the company of other people. They always have a ready answer and like change. While 20% of teachers said students prefer to learn individually and in pair in classroom.

However, few of teachers answered by saying it depend.

**6. Do you use the following in your class?**

A. Role plays

B. songs

C. memorizing

D. talking with listing to other

Table11

*Teacher's methods in class*

options	number of repetitions	%
<b>A</b>	3	25
<b>B</b>	1	8.33
<b>C</b>	1	8.33
<b>D</b>	7	85.33

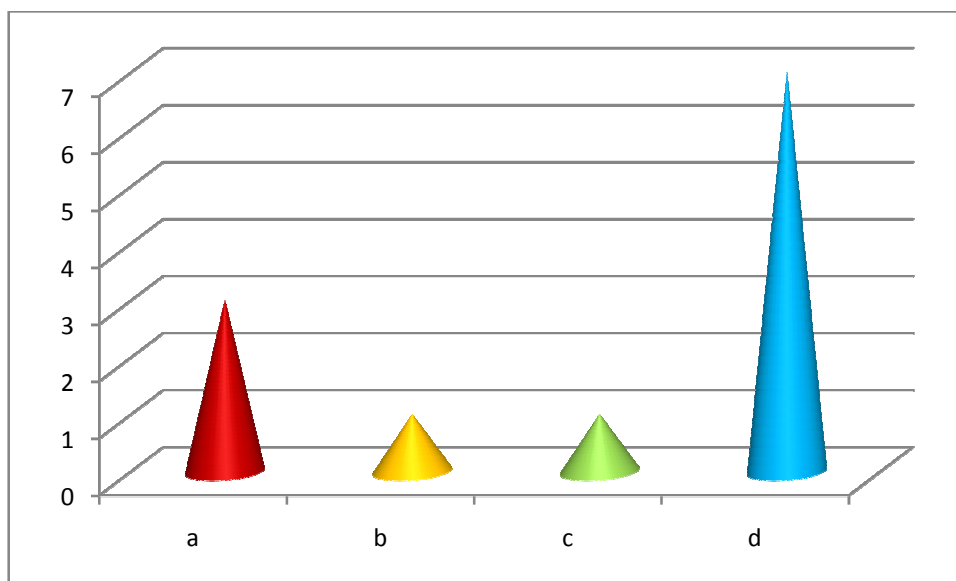


Figure04.teacher's methods in class

This question aimed at knowing the methods of teachers during classroom.70% of teachers use talking with listing to others students in classroom,whereas30% prefer to use role play in their class.

**7. Do you think that, the student can use different learning style creatively?**

Yes  No

Table12  
*The ability of student's in using different learning style creatively*

<b>Options</b>	<b>Subjects</b>	<b>%</b>
<b>Yes</b>	6	60%
<b>No</b>	2	20%
<b>Total</b>	8	80%

The table 12 revealed that the majority of the teachers 60% affirmed that the students could use different learning style creatively by choosing the positive answer yes". Because we do not have students 100% use just one style but they mix all of them. While 20% of them had a negative visions that, the student's cannot use different learning style creatively.

### **Section three**

#### **1. What are the variables that can impact successful student's achievement?**

By asking this question, we aimed at gathering teachers' opinions about the variables that can impact student's achievement .Throughout this question, teacher's answers are varied as follows: hard work, Undecided, their character, the styles and strategies being used and the degree of motivation they have, number of student's and nature of the work and material, teaching methods and teachers role and competence.

Knowledge and skills. Attitudes, Intelligence and Personal and external factors.

#### **2. How do you evaluate the student's performance level?**

**Weak**    **average**    **good**    **very good**

Table13

*Teacher's opinion about their students level*

<b>options</b>	<b>Subjects</b>	<b>%</b>
<b>a</b>	0	00
<b>b</b>	8	100
<b>C</b>	0	00
<b>D</b>	0	00

The results in above table showed that there is equilibrium between the participants' choices. All of them favored one answer "average".

### **3. How can you help your student's to achieve their accomplishments?**

Throughout this question, we will gain some insights that will help students to achieve their accomplishments.

The teachers answer:

- ✓ Planned activities with clear objectives.
- ✓ Including activities that correspond to their needs and interests.
- ✓ Engaging them to be involved most of the time
- ✓ Language problems.
- ✓ Trying to explain what is difficult for them.
- ✓ Giving some advices concerning the lectures.
- ✓ Achieving an atmosphere of debate and discussion writhen the classroom.
- ✓ Guidance.
- ✓ Using different methods.

Accordingly, this indicates teachers 'use and adoption of different teaching strategies and techniques to fit learners 'needs and styles

#### **4. What are the main issues that student's face in achieving their goals?**

Teachers have answered differently about the main issues that students face in achieving their goals. Here are their answers:

They do not know how to study or prepare themselves, demotivation, Difficulties in learning, Anxiety, Low self-esteem, the misunderstanding of teachers, Depending on the teachers in everything and the lack of preparing themselves outside the classroom.

#### **5. How can students increase their academic performance?**

According to the teacher's answers, student can increase their academic performance by: knowing and identifying what is required from them , asking teachers through the use of four skills especially listening and reading, through indentifying their goals and trying to manage their learning effectively, Practice and Reading a lot.

#### **6. Are you satisfied with your student's overall achievement?**

Yes     No

Table14

*Teacher's satisfaction of their students' achievement*

<b>Options</b>	<b>Subjects</b>	<b>%</b>
<b>Yes</b>	4	40
<b>No</b>	5	50

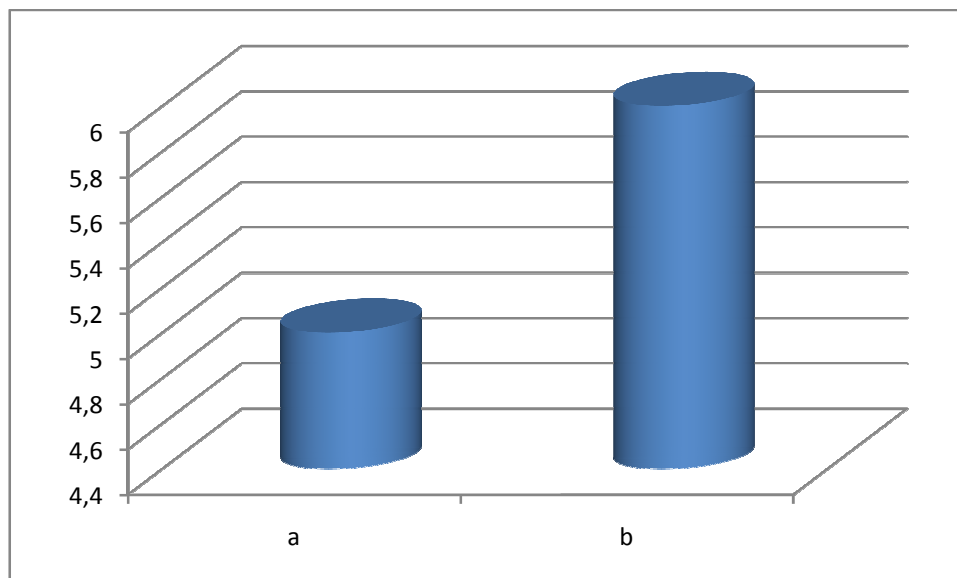


Figure05. teachers satisfaction of their students achievement.

Considering the data revealed in the table and figure above the participants unsatisfied about the students overall achievement with 50% .while 40% are satisfied with students overall achievement .

#### Section four

##### **1. What is the suitable learning style that effects student's achievement positively?**

From the teachers perceptive and answers, the suitable learning style that effects student's achievement is:

Repetition and summarizing help them better, Reading and writing, Independent learning, depends highly on the student's personality and way of thinking. However, unfortunately a lot of teachers did not answer this question.

##### **2. as a teacher, what is the best learning style that you can recommend student's to follow or adapt?**

The learning style can recommend by teachers is:

Repeating, Auditory, dependent learning, learner centered and met cognitive strategies.

### 3. according to you, student's performance is affected by

Social factors  psychological factors  personal factors.

Table 15

*The factors affecting student's performance*

Options	Number of repetition	%
A	4	26.67
B	4	26.67
C	7	46.67

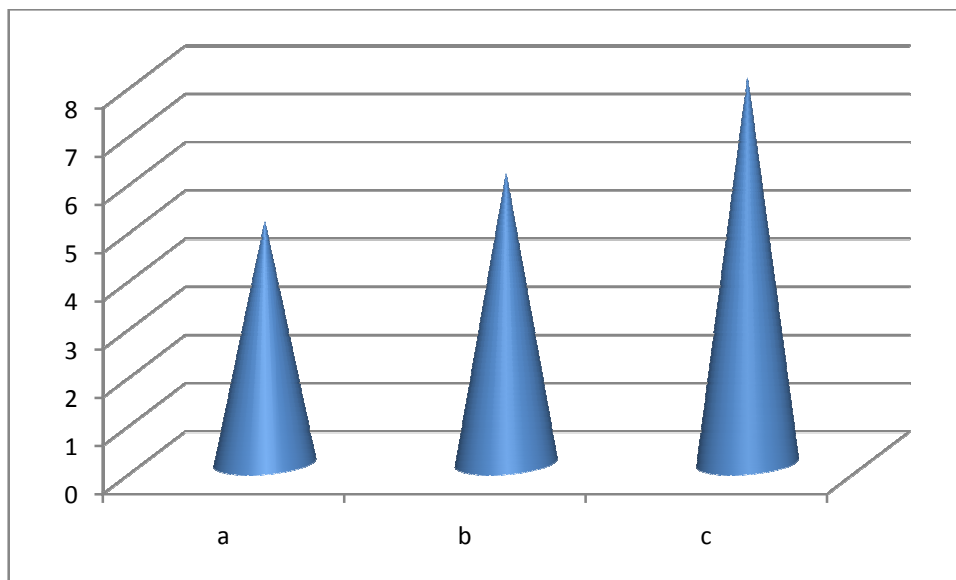


Figure06.the factors affecting student's achievements.

This question aimed to see the factors affecting student's performance. Figure (06) shows that personal factor is the main one who affect academic performance.

#### 4. Does the classroom environment affects student's academic performance?

Yes  No

Table16

*The effect of classroom environment in student's achievement*

options	Subjects	%
Yes	8	80
No	1	10

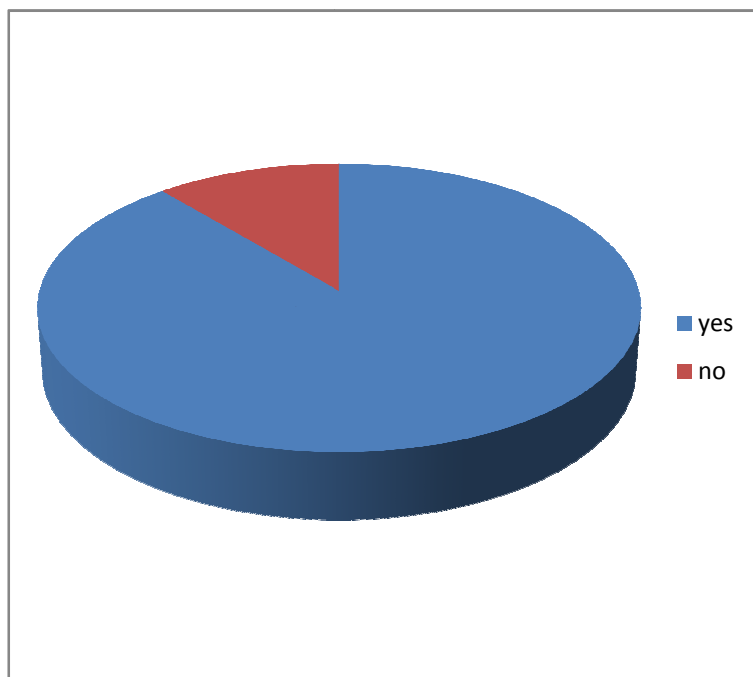


Figure07.the affect of classroom environment on student's achievement.

The figure (07) shows that the majority of teachers agree that classroom environment effect student performance90% while 10% said the classroom environment cannot affect the student's performance.

5. Do you think that learning style is the only way to improve student's achievement?  Yes  No

If yes explain

**If no, do you know other ways?**

Table 17

*Teacher's opinion about learning style is the only way to improve student's achievement*

<b>Options</b>	<b>Subjects</b>	<b>%</b>
<b>Yes</b>	0	00
<b>No</b>	9	90

Considering the data revealed in the above table, all the participant agree that learning style is not the only way to improve student's achievement.

The close question "no "is followed by an open question" if no explain". Here is the teacher's expiation:

Others strategies and styles, equipment of the classes, Number of students, Learning strategies and Motivation.

**6. What other suggestion do you want to add concerning the issue?**

We ended the questionnaire by asking teachers to give other suggestion or point of views concerning the issue.

The teacher's points of views and suggestion will be taken into consideration as future guidelines. They pinpointed the following:

- ✓ Students variety of their learning style because what is giving in the classroom is not enough to achieve a better performance and acquire the English language
- ✓ Teachers can help students to discover new best learning style that suits them.
- ✓ Teaching the student how to study first and how he should prepare himself to an exam or a lesson.

This question unfortunately a lot of teachers did not answer it.

## Analysis and interpretation of student's questionnaire

### Introduction

This section deals with the analysis and interpretation of the student's questionnaire which is designed to investigate the situation of both the learning style and academic achievement at the department of English, Khenchela University mainly with third year LMD students. It aims at critically describing the impact of learning style on student achievement.

### Section one: background information

1. Gender: Male  Female

Table 18

*The gender of students*

Options	Subject	Part%
Male	5	12,5
Female	35	87,5

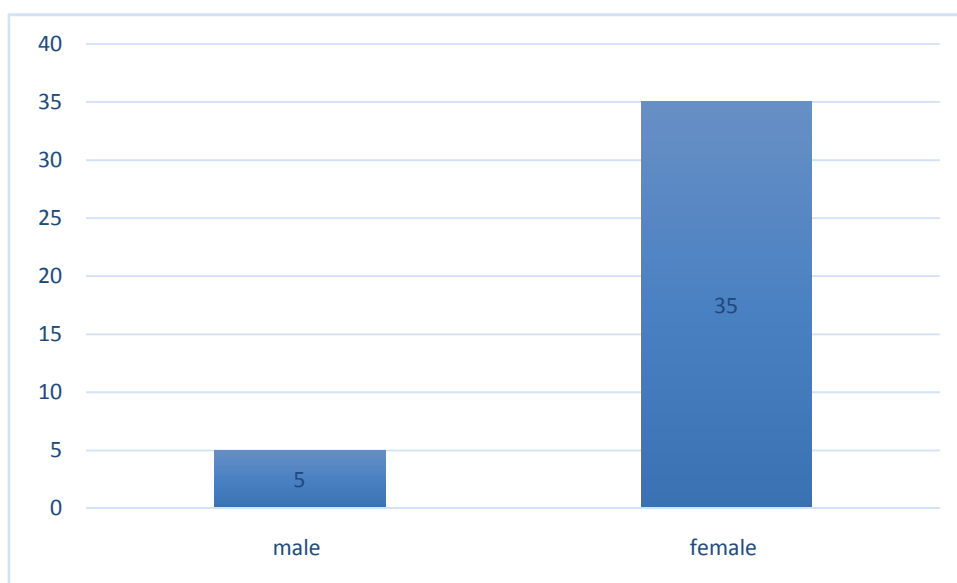


Figure 08.student's gender

the majority of our participants are female (87,5%) and the rest (12,5%) are male

## 2. What is your current age?

Teenager  20/30  30

Table19

### *Students Age*

Options	subjects	Part %
Teenager	35	87,5
20/30	5	12,5
30	0	0

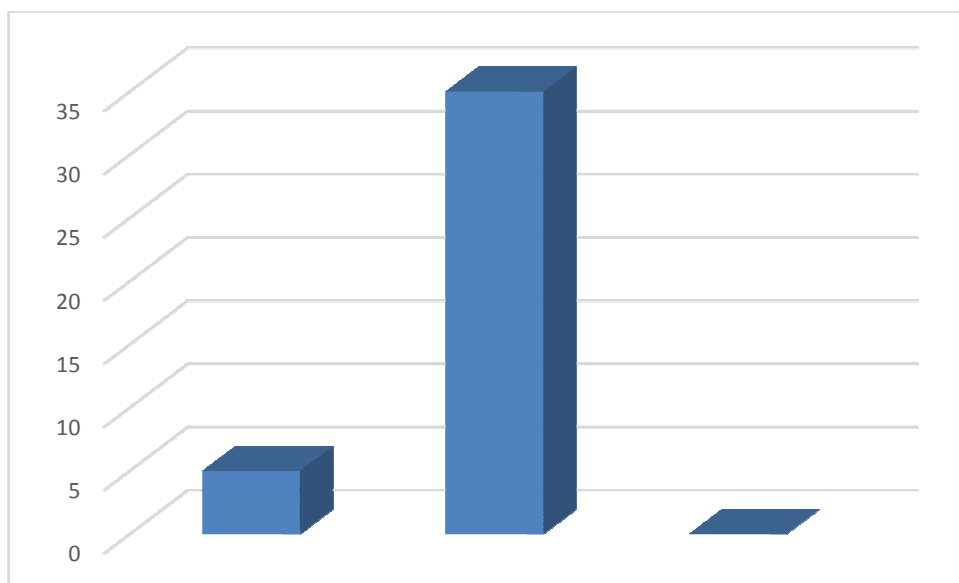


Figure 09 .student's Age

The majority of participants are teenagers unlike the adults are just few members. This indicates that our sample is fresh students that can learn and acquire more.

## Section two: student's achievement

### 1. Academic achievement is :

1.  The current level of a student's learning
2.  The measurement of student's achievement across various academic subjects.

Table20

*The meaning of academic achievement*

Options	Subjects	Part%
1	21	52,5
2	19	47,5

As shown in the table. That there is an equilibrium between participants choices all of them favored to answer "academic achievement as the current level of student's learning" (52,5%), unlike the rest chosen the answer "the measurement of student's achievement across various academic subject" (47,5%).

### 2. Do you face difficulties in your achievement? Yes No

**If yes, mention them**

Table21

*Student's difficulties to achieve a goal .*

Options	Subjects	%
Yes	15	37,5
No	25	62.5

The results in table showed that 62, 5% of volunteers they did not face any difficulties in their achievement, while 37, 5% of them they face some.

**If yes, mention them**

The close question yes is followed by an open question, where we expected to receive more details about the difficulties. The following are some: grammar, vocabulary, pronunciation problems, and some need to write propriety book, others faced time management as a problem and also how to speak fluently.

**3. Do you enjoy working on difficult projects?**  Yes  No

Table 22

*Students' enjoyment of Working on difficult projects.*

Options	Subjects	Part %
Yes	24	60
No	16	40

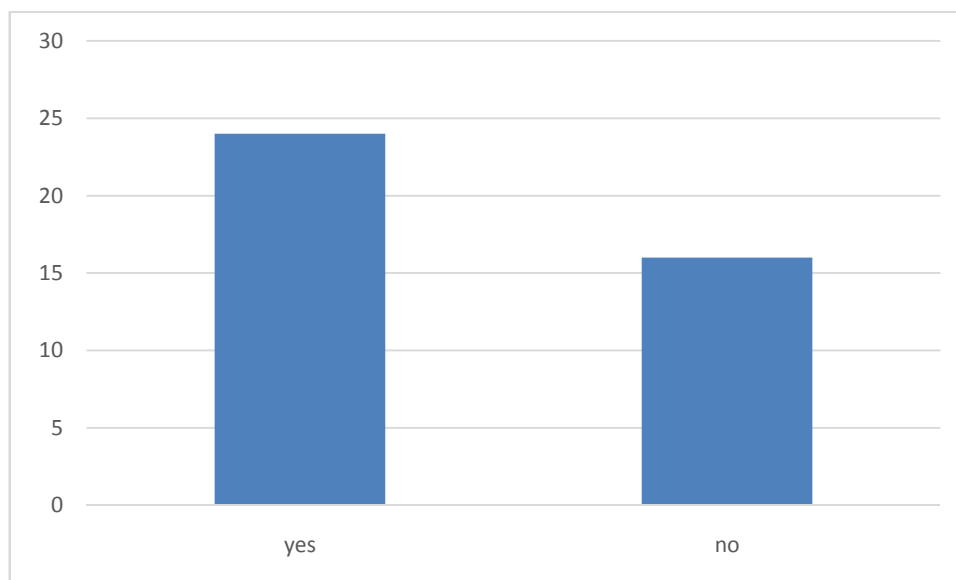


Figure10. Students' enjoyment of Working on difficult projects.

The majority 60 % of students said that they enjoy working on difficult projects unlike the rest 40% they dislike that. This indicates that the majority of students are keen on discovering new motivational projects

4. Do you have accomplishment you are proud of?  Yes  No

Table23

*Student's accomplishments*

Options	Subjects	Part %
Yes	14	35
No	26	65

Through this question, 65% of participants have accomplishments which they proud of but 35% they have not.

5. What has been your biggest academic achievement?

In this question we found just some answers because the majority they answered by no. yet they did not have a big achievement until now unlike others they have like get good marks in hard module, write novel and get Bac

6. according to you, what are the main factors that affect academic achievement?

**Explain**

In this question student they did not have enough experience about factors that can affect academic achievement; we find countable answer such teachers and family, the world around us, motivation and attitudes.

### Section three: learning style

1.

Learning style	Yes	No
Do you like learning?		
Do you think that learning needs a style?		
Are you able to differentiate between types of learning style?		
Do you have difficulties in using a specific learning style?		

Table 24

*Students' knowledge in learning style*

Learning style	Yes	Part %	No	Part%
<b>A</b>	33	82,5%	7	17,5
<b>B</b>	35	87,5	5	12,5
<b>C</b>	20	50	20	50
<b>D</b>	18	45	22	55

**2. What do you suggest as useful tools to achieve goals?**

The responses in this question are almost similar like work hard, read books and organization .however, there are some different answers like did not tell your goal to anyone, try to communicate with native speakers and add strategies to your learning

**3. Which one of these learning styles do you prefer?**

Visual  auditory  verbal  logical  kinesthetic

Table25

*Different types of learning style.*

Options	Subjects	%
<b>visual</b>	29	72.5
<b>auditory</b>	10	25
<b>verbal</b>	3	7.5
<b>logical</b>	2	5
<b>Kinesthetic</b>	11	27.5

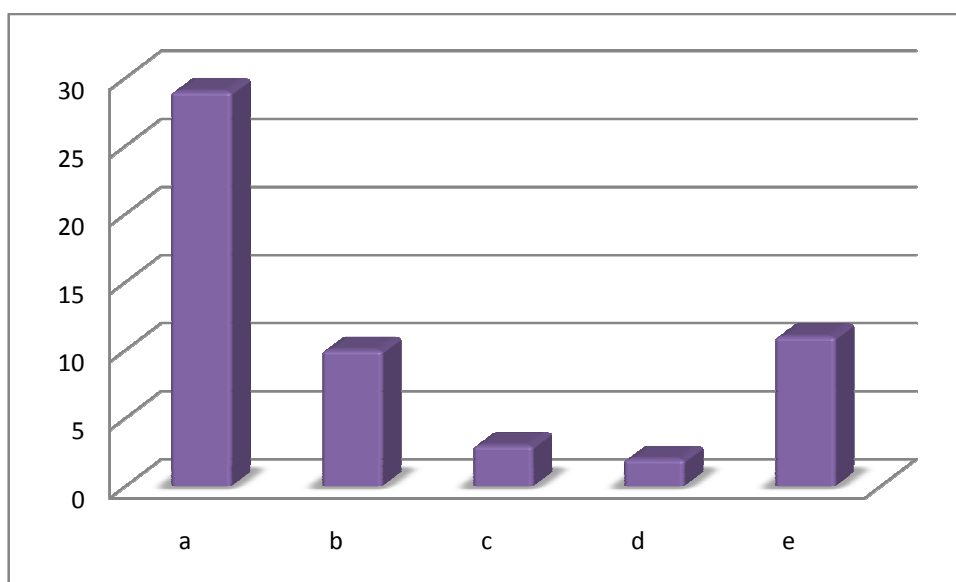


Figure 11. Different types of learning style.

In this question we found that the majority of participants are close more them we find that the majority of participants are chose more than one style it depends on how they learn.

### 3. How do you Asses your learning style?

This is open question gave opportunity for students to give various responses for instance according to my needs, through experience, until now I am control myself. I think is good. Through trying and participating .

#### Section four: the effectiveness of learning style on achievement level

1.

Table26

*Students experience about the impact of learning style on student's achievement*

	Options	subject	Part%
<b>The influence of learning style on student's achievement?</b>	<b>Agree</b>	<b>19</b>	<b>47,5</b>
	<b>Strongly agree</b>	<b>5</b>	<b>12,5</b>
	<b>Disagree</b>	<b>8</b>	<b>20</b>
	<b>Strongly disagree</b>	<b>8</b>	<b>20</b>
<b>Learning style enhances student's achievement?</b>	<b>Agree</b>	<b>2</b>	<b>20</b>
	<b>Strongly agree</b>	<b>7</b>	<b>17,5</b>
	<b>Disagree</b>	<b>15</b>	<b>37,5</b>
	<b>Strongly disagree</b>	<b>0</b>	<b>0</b>
<b>Can you reach your achievement without using a specific learning style?</b>	<b>Agree</b>	<b>27</b>	<b>67,5</b>
	<b>Strongly agree</b>	<b>6</b>	<b>15</b>
	<b>Disagree</b>	<b>7</b>	<b>17,5</b>
	<b>Strongly disagree</b>	<b>0</b>	<b>0</b>
	<b>Agree</b>	<b>10</b>	<b>25</b>

<b>Can we consider learning style as an important variable to learn perfectly?</b>	<b>Strongly agree</b>	<b>12</b>	<b>30</b>
	<b>Disagree</b>	<b>8</b>	<b>20</b>
	<b>Strong disagree</b>	<b>10</b>	<b>25</b>
	<b>Agree</b>	<b>14</b>	<b>35</b>
<b>The impact of learning style on student's achievement refers to students themselves?</b>	<b>Strongly agree</b>	<b>18</b>	<b>45</b>
	<b>Disagree</b>	<b>8</b>	<b>20</b>
	<b>Strongly disagree</b>	<b>0</b>	<b>0</b>
	<b>Agree</b>	<b>14</b>	<b>35</b>
<b>The secret of successful student is that they see learning style as essential step</b>	<b>Strongly agree</b>	<b>18</b>	<b>45</b>
	<b>Disagree</b>	<b>8</b>	<b>20</b>
	<b>Strongly disagree</b>	<b>0</b>	<b>0</b>

## **2. What is your way to choose the suitable learning style that can enhance your achievement?**

In this question we have limited answers because the majority they escape it we found few answers which are: I analyses my character and my results, I use each style individual then I do conclusion.

### 3. Based on your experience, student achievement needs?

Using mixed style     just one style

Table27

*Source to facilitate student's achievements.*

Options	Subjects	Part%
Using mixed style	36	90
Just one style	4	10

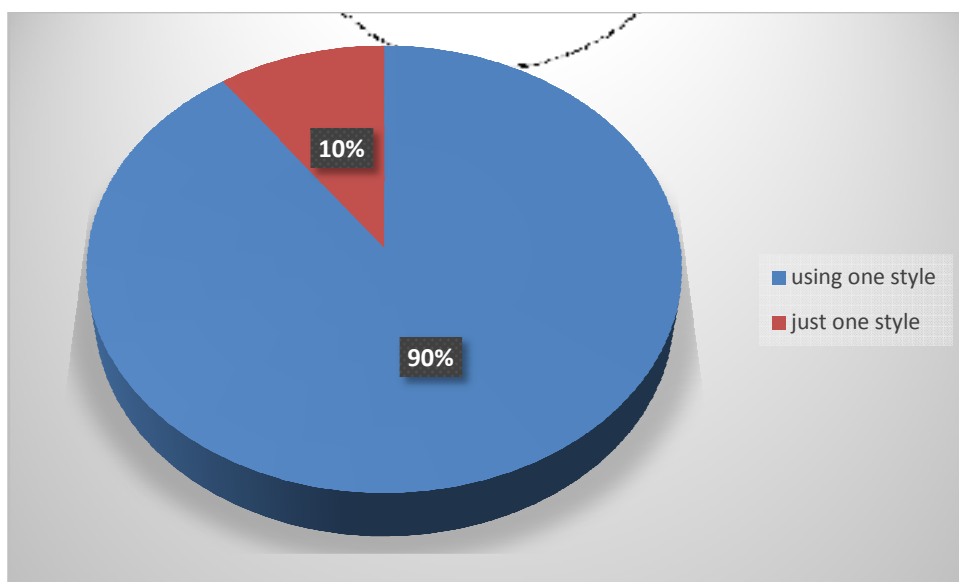


Figure12. Source to facilitate student's achievements.

The majority of volunteers prefer to use mixed style for better learning in contrast minority of them like to use just one style.

### 4. Do you believe that chosen style depends on student achievement?

Yes  No

**Justify**

Table28

*The relationship between learning style and student's achievement*

Options	Sbujts	%
Yes	30	75
No	10	25

75% of participants believe that chosen learning style depends on student's achievement but 25% of them have others point of view which is to achieve your goal is depends on other factors not on your learning style.

**If yes justify:**

Achievements reflect the suitable learning style for each student.

Because the learning style, play a big role on student's achievements.

Each learner has a specific style.

**If no justify**

I believe that it depends on the student abilities.

I think it's the opposite, I mean student achievement is depending on the chosen learning style.

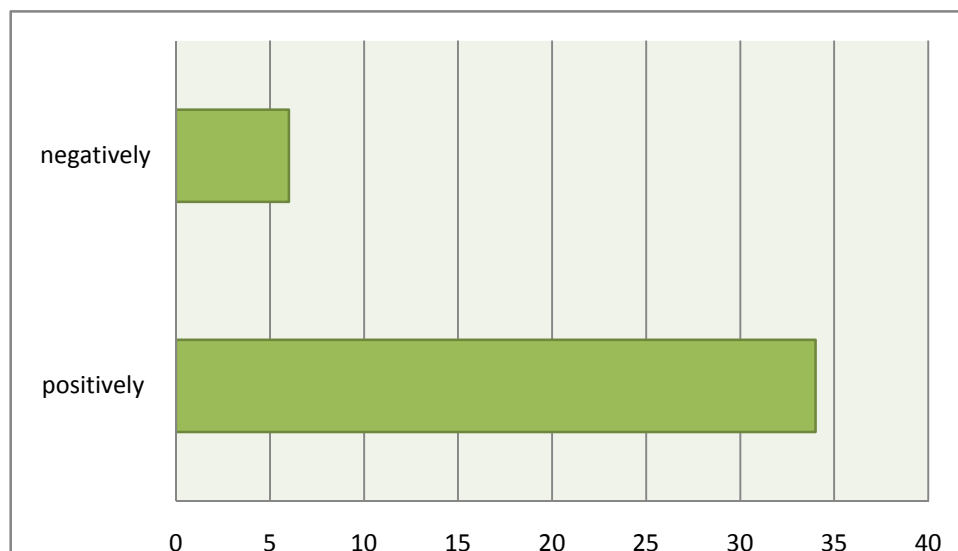
**5. through your knowledge, do you expect that the effectiveness of learning style on student achievement can be:**  negatively  positively

**Justify**

Table29

*Extent of the influence of learning style on student's achievement*

Options	Subjects	Part %
Negatively	6	15
Positively	34	85



Figure/3. Extent of the influence of learning style on student's achievement.

The majority of answers confirm the positive effectiveness of learning style on student's achievement, and they are justified their answer by mentioning that learning style play vital role to students' achievement and to reach your goal easier you should follow certain specific style while others said to learn in better way you need a style. Also, they believe that successfully students are those who choose the right and suitable learning style in their studies. In contrast 15% are against that they expect negative effectiveness and they justify by strong responses like using a learning style that does not fits you may make you go back not to place that you want to achieve. Example, to learn you use auditory style while you are kinesthetic learner, also they said we learn things that we do not need.

### **Conclusion**

To sum up through this questionnaire; we received a strong and valuable data that enlighten and open new dimension for choosing the best learning style to achieve a goal. The whole of participants are agreed with the inclusion of learning style on student achievement although there are some other views as no need for learning styles to reach certain goal.

**CHAPTER FIVE: GENERAL CONCLUSION AND  
RECOMMEDTION**

## **General conclusion**

The main concern of this current research set out to explore the impact of learning styles on student's academic performance .we targeted to verify and test our hypothesis already stated in the introduction which tended to explain the effect of learning style in student's achievement .we aimed to show how learning style can enhance students goals and its effect on students academic performance .we also intended to examine whether there is a relationship between learning style and students achievement.

For this purpose we used a descriptive research method since we believed that this would add sufficient substance to our research findings and pave the way to collect the need data to get deeper insights about the issue. The study was conducted with group of third year LMD students of the department of English at Khenchela University during the academic year 2021/2022. We administered a questionnaire for both teachers and third year students to procure their viewpoints which helped us to understand more clearly the problem and collect information especially from the elder teachers that strengthened our research credibility.

The results obtained throughout the different phases of the treatment indicate that students have difficulties in using a specific learning style and some are not able to differentiate between types of learning style. The descriptive subjects recorded that most of the students prefer the visual learning style .thus; the results lend a strong support to the use of videos, pictures during the class to enhance student's performance.

In the light of the data analysis, one of the more significant findings to emerge from this study is students consider learning style as an important variable to learn

perfectly and the positive influence of learning style on students academic achievement .

The analysis of quantitative data gathered along the different phases of the descriptive allowed us to validate, confirm, and assert our hypothesis in which third year LMD students at the department of English Khenchla University can enhance their achievement while using learning style .thus we do confirm that learning style have a positive effects on reinforcing student accomplishment.

## Recommendation

Based on the findings and conclusions set of the research, some recommendations are highly suggested. In the light of the data collected and the reviewed literature, the researchers find it important to present some recommendations concerning the use of learning styles to promote students' achievement.

- ✓ Students should self-identify their learning styles by presenting and asking themselves how you would best make a decision or integrate new information.
- ✓ Develop a weekly study schedule by utilizing a college schedule maker to fill in your classes and other weekly commitments. For every hour in the classroom, it is recommended to engage in 2 hours of studying outside of class. At the same time, try to identify the suitable learning styles that help you to retain more information easily.
- ✓ . Adopt a positive mental attitude.
- ✓ .In class, try to pay more attention and asks questions.
- ✓ .Improve your note-taking skills and your essay writing.
- ✓ .Teachers can improve students' academic performance by believing in students 'efforts and offering support all throught out the university year, which can help progress their achievement level. When the students are getting honest responses and help to improve their weak areas, it's easier to maintain motivation.
- ✓ Teachers ought to design some diagnostic tests to check and identify students learning styles to enhance their achievement

- ✓ Teachers further should vary their teaching techniques to fit their students different learning styles

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## Appendix A

### Teacher's questionnaire

This questionnaire is designed to investigate the effect of learning style on student's academic performance. You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible. Please, answer each statement by marking the appropriate box(es) or by filling in the gap. Your responses will be treated as confidential and will be used for the purpose of this survey only. Your contribution is very much appreciated.

#### *Section one: background information*

1. Gender:  Male  female

2. Age:  30  40  50>

3. years of teaching experiences.

.....

4. Current position:  Master  Magistrate  Doctor  Other

5. Your Competence in using network.

Elementary level  intermediate  advanced level

6. Your experience in using on line resources for teaching and learning.

Little  much  Not at all

*Section two: learning style*

1. Do you think that learning styles help students to achieve their goals?

Yes  No

2. Do your student like learning by:

Using new words.

Writing the words many times.

Using dictionary.

Drilling .

3. When they speak do they want to be corrected?  Yes  No

If yes, when

.....  
.....

4. Do they learn by?

Listing  Reading  Coping  Summarizing  Repeating.

5. In classroom, do your students prefer to learn?

Individually  In pair  In a group.

6. Do you use the following in your class?

Role plays  songs  memorizing  talking with listening to other students.

7. Do you think that, the student can use different learning style creatively?

Yes  No

***Section three: student's achievement***

1. What are the variables that can impact successful student's achievement?

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

2. How do you evaluate the student's performance level?

Weak  Average  Good  Very good

3. How you can help your student's to achieve their accomplishments?

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

4. What are the main issues that student's face in achieving their goals?

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

5. How can students increase their academic performance?

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

6. Are you satisfied with your student's overall achievement? Yes  No

***Section four: the effectiveness of learning style on student's achievement***

1. What is the suitable learning style that effects student's achievement positively?

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

2. As a teacher, what is the best learning style that you can recommend student's to follow or adapt?

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

3. According to you, Student's performance is affected by:

Social factors     Psychological factors     Personal factors

4. Does the classroom environment affects student's academic performance?

Yes     No

5. Do you think that learning style is the only way to improve student's achievement?     Yes     No

If yes, explain.

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

If no, do you know other ways?

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

6. What other suggestion do you want to add concerning the issue?

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

## Appendix B

### Student's questionnaire

This questionnaire is intended to collect data about the effect of learning style on student's achievement .the questions are carefully designed, so your answers are very important Please be honest as possible as the result are anonymous (your answer will not be released to anyone) .For most you need only check the box put a tick  $\surd$  and provide an answer if needed, Overall will take few minutes of your time.

#### *Section one: background information*

Please provide information about yourself.

1. Gender:     .Male         .female.

2. What is your current age?

Teenager    .20/30         .30>

#### *Section two: student's achievement*

1/Academic achievement is:

The current level of a student's learning.

The measurement of student's achievement across various academic subjects.

2/ Do you face difficulties in your achievement? Yes     No

If yes, mention them.

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

3/ Do you enjoy working on difficult projects?  Yes  No

4/ Do you have accomplishments you are proud of?  Yes  No

5/ what has been your biggest academic achievement?

.....  
 .....

6/According to you what are the main factors that affecting academic achievement ?

Learning style	Yes	No
Do you like learning?		
Do you think that learning needs a style?		
Are you able to differentiate between types of learning style?		
Do you have difficulties in using a specific learning style?		

Explain.

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

*Section three: learning style*

2/ what do you suggest as useful tools to achieve goals?

.....

3/ which one of these learning styles do you prefer?

Visual  Auditory  Verbal  Logical

kinesthetic.

4/ How do you assess your learning style?

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

***Section four: the effectiveness of learning style on achievement level.***

1/

The influence of learning style on student's achievement.	Agree	Strongly agree	disagree	Strongly disagree
Learning style enhances student's achievement.				
Can you reach your achievement without using a specific learning style?				
Can we consider learning style as an important variable to learn perfectly?				
The impact of learning style on student's achievement refers to student's themselves.				
The secret of successful student is that they see learning style as essential step.				

2/ what is your way to choose the suitable learning style that can enhance your achievement?

.....

.....

.....

.....

3/ Based on your experience, student achievement needs.

Using mixed style       just one style.

4/Do you believe that chosen learning style depends on student achievement?

Yes       No

Justify.

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

5/ through your knowledge, Do you expect that the effectiveness of learning style on student achievement can be:

Negatively       Positively

Justify.

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