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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME:

Learning Styles in EFL Learners

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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AUTHORSHIP DECLARATION

We, Fariñango Changoluisa Luis Everaldo, with citizenship ID No. 0503542714-4, and Haro Diaz Diego Javier, with citizenship ID No. 180537850-0, declare that we are the authors of the present RESEARCH PROJECT: “LEARNING STYLES IN EFL LEARNERS”, with Sonia Jimena Castro Bungacho Mgs. as the tutor of this work. We expressly release the Technical University of Cotopaxi and its legal representatives from any possible claims or legal actions.

Additionally, we certify that the ideas, concepts, procedures, and results presented in this research work are our sole responsibility.

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TUTOR'S ENDORSEMENT

As the Tutor of the Research Project titled "**LEARNING STYLES IN EFL LEARNERS**" by Fariñango Changoluisa Luis Everaldo and Haro Diaz Diego Javier, of the National and Foreign language Pedagogy. I consider that this Research Report deserves approval as it complies with the technical standards, translation, and required formats. It has also incorporated the observations and recommendations proposed during the pre-defense.

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COMMITTEE APPROVAL

As the Reading Committee, we approve the present Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi and the Pujilí campus. The candidates, Fariñango Changoluisa Luis Everaldo and Haro Diaz Diego Javier, with the Research Project titled “**LEARNING STYLES IN EFL LEARNERS**”, have taken into account the recommendations provided in a timely manner and have met the necessary merits to be submitted for the thesis defense.

Therefore, the corresponding files are authorized to be recorded on a CD, in accordance with institutional regulations.

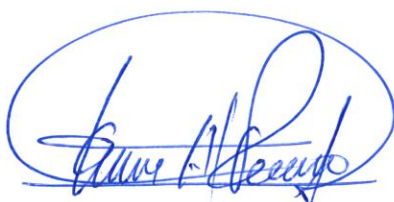
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Fariñango Changoluisa Luis Everaldo

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DEDICATION

This study is dedicated to my loving family, who have supported me at all times, but especially to my beloved mother, Gladys, who has raised me to be the person I am today and has been with me every step of my life, and her unconditional support at every moment. This is the fruit of her sacrifices.

Fariñango Changoluisa Luis Everaldo

DEDICATION

With great happiness, I dedicate this project to the most important people in my life, my parents, who have been an example of respect, perseverance and responsibility, and to my brother Henry who has accompanied me at all times. To my classmates and my dear friend Mateo, whose memory continues to inspire and uplift me. Although you are no longer here, your friendship and the moments we shared remain a cherished part of my life. This work is dedicated to you and the positive impact you had on those around you.

Haro Díaz Diego Javier

TECHNICAL UNIVERSITY OF COTOPAXI

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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

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RESUMEN

Los estilos de aprendizaje representan cómo los estudiantes prefieren recibir y procesar la información. El estudio “Learning Styles in EFL Learners” se enfoca en las preferencias de aprendizaje categorizadas en visual, auditivo, cinestésico y táctil (VAKT). Su objetivo principal es identificar los estilos de aprendizaje EFL de los estudiantes de la Unidad Educativa “Cerit” durante el periodo 2023-2024 en Latacunga. La investigación utiliza un enfoque cuantitativo, basado en datos recogidos a través del Cuestionario de Preferencia de Estilos de Aprendizaje Perceptual (PLSP). El análisis estadístico descriptivo revela que los estudiantes prefieren los estilos táctil, visual y cinestésico, indicando que las actividades prácticas y las ayudas visuales son eficaces para la enseñanza. En contraste, el aprendizaje auditivo es el menos preferido, sugiriendo una menor dependencia de clases magistrales o contenidos de audio. El estudio destaca la importancia de que los educadores reconozcan y adapten sus métodos de enseñanza para satisfacer las diversas necesidades de sus alumnos. Además, los resultados tienen implicaciones para el desarrollo profesional docente, sugiriendo que un mayor conocimiento de los estilos de aprendizaje puede mejorar la planificación de clases y la creación de materiales didácticos. La investigación concluye que fomentar un entorno inclusivo adaptado a las preferencias de los estudiantes puede mejorar su autonomía y compromiso con el aprendizaje del inglés. Se recomienda que los educadores de la Unidad Educativa “Cerit” integren estrategias alineadas con estos estilos de aprendizaje para mejorar el rendimiento académico, logrando así una enseñanza más eficaz y mejores resultados.

Palabras clave: Alumnos de EFL, Estilos de Aprendizaje, Entorno de Aprendizaje, Preferencia de los Alumnos, Estrategias de Enseñanza.

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ABSTRACT

Learning styles represents a distinct way in which students prefer to receive and process information. The study "Learning Styles in EFL Learners" focuses on students' learning preferences, categorized into visual, auditory, kinesthetic, and tactile (VAKT). The primary objective is to identify the EFL learning styles of students at "cerit" High School during the 2023-2024 academic year in Latacunga. This research employs a quantitative approach, relying on numerical data collected through the Perceptual Learning Style Preference (PLSP) Questionnaire. Descriptive statistical analysis reveals that students prefer tactile, visual, and kinesthetic learning styles, indicating that hands-on activities and visual aids are effective for teaching. Conversely, auditory learning is the least preferred, suggesting a lower reliance on lectures or audio content. The study underscores the importance of educators recognizing and adapting their teaching methods to meet the diverse needs of their students. Additionally, the findings have implications for teacher professional development, suggesting that increased awareness of learning styles can enhance lesson planning and the creation of instructional materials. The research concludes that fostering an inclusive learning environment tailored to students' preferences can improve their autonomy and commitment to learning English. Therefore, it is recommended that educators at "cerit" High School incorporate teaching strategies aligned with the various learning styles of their EFL students to enhance academic performance. This approach could lead to more effective teaching and improved outcomes for students with different learning preferences.

Keywords: EFL Learners, Learning Styles, Learning Environment, Student Preference, Teaching Strategies.

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1. General Information

Theme: Learning Styles in EFL Learners.

Starting Date: April 2024.

Ending Date: August 2024.

Place of Research: “cerit” High School - Latacunga.

Sponsoring Faculty: Extensión Pujilí

Sponsoring career: National and Foreign Language Pedagogy: English.

Macro project of the career: A transdisciplinary study of learning styles in EFL for English language teaching.

Work Team: Mg. Sonia Jimena Castro Bungacho, Luis Everaldo Fariñango Changoluisa, Diego Javier Haro Diaz.

Knowledge area: Education.

Research line: Education, communication and design for human and social development.

Research Subline: Teacher professional development, school management and learning communities.

2. Problem Statement

Learning styles refer to the different ways students get, process, comprehend, and retain information, and they play a crucial role in education. Goa (2023), in her research, affirms, “It is possible to say that learning style is one of the areas of learners’ differences in which they differ from each other in the way of preference that may influence their overall orientation in learning situations.”

Learning approaches encompass diverse methods through which individuals acquire and process information, playing a crucial role in teaching and learning effectiveness. Preferences for specific learning modes vary among individuals, including visual, auditory, kinesthetic, and tactile. Recognizing and understanding these preferences is essential for creating an engaging and effective learning environment. According to Abdulrahman et al. (2020), visual learners learn best through visual aids and demonstrations, while auditory learners excel in learning through listening and verbal communication. On the other hand, Kinesthetic learners thrive

hands-on and prefer activities involving body movement. Finally, tactile learners prefer learning through touch and physical interaction with their environment; they rely heavily on their sense of touch to gather information and understand new concepts (pp. 1-3). Recognition and accommodation of diverse learning approaches empower educators to establish an inclusive and engaging learning environment. This, in turn, enables students to maximize their potential and attain improved learning outcomes. Applying learning styles in teaching English delves into the varied ways learners assimilate information, aiming to tailor teaching methods to these diverse learning styles. A deeper exploration of this topic seeks to enhance teaching effectiveness by customizing methods and materials to align with the preferences and strengths of individual learners. The project aims to pinpoint the learning styles of secondary school students, which will help in contrasting the most inclusive and engaging educational settings, making them particularly useful for those learning English as a second language.

There is limited research on EFL students' learning preferences. Norhasanah et al. (2022) state

It is rare to find out a study that investigates students' perspectives on learning styles, specifically related to English teaching and learning practice. This information will give so much knowledge for the teachers to improve their teaching practices and as a reflective action for teachers' professional development. (pp. 382-399)

The existing studies reveal that EFL students generally favor “auditory,” “visual,” “kinesthetic,” and “tactile” learning styles, highlighting a disparity between students' preferences and teachers' favored teaching styles. Several causes contribute to this issue. Some teachers, aiming to assist all learners, may overlook variations in how students absorb knowledge. Additionally, some educators lack awareness of identifying learning styles in EFL, hindering efficient English language learning. Consequently, teachers may misunderstand students' learning styles, leading to inappropriate resource utilization and challenges in developing and implementing lesson plans. This discrepancy also results in educators using incorrect didactic material for teaching English, impacting students' motivation to learn and participate in classes at “cerit” High School.

Numerous models of different learning styles exist in education. This study underscores the importance of acknowledging students' diverse learning styles and emphasizes the necessity for teachers to be mindful of and accommodate these preferences in their instructional approaches. The major goal of this study is to determine EFL students' preferred learning styles. The findings may help to improve educational procedures and generate instructional materials. This information helps teachers better arrange their lessons. At the same time, curriculum designers gain valuable information for constructing resources that consider students' diverse learning approaches, allowing for the application of varied instructional techniques and mediums. Ultimately, students may gain awareness of their preferred learning styles, enhancing their comprehension of lessons. Every individual possesses unique ways of learning, and recognizing these differences can foster growth for both students and teachers. However, few studies provide details on students' favored approaches, particularly in Ecuador.

Similarly, students' perspectives on styles related to practicing English teaching and learning are limitedly explored. Acquiring such insights equips teachers with abundant understanding to refine instruction and guides thoughtful self-improvement for professional development. The research questions addressed in this study are listed below.

1. What learning styles do major and minor EFL students prefer?
2. What are the most and least preferred learning styles for EFL students?

Instrument: The Perceptual Learning Style Preference (PLSP)

3. Objectives

3.1 General objective

- To identify the EFL learning styles of students at “cerit” High School during the 2023-2024 academic period in Latacunga.

3.2 Specific objectives

- To describe the importance, characteristics, differences and strategies of the learning styles for EFL learners.
- To analyze the learning styles of EFL learners through descriptive statistics methods.

- To synthesize different tailored instructional approaches in EFL learners that accommodates diverse learning styles.

4. Activities and Task System in Relation to the Objectives Proposed

Table 1

Activities and task system in relation to the objectives proposed

Specific objective	Activities	Verification Means
To describe the importance, characteristics, differences and strategies of the learning-styles for EFL learners.	Literature review	Theoretical
	Enlist topics and subtopics.	Framework
	Search books and chapter books	
	Write paragraphs	
To analyze the preferences of EFL students on their own learning styles through descriptive statistics methods.	Survey development	Questionnaire
	Choose the instrument	Results
	Provide the survey to EFL students.	Tables
	Data collection	
To synthesize different tailored instructional approaches in EFL learners that accommodates diverse learning styles.	Develop a visual representation of the data collected.	
	Result analysis	Conclusions
	Evaluation and reflection	Recommendations
	Contrast	

5. Justification

Understanding and catering to individual learning styles is crucial for effective English language instruction in EFL contexts. Therefore, EFL students come from diverse cultural, linguistic, and educational backgrounds, each with their learning preferences and approaches. Some learners may excel at visual learning, while others prefer aural or kinesthetic methods. Recognizing and resolving these disparities can help improve the effectiveness of language instruction.

According to Reiff (1992, as cited in Abidin, Rezaee, Abdullah, Singh, 2011), “All learners have individual attributes relating to their learning processes.” Some people like visual presentations, while others prefer spoken words, while yet others prefer hands-on activities. People learn in various ways and at different paces because of their biological and psychological differences. Aligning teaching approaches with students’ preferred styles can increase understanding, retention, and overall learning results. Hsu and Chen (2016) mention that students bring a wide range of learning styles to the classroom, and that the best practice for EFL teachers is to provide courses that use a variety of teaching pedagogies, create assignments that support students in developing the pedagogies in which they are weak, and organize their instruction using a balanced teaching approach.

Tailoring education to different learning styles can enhance learner engagement and motivation. When students see that their learning preferences are accepted and valued, they are more inclined to take an active role in their education and stay dedicated to reaching their language learning objectives. Besides addressing learning styles, it fosters inclusivity by making instruction available to all students, regardless of individual abilities and preferences. Educators may establish a supportive learning environment in which every learner has an equal chance of success by taking a flexible and inclusive approach.

In conclusion, by becoming aware of their learning styles, EFL students can build metacognitive skills to control their learning. Understanding how people learn best allows them to make more informed decisions about their study practices, resulting in increased autonomy and lifelong learning.

6. Scientific and technical foundation

6.1. Research Background

Asadipiran's (2016) study, which analyzed 60 first-year high school male students in Tehran, provides insights into learning styles, identifying visual learning as the most preferred, followed by tactile, auditory, individual, and kinesthetic styles. "Group learning" was the least favored.

Pariafsai et al. (2015) explored the relationship between learning styles and success in language learning with 1,307 Iranian seniors, revealing a preference for "reflective," "sensing," "visual," and "sequential" styles. Their findings also indicated gender differences affecting "Visual/Verbal" and "Sequential/Global" style preferences. Meanwhile, Kim and Suh (2012) investigated the learning styles of 97 Korean middle school students using Reid's Perceptual Learning Style Preference Questionnaire. Their study highlighted a preference for "auditory," "group," and "visual" learning styles, emphasizing the importance of cultural background, learning environment, age, and grade level in understanding students' learning preferences.

By the way, the research by Vaseghi et al. (2013) investigates the preferences for learning styles of 75 Iranian. the study aims to contribute valuable insights into the diverse ways Iranian high school students prefer to engage with and process information. Preliminary results revealed a positive inclination towards all six learning style preferences considered. Kinesthetic and tactile learning emerged as major preferences, while auditory, group, visual, and individual styles were identified as minor. As well as Palabıyık's (2014) focus on how gender and proficiency levels influence these preferences and their relationship with language skills. The findings revealed a preference for kinesthetic learning, followed by auditory and visual styles, with group learning being the least favored. Pre-intermediate level female students showed a notable preference for visual learning. A negative correlation was found between learning style preferences and language proficiency, although interviews suggested that awareness of one's learning style positively impacts language achievement. The study highlights the importance of adjusting teaching methods based on students' gender and proficiency level and recommends assessing students' learning styles at the beginning of the school year to tailor instruction effectively.

Although numerous studies have been conducted around the world on topics related to the focus of this research, our literature review reveals that most studies address other areas of education. We have found a lack of research specifically related to our area in Ecuador. This gap highlights the need for more focused and area-specific studies. This project aims to provide significant

insights and fill this gap by investigating the different regional and local contexts that are sometimes overlooked in broader, more generalized research.

6.2. Theoretical Framework

6.2.1. Learning Styles and Classroom Environment in EFL students.

The first learning style is visual; learners learn best through visual materials or viewing knowledge. According to Setiyani (2019), visual learners thrive at comprehending and learning English using visual stimuli and structured visual aids (pp. 19-20). They thrive when learning materials are offered in the form of charts, graphs, photos, and videos that allow students to visualize concepts and linguistic patterns. These students have excellent visual memory, which allows them to recall material via mental images and associations. They like ordered and structured information, which is easier to digest and comprehend when given in a visually obvious manner. Visual learners frequently doodle during classes or meetings. Doodling might be simple lines or complex shapes, but it is more than a monotonous chore for a visual learner. Visual learners will quickly lose interest when they do not enjoy themselves. Recognize that visual learners have distinct body movements while in school. Both feet may be on the floor, with toes pointed towards the door; they are thinking about reorienting their bodies or leaving.

On the other hand, another important learning style is auditory, in which the learner may use a voice recorder during a class or lecture and then play it back later. Some people with a solid auditory learning style may have short attention spans, causing them to lose concentration after twenty or thirty minutes. Auditory EFL learners thrive in learning English through auditory processing and verbal conversation. They thrive in circumstances emphasizing listening and speaking, demonstrating a great capacity to grasp and analyze spoken language details such as pronunciation and intonation. These students gain substantially from activities that include listening to lectures, audio resources, conversations, and vocal explanations of language norms. They have a strong auditory memory, which allows them to remember information successfully through verbal repetition and oral reinforcement. These students are also comfortable participating in two-way debates. These discussion formats include one-on-one check-ins, group collaboration, group discussions, and team projects.

Meanwhile, kinesthetic learners prefer to learn by doing. As claimed by Brihmat and Amieur (2023), kinesthetic learners will appear to be in constant motion throughout the day, whether at work or during play. Kinesthetics associates their individual learning activities with organizational growth and improvement. They take the initiative in the workplace by engaging in physical, high-energy activities (p. 35). In other words, kinesthetic learners are typically full of energy that a teacher cannot always regulate, and their actions may be misinterpreted as a lack of attention. This suggests that the majority of them are probably kinesthetic learners who process information effectively through movements. Hence, they are most likely to respond to the following active strategies: Encourage various activities, including group work, role-playing, demonstrations, projects, crafts, and physical games.

And finally, tactile learners prefer learning by learning “hands-on” learning, such as building models or doing laboratory experiments. As specified by Ajideh et al. (2018), learners prefer learning through direct touch and manipulation of objects. When it comes to learning English as a Foreign Language (EFL), they thrive on engaging in hands-on activities and physical involvement. They enjoy activities that include touching and manipulating language-learning items, such as tactile aids and props. These students benefit from hands-on activities that allow them to practice vocabulary, grammar rules, and language structures. Traditional passive learning methods may be less effective for children than interactive, immersive approaches that encourage movement and sensory inquiry. Educators can efficiently accommodate students’ learning styles by combining tactile activities in addition to visual and aural methods, resulting in deeper comprehension and retention of English language abilities (p. 157).

The field of English as a Foreign Language (EFL) education recognizes the importance of understanding and integrating learning styles within the classroom environment to enhance student engagement and language acquisition. Muhidin and Abdurahman (2007, as cited in Hilyatun, 2017) state that “Learning style is not only how the students can reach or receive the knowledge but also how they can represent what just they got during the teaching-learning process”

In the world of EFL education, educators must acknowledge that not everyone learns the same. By doing so, we can tailor our classes to include everyone and provide a productive learning environment. Educators can and should improve engagement, comprehension, and overall learning outcomes by designing instruction that coordinates with students' complementary preferences.

One of the key factors to effectively cater to learning styles is the classroom environment. Seating arrangements, classroom configuration, lighting, and resources can all make the learning experience more or less appealing for students. In addition, developing an inclusive learning environment helps students to try out diverse approaches to learning and it gives them a sense of controlling their learning experience.

How is the classroom depicted by students? How do all these factors interplay into an effective learning environment? In what ways do interactions such as communication and learning strategies enhance students' listening, speaking, reading, and writing skills in English? Even so, much of the world still learns English at a young age as the language of business, academia, government, and now, the language of the internet. Almost every day of the year, students are taught to pronounce, spell, make sentences, listen, talk, write, and read in English. Yet, different students think of listening, grammar, pronunciation, vocabulary, reading, and writing on various levels because it reflects the individual learning results of their language learning experiences.

Whereas, the classroom environment is the synergy of the social, cognitive, physical and psychological landscape within exposition. It is not the source of the language, but rather the class itself, when teachers and students are the only participants in the learning process, motivation, the learning process, and the learning process itself as well as.

According to Young et al. (2021), the first architectural design integrates the intended features and establishes the groundwork for future construction. It determines the spatial and design parameters that will characterize each student's learning environment. Is your classroom set up to handle one student, a small group, or the entire class? If you want to create several learning centers where different groups work in different locations and focus on different tasks, open spaces are essential. The learning environment should encourage social contact and group housing to facilitate student-to-student communication as a mechanism of knowledge production and experience learning in real-world settings. Personal space may also be created. However, personal space should not be kept separate from everything else. Occupies can result in the creation of a perceptual, ownership, or territorial space. The proximity of each student's workspace should take into account both physical and psychological requirements. The ideal space has a direct impact on all students' visual and auditory perceptions.

Likewise, another important thing according to Rus (2020) flexibility is more crucial in teaching English than in other subjects since it is often assumed that learners' attitudes toward learning have a direct impact on outcomes. This prioritizes different classes of students, making teachers' behavior dependent on them (p. 339).

6.2.2. Teacher Awareness and Professional Development to teach EFL.

Teacher awareness and professional development are indispensable in the field of teaching English as a foreign language. By fostering a reflective and growth-oriented mindset among educators and providing continuous learning opportunities, we can ensure that EFL teachers are well equipped to meet the challenges of teaching English in diverse and dynamic contexts. Choi and Lee (2016) proposed three aspects necessary for EFL teachers' self-development. These were (1) the role of the institution's management body and top management, (2) teachers' learning partnerships, and (3) Continuing Professional Development (CPD) programs to improve the quality of work (p. 3).

To ensure that effective teaching benefits from continual professional growth, the teaching-learning process must be developed. Therefore, it is important to explore methods that help teachers improve their competencies, highlighting the importance of teacher professional development (López and Novozhenina, 2018, pp. 113-128).

Teaching strategies of English listening, speaking and reading and writing skills are extremely essential in life as English is a foreign language of Pakistan and local students need it for all kinds of purposes. Since the L1s of most students are neither English (L1) nor a close second or third language for doing the necessary daily interactions, the teachers must really use a unique teaching technique. Last but certainly not least, eye catching techniques, realistic aids, relevant themes, topics, sizes, creativity of the teacher and how the child feels and ready to cooperate during the learning are all contributors in making sure the English language is well accepted in an avant-garde way.

Second, language education is an area where teacher attention is very important, especially in the case of a foreign language, because in general it should be taught by normal subject teachers. From this perspective, attention is drawn to the pedagogy of this range of subject areas, which are advertised to have the burden of teaching English as a foreign language (EFL). All educators who are in charge of imparting the abilities of speaking, listening, reading, and writing of the English language landmarks of the communicative language teaching approach need greater levels of awareness. Furthermore, teachers also have to teach eight different language features across the areas of grammar, vocabulary, spoken dialog, spoken impersonation, written language, visible language, and practical use.

McKay (2002, as cited in Floris and Renandya, 2020) mentions that,

Teachers need to be able to undertake careful needs assessment of their students, set realistic teaching goals, determine the most effective means for helping students achieve these goals—whether it be through clearly defined tasks, pattern practice, or

communicative exchanges—and finally assess students’ achievement of the stated teaching objectives. (p. 13)

6.2.3. Individual Differences of EFL students in Learning Styles.

Students differ in their learning ability, attitudes toward learning, communication methods, motivation, personality, learning speed, and multiple intelligences, all of which influence the learning process. Understanding this variability and why different pupils have specific abilities or needs is an important aspect of being a teacher. This understanding process allows teachers and students to engage more effectively and efficiently. Clearly, learning styles should be considered while attempting to improve students' attention spans in the language classroom.

According to Yotta (2023) “theoretically, learners are different in motivation, ability, age, personality, learning strategies, learning style” (p. 2). In terms of English as a Foreign Language (EFL) lessons, not all students react the same way to the same learning methods, which is why it is important to emphasize learning style variances among students during language acquisition. Indeed, learning style theory is an educational philosophy that emphasizes personal exhibits that people display when they perceive material or learn, based on their learning characteristics.

Individual variations in English as a Foreign Language learners' learning styles include a wide range of cognitive, emotive, and perceptual preferences that influence their language acquisition journey. Cognitive styles, such as analytical versus holistic methods and field dependence versus independence, influence how students see and process language elements. Perceptual learning styles, such as visual, auditory, and kinesthetic/tactile preferences, also affect how well teaching strategies and resources work in environments where language learning is being done. These differences in cognition and perception highlight how crucial it is for teachers to use a range of instructional techniques in order to accommodate the different needs and preferences of EFL students.

Yotta (2023) mentioned that:

Teachers of English as a foreign language (EFL) should take into account the fact that students in their classrooms have different learning preferences. They must therefore take those variations into account with all significant learning style modalities. In addition, educators must to employ a variety of teaching strategies, resources, and exercises to meet the needs of the students in their classes. (p. 3)

Motivational and affective aspects also contribute to distinct learning styles among EFL students. Intrinsic motivation, which stems from a personal desire and love for learning English, differs from extrinsic motivation, which is driven by external rewards or pressure. Furthermore, students' attitudes about learning have a significant impact on their involvement and tenacity in language acquisition. Collectivist versus individualistic attitudes and communication styles influence students' collaboration, communication tactics, and interactions in the learning environment.

People are often aware of individual variations such as appearance, conduct, IQ, and learning. People even describe others as intelligent, hardworking, slow, and lazy. Individual differences appear to be what distinguishes each person, and disregarding them is undesirable. Indeed, societies all across the world cherish distinctive individual features. Human differences are obvious from birth, particularly in terms of cognitive and learning abilities. Individual differences are an issue that all educators, teachers, and researchers in the field of education must address. These disparities, while initially disguised, quickly surface and have an impact on students' learning and adjustment processes in both official and informal institutions and settings. Individual differences can also be defined as innate traits such as intellect, aptitude, capability, socioeconomic and cultural background, learning style, intelligence pattern, personality, interests, motivation, concentration and attention, sensory capacity, and so on.

Personality influences an individual's learning approach, especially while studying English as a Foreign Language (EFL). Understanding how personality features influence learning preferences allows educators to modify their teaching techniques to better meet the needs of their pupils.

According to Sadeghi, et. al (2012),

Personality characteristics such as extroversion, introversion, openness to experience, conscientiousness, and neuroticism might influence how people approach language learning. Extroverted learners may thrive in group activities and discussions, whereas introverted learners may prefer individual study or introspective practices. Similarly, those with a high openness to experience may be more inclined to attempt novel language learning tactics, but those with a high conscientiousness may value structure and organization in their learning process. (pp. 117-118)

Finally, personality should not be disregarded when considering EFL learning patterns. Recognizing how personality factors influence learning preferences allows educators to tailor their teaching strategies to better meet the different demands of their pupils. By acknowledging the link between personality and learning styles, instructors may create a more interesting and successful language learning experience for all students.

Taking individual characteristics into account in EFL classrooms is essential to fostering a welcoming and productive learning environment. Teachers can use tactics like varied instruction, as well as a variety of learning styles and materials, to meet the varying needs of their students. Assessments should be diverse so that students can demonstrate their learning in a variety of ways, and flexible grouping promotes collaboration among peers of varying skills. Individualized learning plans offer tailored support to students with unique requirements, and technology can facilitate individualized learning experiences. Cultural sensitivity and establishing a healthy classroom climate improve the learning experience by making all students feel respected and supported on their language learning journey.

In the research by DEEUDOM and Jantarach (2022), it is stated that students play an essential role in learning by assuming roles such as leader, recorder, and conflict manager to foster collaboration and mutual understanding. Through interactive activities, they develop personal interests, management skills, and increase their enthusiasm for knowledge, actively participating in educational objectives. (pp. 40-43)

Individualized learning plans (ILPs) are instrumental in addressing the specific needs of students with learning challenges or differing language abilities. These plans outline personalized goals, strategies, and accommodations tailored to each student's requirements, ensuring they receive the necessary support to succeed. Integrating technology into the classroom can further enhance personalized learning experiences, offering adaptive feedback, additional resources, and interactive tools that cater to individual learning progress and interests.

Cultural sensitivity plays a crucial role in acknowledging and respecting the diverse cultural backgrounds and perspectives of students. Teachers can integrate multicultural content into their curriculum, encouraging students to appreciate and learn from each other's experiences. Establishing a positive learning environment is equally vital, where mutual respect, empathy, and collaboration are fostered among students. Regular feedback and opportunities for self-reflection empower students to take ownership of their learning journey, identify areas for improvement, and build upon their strengths. By implementing these strategies, educators can create an inclusive EFL classroom that celebrates diversity and supports every student in achieving their language learning goals effectively.

6.2.4. Technology and Learning Styles to teach English.

In the field of English as a Foreign Language (EFL) instruction, the combination of technology and learning styles has emerged as a transformational force, altering the dynamics of language acquisition and teaching. As instructors attempt to satisfy the different requirements and preferences of EFL learners, the incorporation of technology provides novel avenues for improving language acquisition and performance. It has been claimed Dauzón & Izquierdo (2020) that with digital natives, however, further research is required to investigate the

technology on which students actively rely for L2 learning outside of the classroom without instruction. Furthermore, there is a limited understanding of their stance on employing technology for learning a second language outside of traditional classroom environments, as well as the technological qualities that they value in educational tools. (p. 3)

Understanding the varied learning styles of EFL students is essential for effective education. From kinesthetic learners who thrive on hands-on exercises to visual learners who benefit from graphic representations, each student brings his or her own set of talents and preferences to the language learning experience.

According to Albahiri & Alhaj (2020) technology provides a variety of resources suited to meet the varied learning methods of English as a Foreign Language (EFL) students, including visual, auditory, kinesthetic, and reading/writing preferences. Visual learners benefit from platforms such as YouTube and TED-Ed, which offer a variety of educational videos and multimedia information. Furthermore, applications like Piktochart and Canva allow instructors to create visually appealing infographics that efficiently illustrate linguistic topics. Interactive whiteboard software improves visual learning experiences by enabling teachers to incorporate multimedia elements and virtual manipulatives into their sessions (p. 4).

Auditory learners benefit from platforms such as ESLPod and language learning apps like Duolingo, which offer audio-focused lessons and pronunciation practice. Text-to-speech systems, such as Natural Reader, provide audible feedback for reading comprehension and pronunciation. For kinesthetic learners, interactive games and simulations on platforms such as ESL Games Plus and Minecraft Education Edition offer hands-on language learning experiences. Role-playing exercises in virtual worlds promote authentic language use and social engagement, whilst physical manipulatives enhanced with technology via apps such as Quizlet facilitate tactile learning experiences.

Technology allows tactile learners to engage in interactive activities and hands-on investigation, resulting in a more in-depth grasp of English language topics. Interactive games and simulations, such as those available on platforms like ESL Games Plus and Fun English Games, allow tactile learners to actively control digital objects and engage in kinesthetic learning experiences. These games frequently include tasks such as matching, sorting, and dragging items, allowing students to interact with language resources in a tactile way.

Furthermore, virtual settings such as Minecraft Education Edition enable tactile learners to build, manipulate, and explore digital worlds with blocks and other virtual things. Educators can create language learning activities in these settings, enabling students to build structures, solve riddles, and cooperate with their peers—all while engaging in tactile interactions that improve language understanding and retention. Using technology tools designed for tactile learners, educators can build immersive and dynamic learning experiences that increase engagement, retention, and language competency in English as a Foreign Language (EFL) learners who prefer tactile input.

The fundamental qualities are also discussed, as well as how to apply them to various levels of English competence. This demonstrates how listening and reading development can be tailored on platforms to accommodate both focused and extensive input. The curriculum incorporates computer-adaptive assessments. Meanwhile, platforms run by well-known language learning institutions provide general English courses and formal exam preparation with adaptive learning routes. Finally, reading resources at three skill levels and digital dictionaries appropriate for young learners are created. Educators can use them in a blended learning setting alongside a supported learning management system.

Interactive Tools and Multimedia Resources for English as a Foreign Language (EFL) are a crucial component of learning a modern language. These distinctive digital resources communicate and collaborate with learners, facilitating language acquisition.

In Keogh and Naylor investigation (1996), argue that cartoons can significantly enhance language classroom teaching. They recommend that teachers intentionally incorporate cartoons as educational tools. They also suggest that using cartoons in second language learning can foster various advancements, such as transforming negative statements into positive ones and expanding from single to multiple alternatives (pp. 151-152). Farzana (2020) affirms that “projection of cartoons using multimedia in foreign language classrooms provides diverse pedagogical advantages.”

Interactive vocabulary games are one such tool that allows kids to discover and practice new words in a fun and interactive setting. These games frequently use audio, visual, and kinesthetic elements to improve learning and recall. Multimedia tools, including movies, audio recordings, and web presentations, allow students to interact with actual language content. These resources expose students to various accents, intonations, and cultural contexts, which improves their knowledge and enjoyment for the target language.

Amal et al. (2021), suggest that multimedia tools, like video, film, and computer-based learning methods, are easily accessible and widely accepted by language instructors. Integrating these tools into their lesson and assessment plans enhances the effectiveness of their teaching. Given that students are immersed in technology, these tools offer innovative and engaging approaches to language learning. This allows instructors to teach English effectively in non-native speaking countries (pp. 331-341).

Additionally, interactive grammar and pronunciation activities provide learners with rapid feedback, helping them to discover and rectify errors in real time. These exercises frequently incorporate audio recordings, graphics, and interactive quizzes to make the learning experience more interesting, entertaining, and successful.

Furthermore, online forums and discussion boards allow students to actively engage in collaborative learning activities. Students can use these platforms to communicate with their peers, ask questions, exchange ideas, and provide feedback, developing a feeling of community and creating a conducive atmosphere for language acquisition.

6.2.5. Teaching Strategies Based on Learning Styles for EFL students.

Effective teaching tactics in English as a Foreign Language (EFL) classes require an understanding of learning styles. The preferred methods by which people receive, process, and remember knowledge are referred to as their learning styles. According to research by Carranza (2019) “each of the favorite or customary practices carried out by an individual to acquire knowledge is tightly linked to a learning style” (p.39). By identifying and acknowledging these individual learning styles, educators can tailor their teaching methods or strategies to better cater to the specific student’s needs. An author concluded that “teachers should be concrete and practical, concerned with the application. They should support the student’s imagination, creativity and exploration of new possibilities” (Akhmedjanova, 2022, p.9). Therefore, teachers must first identify students' learning styles to achieve a successful teaching-learning process.

There are generally four main types of learning styles: visual, auditory, tactile, kinesthetic of which each has its strategy. First, at this point adapting teaching strategies for visual learners, as mentioned by Kanninen (2008), who learn best through seeing and observing, can greatly benefit from teaching strategies that cater to their learning style (p.15). For that reason, conforming to Ordu (2021), one effective strategy is to incorporate visual aids into the lessons, such as PowerPoint presentations, videos, diagrams, and pictures, which can help visual learners to better understand and retain information (p. 212). Teachers can also use graphic organizers, charts, and mind maps to visually organize concepts and ideas.

Second, auditory learners require verbal communication and auditory cues to process information effectively. Teachers should use strategies like oral instructions, lectures, class discussions, recorded lectures, and group activities to cater to their learning style. These methods encourage active listening, engagement, and reinforcement of understanding, while also encouraging verbal expression and debate participation (Nurhidayat, 2021).

Subsequently, for kinesthetic learners, who learn best through physical movement and hands-on experiences, it is essential to incorporate active learning strategies into the EFL classroom. Likewise, Munna and Kalam (2021), said that one effective strategy is to incorporate role plays and simulations, providing students with the opportunity to physically engage in the language. By acting out real-life situations, such as ordering food at a restaurant or negotiating a business deal (pp.1-4). To simplify, kinesthetic learners can actively experience and practice using English in context. Finally, tactile learners are individuals who learn best through hands-on experiences and physical engagement with their learning materials.

For instance, as mentioned by Zulfizar and Dildora (2023), hands-on activities like puzzles, building blocks, and textured materials can engage students in tactile learning. These strategies, like jigsaw puzzles or word magnets, provide a stimulating and enjoyable way for tactile learners to interact with lesson content (p.37). Offering a variety of multimodal experiences can effectively address the unique learning style of tactile learners in the EFL classroom. To sum up, there are many alternative strategies from which teachers should choose according to the student's needs and make use of them, mainly in the teaching-learning process of EFL.

Al-Seghayer (2021), concludes the following,

Learning styles are concerned with how students prefer to learn, rather than what they learn. These are personal qualities that people possess that help them take in and comprehend new knowledge. Thus, a learning style refers to an individual's preferred methods of gathering, interpreting, organizing, and thinking about information as well as individual differences in his or her learning approaches based upon those preferences. English language learners shape their own learning process enormously. (p.83)

Learner-centered instruction in English as a Foreign Language (EFL) programs requires educators to pay special attention to and consider students throughout the lesson planning, classroom delivery, and assessment processes. These educators must apply their expertise and comprehension of various aspects that influence learners and learning. This is more significant than merely using published texts to guide instruction according to varied curriculum standards. It is motivated by the compelling idea that learning is an active experience, as well as the

significance of instilling a desire to learn. This form of instruction encourages learners' comprehension, curiosity about the class, and viewpoints, while also improving their learning process and sense of effectiveness.

According to An and Mindrila (2020), in order to move towards a more learning-centered education system, a paradigm shift is essential at multiple levels of the education system, promoting activities that foster individualized student knowledge, the creation of a supportive culture, and the use of authentic and collaborative learning experiences. (pp. 133-143)

In conclusion, learner-centered education fosters a better knowledge of students' learning challenges and interests, allowing educators to improve curriculum delivery, activities, assessments, and classroom management.

6.2.6. Assessment of Learning Styles of EFL students.

According to Sutiah (2019), examining how English as a Foreign Language (EFL) students learn is critical for adapting instructional techniques to their specific requirements and preferences. Learning styles are the many ways people perceive, process, and remember knowledge. Understanding how kids learn best allows educators to create more effective teaching tactics and materials that cater to their individual abilities (pp. 1-2). Learning styles are often assessed by determining the many modalities in which students like to learn, such as visual, auditory, kinesthetic, or tactile. It may also investigate other variables such as environmental preferences, social interaction preferences, and cognitive styles. Surveys, questionnaires, observation, and interviews are some of the assessment instruments and approaches available for measuring the learning styles of EFL students. These tests seek to elicit students' preferences for learning activities, study habits, and communication style.

Once educators understand their pupils' learning styles, they can adjust their teaching approaches accordingly. For instance, multimedia presentations and graphic organizers may be

helpful for visual learners, while lectures and audio recordings may be more beneficial for auditory learners. Kinesthetic learners may thrive on hands-on activities and role-playing exercises, whereas tactile learners may prefer manipulatives and interactive materials.

7. Methodology

7.1. Approach

The research methodology chosen for investigating EFL learning style preferences and strategies among students in the "cerit" High School is quantitative. This selection is based on its appropriateness in addressing the research problem effectively. As emphasized by Kim and Suh (2012), "More research that considers a great number of variables (cognitive, affective, personality) that relate to learning styles with further quantitative and qualitative analyses must be considered in order to address the full complexity of this field."

Quantitative research provides the means to collect measurable data, facilitating statistical analysis for uncovering patterns and relationships between learning styles and language learning strategies. This approach aligns with the complexity of the research problem, allowing for a comprehensive exploration of variables such as cognitive, affective, and personality factors. The efficacy of this quantitative approach is anticipated to significantly contribute to decision-making processes in curriculum design. By adopting a method that considers a multitude of variables, this research aims to provide nuanced insights into the intricate landscape of EFL preferences and practices for learning styles among high school pupils in the designated area.

7.2. Method or level

The research method of choice was descriptive statistics since it is appropriate for examining the preferences of EFL learners and strategies among "cerit" High School students. Descriptive statistics involves the concise summary and presentation of data, offering a clear view of the key characteristics within the data set. Cooksey (2020) affirms, the primary objective of descriptive statistics and foundational principles within this category is clear; to simplify the process of depicting and condensing data. When we refer to "describe", we typically indicate the utilization of visual representations or graphs for the data, or the calculation of an index or

numerical value crafted to summarize a specific attribute of a variable or measurement. This method fits well with the research nature of the study, as it allows for quantitative analysis of the learning style preferences of EFL students. It allows for efficient examination of large data sets, facilitating the identification of patterns, variations, and central trends. Through the application of descriptive statistics, the research aims to summarize and objectively interpret the data collected, laying a solid foundation for drawing conclusions and providing strategies for action in different cases, based on evidence relevant to EFL teaching.

7.3. Research context and participants

The participants of the current study were students from “cerit” High School, an urban public school located in Latacunga city. The sample involved 84 high school students, 34 males and 50 females who are learning English as a foreign language. The ages of the students ranged from 13 to 18. The selection criteria included being an officially enrolled student at the school from the first to third years of high school of 2023-2024 academic year, attending classes on a regular basis during the research period, and being accessible to participate in the research.

7.4. Data collection process

The Perceptual Learning Style Preference Questionnaire (PLSPQ), created by Reid in 1987, was the tool used in this study. It has been extensively utilized in other research to determine the learning styles of individuals. The aforementioned questionnaire has 20 items for each of the four types of learning styles (kinesthetic, tactile, visual, and auditory). Using a 5-point Likert scale, the participants' responses ranged from “strongly agree” to “strongly disagree”. Five points were given for “Strongly agree”, four points for “Agree”, three points for “Undecided”, two points for “Disagree”, and one point for “Strongly disagree”. **(See annex 1)**

The instrument was distributed to the selected students. The researchers provided instructions on how to complete the questionnaires. To obtain the reliability of the data, this group of participants was informed that there was no right or wrong answer, and the questionnaire was

only for research purposes. The data obtained from the questionnaires were coded and statistically analyzed to establish frequency distribution in the form of descriptive statistics.

7.5. Data analysis process

Having collected the required data, the data were calculated by using self-scoring by Reid's (1987) and the researchers subjected the data to analysis by employing the SPSS software to find out about the degree of major, minor and negligible participants' learning styles. The descriptive statistics were utilized to rank order the learning style from the most preferred to the least preferred categories.

8. Analysis and discussion of results

The aim of this study was to analyze the perceptions of students and teachers regarding English language teaching in high schools. The findings reveal significant insights into the current state of English teaching practices, the effectiveness of these methods, and the challenges faced by educators in this context.

This section attempts to offer a thorough analysis of the findings and how the gathered information can contribute to solving the study's stated problem. It is noteworthy that the questionnaire's items 8, 10, 12, 16, and 18 align with tactile learning styles. Items 2, 5, 11, 14, and 19 demonstrate a kinesthetic learning approach. Items 3, 7, 9, 17, and 20 are representative of the visual learning style. Items 1, 4, 6, 13, and 15 indicate the auditory learning modality. The following table shows the distribution of the questionnaire's questions related to their specific area.

Table 2*Questions distribution based on their individual learning preferences*

Learning styles	Questions
Visual	3, 7, 9, 17, 20
Auditory	1, 4, 6, 13, 15
Kinesthetic	2, 5, 11, 14, 19
Tactile	8, 10, 12, 16, 18

Table 3*The range of learning styles preferences categories*

Major learning style preference	38-50
Minor learning style preference	25-37
Negligible	0-24

Table 4*The outcome of using descriptive statistics to analyze data*

Learning styles	N	Range	Minimum	Maximum	Mean	SD
Visual	84	26.00	24.00	50.00	43.4048	5.04228
Auditory	84	32.00	14.00	50.00	39.8572	6.36092
Kinesthetic	84	20.00	30.00	50.00	42.5714	4.30826
Tactile	84	16.00	16.00	50.00	44.1666	3.5562
Valid N (listwise)	84					

8.1. Analysis of every learning style

The table of descriptive statistics indicates that none of the secondary school learning styles at "cerit" High School in the academic year 2023–2024 were classified as significantly preferred perceptual learning styles. The findings, therefore, display the average outcomes for each learning style. As for the major learning style preferences, the descriptive statistics table reveals that Kinesthetic, Visual, and Tactile learning styles are categorized. Tactile learning style has the highest mean, 44.16, compared to other learning styles, followed by Visual learning style,

43.40, and Kinesthetic learning style, 42.57. With a mean score of 39.85, the data indicate that the minor preference for perceptual learning type was auditory.

In the PLSPQ questionnaire, each perceptual learning style is represented by five questions or statements. The researchers analyzed the most frequently chosen questions by respondents. As a result, the researcher used a table criterion from Muhidin and Abdurahman (2007, as cited in Hilyatun, 2017) to determine that. The table showed the following:

Table 5

The descriptive analysis criteria

Score category range	Description analysis
1.00 - 1.79	Strongly low
1.80 - 2.59	Low
2.60 - 3.39	Sufficient
3.40 - 4.19	High
4.20 - 5.00	Strongly High

Adopted from (Abdurahman, 2007) in (Hilyatun, 2017)

Furthermore, the table below shows which questions from each perceptual learning style, which consisted of five questions, were most frequently chosen by respondents. The table appears as follows:

Table 6

The description of visual learning style statement

Statements	N	Min	Max	Mean
I learn better by reading what the teacher writes on the chalkboard	84	1.00	5.00	4,10
When I read instructions, I remember them better	84	2.00	5.00	4,21
I understand better when I read instructions	84	2.00	5.00	4,43
I learn better by reading than by listening to someone	84	1.00	5.00	3,89
I learn more by reading textbooks than by listening to lectures	84	1.00	5.00	3,30

As shown in the table, out of the five questions or statements concerning visual learning, students who are strong visual learners primarily selected statement 9, “*I understand better when I read instructions*” with a mean of 4.43, classified as strongly high, as Table 5 illustrates. The criterion for the descriptive analysis, and then statement 7, “*When I read instructions, I remember them better*” with mean 4.21. On the other hand, statement 3, “*I learn better by reading what the teacher writes on the chalkboard*” with mean 4.10 and followed by statement 17, “*I learn better by reading than by listening to someone*” with mean 3.89 were categorized as high. Meanwhile the statement 20, “*I learn more by reading textbooks than by listening to lectures*” with mean 3.30 which is categorized as sufficient.

Table 7

The description of auditory learning style statement

Statements	N	Min	Max	Mean
When the teacher tells me the instructions I understand better	84	3.00	5.00	4,38
When someone tells me how to do something in class, I learn it better	84	2.00	5.00	4,40
I remember things I have heard in class better than things I have read	84	2.00	5.00	4,26
I learn better in class when the teacher gives a lecture	84	2.00	5.00	4,02
I learn better in class when I listen to someone	84	2.00	5.00	4,21

The table demonstrates that high school students who prefer auditory learning tended to select statement 4 or question 4, “*When someone tells me how to do something in class, I learn it better*” where statement 1 was placed first and was classified as having a significantly higher mean (4.40) than the other statements, “*When the teacher tells me the instructions I understand better*” with mean 4.38, statement 6, “*I remember things I have heard in class better than things I have read*” with mean 4.26, statement 15, “*I learn better in class when I listen to someone*” with mean 4.21, while statement 13, “*I learn better in class when the teacher gives a lecture*” categorized as high with mean 4.02.

Table 8*The description of kinesthetic learning style statement*

Statements	N	Min	Max	Mean
I prefer to learn by doing something in class	84	2.00	5.00	4,55
When I do things in class, I learn better	84	2.00	5.00	4,44
I enjoy learning in class by doing experiments	84	1.00	5.00	4,51
I understand things better in class when I participate in role-playing	84	2.00	5.00	4,26
I learn best in class when I can participate in related activities	84	3.00	5.00	4,32

The data demonstrates that the majority of high school students who picked kinesthetic learning selected statement 2, “*I prefer to learn by doing something in class*” which was ranked as significantly higher than the other statements, with a mean of 4.55, and statement 11 came next, “*I enjoy learning in class by doing experiments*” with mean 4.51, statement 5, “*When I do things in class, I learn better*” with mean 4.44, statement 19, “*I learn best in class when I can participate in related activities*” with mean 4.32 and statement 14, “*I understand things better in class when I participate in role-playing*” with mean 4.26.

Table 9*The description of tactile learning style statement*

Statements	N	Min	Max	Mean
I learn more when I can make a model of something	84	1.00	5.00	4,31
I learn more when I make something for a class project	84	1.00	5.00	4,40
I learn better when I make drawings as I study	84	2.00	5.00	4,29
When I build something, I remember what I have learned better	84	3.00	5.00	4,37
I enjoy making something for a class project	84	2.00	5.00	4,33

The table demonstrates that high school students who preferred kinesthetic learning tended to select statement 10, *“I learn more when I make something for a class project”* it was ranked as extremely high, having a mean 4.40 higher than the other statements, while statement 16 came next, *“When I build something, I remember what I have learned better”* with mean 4.37, statement 18, *“I enjoy making something for a class project”* with mean 4.33, statement 8, *“I learn more when I can make a model of something”* with mean 4.31, and statement 12, *“I learn better when I make drawings as I study”* with mean 4.29.

The study found that Tactile, Visual, and Kinesthetic learning styles were the major preferences among the participants, with Tactile being the most preferred (mean = 44.16), followed by Visual (mean = 43.40) and Kinesthetic (mean = 42.57). This suggests that students in this context tend to learn best through hands-on activities, visual aids, and physical engagement with the learning material. This aligns with previous research that emphasizes the effectiveness of active learning strategies in enhancing student comprehension and retention.

8.2. Auditory learning as the least preference

Auditory learning was identified as the least preference, with a mean score of 39.85. While still present, this indicates that students in the study sample rely less on listening to lectures or audio content for effective language learning compared to other modalities. This finding is significant as it highlights a potential area where teaching methods may need to be adjusted to better meet student needs, particularly for those who may benefit from auditory reinforcement. According to Setiyani (2019), "auditory learners excel in learning through listening and verbal communication," which suggests that while auditory methods are beneficial, they may not be the primary mode of learning for the participants in this study. This aligns with the findings of Vaseghi et al. (2013), who noted that "auditory learning styles were identified as minor preferences among students," indicating that a more diverse approach to teaching is necessary to take into account various learning preferences.

8.3. Implications for teaching strategies

The results emphasize how crucial it is to use a range of instructional techniques that cater to the predominant learning style preferences of EFL students. Educators should consider incorporating more tactile activities, such as creating models or projects, as well as visual aids like charts, diagrams, and videos to enhance student engagement and learning outcomes. As noted by Goa (2023), "learning style is one of the areas of learners' differences in which they differ from each other in preference that may influence their overall orientation in learning situations." This underscores the necessity for teachers to adapt their instructional approaches to accommodate diverse learning preferences.

Furthermore, the lack of alignment between students' learning preferences and the teaching methods used by teachers can lead to a disconnect between what students need to learn effectively and what is offered to them in the classroom. Norhasanah et al. (2022) emphasize that "it is rare to find a study that investigates students' perspectives on learning styles specifically related to English teaching and learning practice." Addressing this gap is essential for improving student motivation and engagement.

8.4. Classroom environment and learning styles

The classroom environment is key in supporting the diverse ways students learn. Aspects like seating arrangement, classroom setup, lighting conditions, and resources can have a significant impact on the educational experience. According to Young et al. (2021), the design of the learning environment should consider the intended features and establish the foundation for effective instruction. Flexibility is also key, as Rus (2020) notes, "flexibility is more crucial in teaching English than in other subjects since it is often assumed that learners' attitudes toward learning have a direct impact on outcomes."

By creating an inclusive classroom environment that supports various learning styles, educators can encourage students to explore different approaches to learning and give them a sense of control over their learning experience. This, in turn, can enhance students' listening, speaking, reading, and writing skills in English.

In conclusion, the findings of this study highlight the need for educators to recognize and accommodate the diverse learning styles of EFL students. By aligning teaching methods with students' preferences and creating an inclusive classroom environment, educators can foster greater engagement, motivation, and overall learning outcomes. Learning about one's own learning preferences helps pupils acquire metacognitive abilities that will empower them to take charge of their learning, leading to increased autonomy and lifelong learning. Addressing these disparities can significantly improve the effectiveness of language instruction, as aligning teaching approaches with students' preferred styles can increase understanding, retention, and overall learning results. When learners believe that their chosen methods of learning are acknowledged and valued, they are more likely to actively participate in the learning process and stay dedicated to reaching their language learning objectives.

9. Research impacts

Improving English teaching will have a positive impact on the student community, providing students with the linguistic tools necessary to participate more actively in a globalized society. This can lead to greater social and cultural inclusion, as well as a better understanding and appreciation of other cultures.

The findings of the research can be used to enhance the curriculum and teaching strategies for English at technical high schools. This will not only benefit current students but also establish a solid foundation for future generations, raising the overall level of English proficiency in this educational sector.

10. Conclusions and Recommendations

10.1. Conclusions

Learning styles are crucial for effective English language teaching, as they enable educators to tailor instructional methods to the unique preferences and strengths of each student. The study identifies four primary learning styles: visual, auditory, kinesthetic, and tactile. While auditory learners benefit from verbal and visual communication, visual learners do best when provided with visual support, kinesthetic learners prefer hands-on activities, and tactile learners engage best through touch and physical interaction. Recognizing and accommodating these diverse learning styles allows educators to create a learning atmosphere that is both accessible and stimulating, intended to optimize student abilities and boost their overall academic success.

The main findings revealed that students at "cerit" High School primarily prefer the use of tactile, visual, while auditory and kinesthetic were the least preferred learning styles for learning English. Statistical analysis of the gathered data indicates a difference in the preferred learning methods among students and the teaching methods favored by their teachers. Contributing factors to this gap include teachers' lack of awareness regarding learning styles and the insufficient application of educational resources hinders students' enthusiasm and engagement during the learning process.

The evaluation of the results supported the creation of teaching strategies that reflect the learning styles preferred by students, which include visual materials such as graphics and demonstrations, engaging in listening and oral communication activities, incorporating kinesthetic exercises that involve body movement, and providing tactile tasks that require touching and manipulating objects. By adopting a balanced teaching approach that integrates these some methods, educators can effectively reach a broad range of students with varying learning preferences, thereby creating inclusive and engaging learning environments that enhance students' overall learning experiences and outcomes.

10.2. Recommendations

Future studies should explore how identifying and adapting to visual, auditory, kinesthetic, and tactile learning styles can significantly improve educational outcomes in English language teaching. The research should focus on developing personalized pedagogical strategies and creating inclusive learning environments that maximize each student's potential.

Researching the differences between students' preferred learning styles and the teaching methods used by teachers at "cerit" High School. The study should analyze factors contributing to this gap, such as lack of awareness about learning styles and inadequate use of teaching materials, and propose educational interventions to better align student preferences with teaching strategies.

The research proposal focused on the development and evaluation of teaching strategies in relation to visual, auditory, kinesthetic and tactile learning styles. The use of visual aids should be part of the investigation, listening and oral communication activities, kinesthetic exercises, and tactile tasks. The goal is to measure the impact of a balanced teaching approach that integrates these methods on student motivation, engagement, and learning outcomes.

11. References

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12. Appendices

Annex 1

English version

Perceptual Learning Style Preference Questionnaire

(Copyright 1984, by Joy Reid. Explanation of learning styles was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Directions:

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by doing something in class.					
3. I learn better by reading what the teacher writes on the chalkboard.					
4. When someone tells me how to do something in class, I learn it better.					
5. When I do things in class, I learn better.					
6. I remember things I have heard in class better than things I have read.					
7. When I read instructions, I remember them better.					
8. I learn more when I can make a model of something.					
9. I understand better when I read instructions.					
10. I learn more when I make something for a class project.					
11. I enjoy learning in class by doing experiments.					
12. I learn better when I make drawings as I study.					
13. I learn better in class when the teacher gives a lecture.					
14. I understand things better in class when I participate in role-playing.					

15. I learn better in class when I listen to someone.					
16. When I build something, I remember what I have learned better.					
17. I learn better by reading than by listening to someone.					
18. I enjoy making something for a class project.					
19. I learn best in class when I can participate in related activities.					
20. I learn more by reading textbooks than by listening to lectures.					

SELF-SCORING SHEET

Instructions

There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value:

SA	A	U	D	SD
5	4	3	2	1

Fill in the blanks below with the numerical value of each answer. For example, if you answered Strongly Agree (SA) for question 6 (a visual question), write a number 5 (SA) on the blank next to question 6 below.

Visual

6 - 5

When you have completed all the numerical values for Visual, add the numbers. Multiply the answer by 2, and put the total in the appropriate blank.

Follow this process for each of the learning style categories. When you are finished, look at the scale at the bottom of the page; it will help you determine your major learning style preference(s), your minor learning style preference(s), and those learning style(s) that are negligible.

SELF-SCORING SHEET

VISUAL

3 - _____

7 - _____

9 - _____

17 - _____

20 - _____

Total _____ x 2 = _____ (Score)

TACTILE

8 - _____

10 - _____

12 - --- _____

16 - _____

18 - _____

Total _____ x 2 = _____ (Score)

AUDITORY

1 - _____

4 - _____

6 - _____

13 - _____

15 - _____

Total _____ x 2 = _____ (Score)

KINESTHETIC

2 - _____

5 - _____

11 - _____

14 - _____

19 - _____

Total _____ x 2 = _____ (Score)

Major Learning Style Preference 38-50

Minor Learning Style Preference 25-37

Negligible 0-24

EXPLANATION OF LEARNING STYLE PREFERENCES

Students learn in many different ways. The questionnaire you completed and scored showed which ways you prefer to learn English. In many cases, students' learning style preferences show how well students learn material in different situations.

The explanations of major learning style preferences below describe the characteristics of those learners. The descriptions will give you some information about ways in which you learn best.

VISUAL MAJOR LEARNING STYLE PREFERENCE

You learn well from *seeing words* in books, on the chalkboard, and in workbooks. You remember and understand information and instructions better if you read them. You don't need as much oral explanation as an auditory learner, and you can often learn alone, with a book. You should take notes of lectures and oral directions if you want to remember the information.

AUDITORY MAJOR LEARNING STYLE PREFERENCE

You learn from hearing words spoken and from oral explanations. You may remember information by reading aloud or moving your lips as you read, especially when you are learning new material. You benefit from hearing audio tapes, lectures, and class discussion. You benefit from making tapes to listen to, by teaching other students, and by conversing with your teacher.

KINESTHETIC MAJOR LEARNING STYLE PREFERENCE

You learn best by experience, by being involved physically in classroom experiences. You remember information well when you actively participate in activities, field trips, and role-playing in the classroom. A combination of stimuli—for example, an audio tape combined with an activity—will help you understand new material.

TACTILE MAJOR LEARNING STYLE PREFERENCE

You learn best when you have the opportunity to do “hands-on” experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide you with the most successful learning situation. Writing notes or instructions can help you remember information, and physical involvement in class related activities may help you understand new information.

MINOR LEARNING STYLES

In most cases, minor learning styles indicate areas where you can function well as a learner. Usually a very successful learner can learn in several different ways.

NEGLIGIBLE LEARNING STYLES

Often, a negligible score indicates that you may have difficulty learning in that way. One solution may be to direct your learning to your stronger style. Another solution might be to try to work on some of the skills to strengthen your learning style in the negligible area.

(Adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208. Used with permission.)

Annex 2

Spanish version

Cuestionario de preferencia de estilo de aprendizaje perceptivo

(Copyright 1984, por Joy Reid. La explicación de los estilos de aprendizaje fue adaptada del C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Instrucciones:

Las personas aprenden de muchas maneras diferentes. Por ejemplo, algunas personas aprenden principalmente con los ojos (aprendices visuales) o con los oídos (aprendices auditivos); algunas personas prefieren aprender por experiencia y/o mediante tareas "prácticas" (aprendices kinestésicos o táctiles); algunas personas aprenden mejor cuando trabajan solas mientras que otras prefieren aprender en grupo.

Este cuestionario se ha diseñado para ayudarle a identificar la(s) forma(s) en que aprende mejor, la(s) forma(s) en que prefiere aprender.

Decida si está de acuerdo o en desacuerdo con cada afirmación. A continuación, indique si:

Totalmente de acuerdo (TA)

De acuerdo (A)

Indeciso (I)

En desacuerdo (D)

Totalmente en desacuerdo (TD)

Responda a cada afirmación rápidamente, sin pensar demasiado. Intente no cambiar sus respuestas después de elegir las. Responda a todas las preguntas.

**CUESTIONARIO DE PREFERENCIAS DE ESTILOS PERCEPTIVOS DE
APRENDIZAJE**

	SA	A	U	D	SD
1. Cuando el profesor me da las instrucciones lo entiendo mejor.					
2. Prefiero aprender haciendo algo en clase.					
3. Aprendo mejor leyendo lo que el profesor escribe en la pizarra.					
4. Cuando alguien me dice cómo hacer algo en clase, lo aprendo mejor.					
5. Cuando hago cosas en clase, aprendo mejor.					
6. Recuerdo mejor las cosas que he oído en clase que las que he leído.					
7. Cuando leo las instrucciones, las recuerdo mejor.					
8. Aprendo más cuando puedo hacer un modelo de algo.					
9. Entiendo mejor cuando leo las instrucciones.					
10. Aprendo más cuando hago algo para un proyecto de clase.					
11. Me gusta aprender en clase haciendo experimentos.					
12. Aprendo mejor cuando hago dibujos mientras estudio.					
13. Aprendo mejor en clase cuando el profesor da una conferencia.					

14. Entiendo mejor las cosas en clase cuando participo en juegos de rol.					
15. Aprendo mejor en clase cuando escucho a alguien.					
16. Cuando construyo algo, recuerdo mejor lo que he aprendido.					
17. Aprendo mejor leyendo que escuchando a alguien.					
18. Me gusta hacer algo para un proyecto de clase.					
19. Aprendo mejor en clase cuando puedo participar en actividades relacionadas.					
20. Aprendo más leyendo libros de texto que escuchando conferencias.					

HOJA DE AUTOCALIFICACIÓN

Instrucciones

En este cuestionario hay 5 preguntas para cada categoría de aprendizaje. Las preguntas se agrupan a continuación según cada estilo de aprendizaje. Cada pregunta que responda tiene un valor numérico:

TA	A	I	D	TD
5	4	3	2	1

Rellene los espacios en blanco con el valor numérico de cada respuesta. Por ejemplo, si ha respondido Totalmente de acuerdo (SA) a la pregunta 6 (una pregunta visual), escriba el número 5 (TA) en el espacio en blanco junto a la pregunta 6.

Visual

6 - __ 5 __

Cuando haya completado todos los valores numéricos de Visual, sume los números. Multiplique el resultado por 2 y escriba el total en el espacio en blanco correspondiente.

Sigue este proceso para cada una de las categorías de estilo de aprendizaje. Cuando haya terminado, mire la escala al final de la página; le ayudará a determinar su(s) preferencia(s) principal(es) de estilo de aprendizaje, su(s) preferencia(s) menor(es) de estilo de aprendizaje y aquellos estilos de aprendizaje que son insignificantes.

HOJA DE AUTOCALIFICACIÓN

VISUAL

3 - _____

7 - _____

9 - _____

17 - _____

20 - _____

Total _____ x 2 = _____ (Puntuación)

TÁCTIL

8 - _____

10 - _____

12 - --- _____

16 - _____

18 - _____

Total _____ x 2 = _____ (Puntuación)

AUDITIVO

1 - _____

4 - _____

6 - _____

13 - _____

15 - _____

Total _____ x 2 = _____ (Puntuación)

CINESTÉSICO

2 - _____

5 - _____

11 - _____

14 - _____

19 - _____

Total _____ x 2 = _____ (Puntuación)

Preferencia mayor de estilo de aprendizaje 38-50

Preferencia menor de estilo de aprendizaje 25-37

Insignificante 0-24

EXPLICACIÓN DE LAS PREFERENCIAS DE ESTILO DE APRENDIZAJE

Los estudiantes aprenden de muchas maneras diferentes. El cuestionario que ha rellenado y puntuado muestra qué formas prefiere para aprender inglés. En muchos casos, las preferencias de estilo de aprendizaje de los alumnos muestran lo bien que aprenden el material en diferentes situaciones.

Las explicaciones de las principales preferencias de estilo de aprendizaje que aparecen a continuación describen las características de esos alumnos. Las descripciones le proporcionarán información sobre las formas en las que aprende mejor.

PRINCIPAL PREFERENCIA DE ESTILO DE APRENDIZAJE VISUAL

Aprendes bien viendo las palabras en los libros, en la pizarra y en los cuadernos de trabajo. Recuerdas y comprendes mejor la información y las instrucciones si las lees. No necesitas tantas explicaciones orales como un alumno auditivo, y a menudo puedes aprender solo, con un libro. Debes tomar notas de las clases y las instrucciones orales si quieres recordar la información.

MAYOR PREFERENCIA POR EL ESTILO DE APRENDIZAJE AUDITIVO

Aprende escuchando palabras y explicaciones orales. Puede recordar información leyendo en voz alta o moviendo los labios mientras lee, especialmente cuando está aprendiendo material nuevo. Le interesa escuchar cintas de audio, conferencias y debates en clase. Te beneficia grabando cintas para escucharlas, enseñando a otros alumnos y conversando con tu profesor.

PREFERENCIA POR EL ESTILO DE APRENDIZAJE KINESTÉSICO

Se aprende mejor con la experiencia, participando físicamente en las experiencias del aula. Recuerdas bien la información cuando participas activamente en actividades, excursiones y juegos de rol en el aula. Una combinación de estímulos -por ejemplo, una cinta de audio combinada con una actividad- le ayudará a comprender el material nuevo.

MAYOR PREFERENCIA POR EL ESTILO DE APRENDIZAJE TÁCTIL

Aprendes mejor cuando tienes la oportunidad de realizar experiencias "prácticas" con materiales. Es decir, trabajar en experimentos en un laboratorio, manipular y construir modelos, y tocar y trabajar con materiales le proporcionan la situación de aprendizaje más satisfactoria. Escribir notas o instrucciones puede ayudarte a recordar información, y la participación física en actividades relacionadas con la clase puede ayudarte a comprender información nueva.

ESTILOS DE APRENDIZAJE MENORES

En la mayoría de los casos, los estilos de aprendizaje menores indican áreas en las que puede funcionar bien como alumno. Normalmente, un alumno con mucho éxito puede aprender de varias formas diferentes.

ESTILOS DE APRENDIZAJE INSIGNIFICANTES

A menudo, una puntuación insignificante indica que puede tener dificultades para aprender de esa forma. Una solución puede ser orientar su aprendizaje hacia su estilo más fuerte. Otra solución podría ser intentar trabajar algunas de las habilidades para reforzar su estilo de aprendizaje en el área insignificante.

(Adaptado del C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208. Utilizado con permiso).