

Investigating Iraqi EFL Learners' Learning Styles Preference

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Abstract:

The current study aims at investigating the preferred Learning Styles by Iraqi EFL learners. Three questions have been set to fulfill this aim as follows: Are students aware of the concept of language learning styles? What are the kinds of language learning styles they employ in their learning? What are their preferred styles? The VAK model is adopted, and data is collected using *The Learning Style Inventory*. The questionnaire is conducted online using Google forms. The link has been sent to Departments of English in two major Iraqi Universities: the first one is University of Mosul, College of Education for Humanities, while the second is College of Education (Ibn Rushd) for Humanities, University of Baghdad. The total sample respondents' number is 158 students; 89 out of 150 at University of Baghdad; 69 out of 232 at University of Mosul. The results show that learners in both groups prefer both the Visual and Auditory Learning Styles. The percentages in Mosul group show that 45% OFTEN; 40% SOMETIMES apply the Visual LS and 42% OFTEN, and 40% SOMETIMES apply the Auditory LS. Almost the same percentages are true for the Baghdad group; 42% OFTEN; 40% SOMETIMES apply the Visual LS and 45% OFTEN; 40% SOMETIMES apply the Auditory LS. The Kinesthetic LS has the least percentages of students' responses; 63%, 68% of the students state that they SELDOME use Kinesthetic techniques in their learning for the two groups respectively.

Keywords: Learning Styles, Visual, Auditory, Kinesthetic, Iraqi EFL Learners.

إستقصاء الأنماط التعليمية المفضلة لدى الطلبة العراقيين الدراسين للغة الإنكليزية

بوصفها لغة أجنبية

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المستخلص:

تهدف الدراسة إلى إستقصاء الأنماط التعليمية المفضلة لدى الطلبة العراقيين الدراسين للغة الإنكليزية بوصفها لغة أجنبية. وقد وضعت ثلاث أسئلة لتحقيق هذا الهدف وكما يلي: هل أن الطلبة على معرفة ودراية بمفهوم الأنماط اللغوية التعليمية؟ ماهي أنواعها التي يوظفونها أثناء تعلمهم؟ وما هي الأنماط المفضلة لديهم؟ تم الاعتماد على أنموذج VAK في الدراسة. أما البيانات فقد جمعت باستخدام الاستبيان المعنون "فهرس الأنماط التعليمية *The Learning Style Inventory*". وقد أجري الاستبيان الكترونيا باستخدام نماذج كوكل. تم إرسال رابط الاستبيان إلى أقسام اللغة الإنكليزية في جامعتين عراقيتين رئيسيتين وهما: جامعة الموصل/ كلية التربية للعلوم الإنسانية وجامعة بغداد/ كلية التربية(ابن رشد) للعلوم الإنسانية. وكان العدد الكلي للطلبة المشتركين في أداء الاستبيان ١٥٨ طالبا؛ ٨٩ من أصل ١٥٠ في جامعة بغداد و ٦٩ من أصل ٢٣٢ في جامعة الموصل. وقد أظهرت النتائج أن الطلبة في كلا المجموعتين يفضلون نمطي التعلم المرئي والسماعي. فيما يخص جامعة الموصل كانت النسب كما يلي: ٤٥% من الطلبة غالبا ما يستخدمون النمط البصري بينما ٤٠% يستخدمونه أحيانا. أما بالنسبة للنمط السماعي فإن نسبة ٤٢% غالبا ما يستخدمونه و ٤٠% يستخدمونه أحيانا. أما النتائج في جامعة بغداد فكانت مشابهة تقريبا: حيث تبين أن ٤٢% من الطلبة غالبا ما يستخدمون النمط البصري بينما ٤٠% يستخدمونه أحيانا. أما بالنسبة للنمط السماعي فإن نسبة ٤٥% غالبا ما يستخدمونه و ٤٠% يستخدمونه أحيانا. وقد حاز النمط الحركي على أقل نسبة استخدام بواقع ٦٣% و ٦٨% من الطلبة الذين نادرا ما يفضلون استخدامه في تعلمهم لكلا المجموعتين وعلى التوالي.

الكلمات المفتاحية: أنماط التعلم، بصري، سماعي، حركي، الطلبة العراقيين الدراسين للغة الإنكليزية بوصفها لغة أجنبية.

Introduction

Learner-oriented approaches to language teaching and learning have dominated the field for the last few decades. The significance of understanding the various variables interfering in students' learning is well established and recognized. Variables such as age and gender; levels of intelligence; anxiety and motivation; as well as Learning Strategies and Language Learning Styles (hereafter LLSs) have been under constant study. The body of research concerning LLSs can be tracked down to the late 19th century. Observations into cognitive psychology revealed that individuals differ in their attempts to represent their thoughts. Verbal and visual approaches to such representation are the most noted. In the mid-70s, research into LLSs became popular and continues to attract the attention of researchers to the current day.

Statement of the Problem:

In their endeavors to search for better methodologies to teaching EFL, Iraqi methodologists and applied linguists have ignored the impact of learners' learning styles on language learning in Iraqi EFL classrooms. Except for Malo (2021), which is limited to ¹Kurdish EFL learners, no other investigation has been conducted related to LSs regarding EFL teaching and learning. This negligence is one of the reasons behind the low performance of our students both in their academic achievement and communicative competency in English. Moreover, as students strive to master the intricacies of a foreign language, they will definitely differ both in rate and capacity. Individual differences are usually underrated. "Learning Styles are invariably treated as

¹ According to Rudaw, Kurdish Population in Iraq is only 13.7.% while the majority are Arabs (Arabic is their native language).

<https://www.rudaw.net/english/middleeast/iraq/120120214>

unquestionably important features that have to be taken into account when studying individual differences” (Kamińska, 2014: Vii).

Questions:

The following questions are asked to help achieve the aim of the study at hand:

- Are students aware of the concept of LLSs?
- What are the kinds of LLSs they employ in their learning?
- What are their preferred styles?

Significance:

Why investigate learners’ learning styles? The answer is embedded in several major points which could be summarized as follows:

- Learning is affected by LLSs. Applying multiple LLSs instigates higher learning rates (Reid, 1987).
- Students’ awareness of their own LLSs is of crucial importance. Biggs (2001) argues that “When students recognize their own learning style, they will be able to integrate it into their learning process”. The result is faster, easier, and more efficient learning.
- As learners recognize their LLSs they become in charge of their learning which raises their confidence.
- According to Gilakjani and Ahmadi, (2011), awareness of LLSs would make the learners in control of their learning and become “the center of the learning process”. And that is exactly what modern learner-oriented approaches emphasize.

- Teachers' awareness of their learners' LLSs would provide significant insights and guidelines for designing and planning their lessons. A mismatch between teachers' planning and teaching styles and their learners' LLSs, according to Tuan (2011), may easily cause frustration; "mismatching should be treated with caution as it may lead to learners' dropouts".

The Concept of LLSs:

Some confusion can be detected between the concept of learners' LSs and their abilities. Though the two are related, a distinction should be made for a better grasp of the concept. Kaminska (2014) states that LSs are related to learners' abilities "in the sense that they explicate how people prefer to use their abilities". Sternberg and Grigorenko (1995:205) perceive LSs "as interactions of intelligence and personality". In other words, styles are the manifestation of learners' abilities in "day-to-day interactions with the environment; Simply put, styles are not how much intelligence we have, but how we use it".

That been said, a LS, in general, is a way for intaking and processing information. It is worth mentioning that LSs have been used in many senses and referred to in many terms. They would be referred to as cognitive styles, sensory preferences, or personality types. "Some of these terms, in some instances, have been used interchangeably, while in other occasions they have been differentiated" (Cassidy, 2004).

A definition by Kolb and Kolb (2005) proclaims that "learning style describes the differences in the way learners prefer employing in the learning cycle" and it is affected by different variables such as experiences, needs, and direct environment. I incline to go with James and Gardner's definition (1995: 20) "the

complex manner in which, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn”, as a more insightful and comprehensive definition.

Facts Concerning LLSs:

As noticed, there is no exact consensus to be found in terms of defining LLSs. Different perspectives are based on different approaches to the nature of their concept. Nonetheless, there are some semi-established facts concerning the characteristics and theoretical assumptions behind LLSs. First of all, it should be well recognized that every student, or teacher, has a so-called *learning style*. Whether this style has weaknesses or strengths is another issue. Second, Reid (1995, p. xiii) argues that in spite of the fact that LSs are often described as opposites, they really are on a continuum. Aside from being impossible to try thinking of each LS separately, it is not practical nor feasible. A third thing that should be noted when investigating LSs is the fact that there is no best style. No style is better than the other, it is just a matter of preference. A fourth fact that teachers and learners alike should consider is that a person cannot be categorized under one LS. As Ehrman and Oxford (1995) assert “Naturally, not everyone fits neatly into one or another of these categories to the exclusion of the other, parallel categories (e.g., visual, auditory, kinaesthetic)” (p. 69). One last important thing to be noted is that teachers should be aware of their student’s LSs and let them be aware of their strengths and weaknesses. Taking those facts into consideration will always be useful in setting teaching guidelines to achieve the aims and getting the desired outcomes. Moreover, teachers will always have the insights required to encourage their students to broaden their LSs.

Learning Strategies Vs Learning Styles:

Many researchers have explored the relationship between the two as they are interrelated and affect the choice of each. Li and Qin (2006); Oxford and Nyikos (1989); Oxford (1996); explain this interrelation as they state that learning styles, among other significant factors, influence the strategy use and that learners would always use those strategies that reflect their elementary learning styles. Anyway, learning strategies and styles still different. Pei-Shi (2012) asserts that “Learning styles are internal traits of learners while strategies are external skills consciously or subconsciously used by learners”. On the other hand, Sternberg and Grigorenko (2001:3) distinguish between them on basis of the degree of consciousness. They claim that strategies are more conscious activities than styles. Kamińska (2014) explains further as he argues that LLSs along with situational and social factors of the target language as well as the formality of the settings would determine learners’ choice of their Learning Strategies which in turn “affect the rate of acquisition and the level of achievement”. For Oxford (1990:439) “strategies are conscious steps or behaviors employed to enhance the acquisition, storage, retention, recall and use of new information, thus they are much more specific than styles.”.

Taxonomy of LLSs:

Many scholars have attempted to classify Learning Styles such as the 4MAT learning style model; Gregorc mind style model; Kolb Learning style model; Felder-Silverman learning style; and VAK learning style model. The VAK model is of particular interest for the current study as it has been used widely all over the world and it would suit its aims. The VAK model focuses on the immediate learning environment which would

provide insights to solve the problem of the current study. Moreover, it is known to be simple and direct which is a main factor in keeping students' interest to cooperate. Students get bored easily with more details and lose interest quickly. Finally, it would provide fast results and perceptions for the teachers in our department in order to start modifying their teaching strategies to match the most common LLSs preferred by their students.

So, what is the VAK model? It was first suggested by Walter Burk Barbe in the 1930s and was later on developed by Neil Fleming. As mentioned earlier, the model focuses on learner's interaction with his/her immediate environment. It emphasizes learners' sensory or perceptual interaction whether Visual, Auditory, or Kinesthetic (hence the acronym). Of course, many of the above-mentioned models have gone further than perceptual modalities and got deeper into classifying more styles from different perspectives. For instance, Reid (1995) classifies LLSs into three main categories: cognitive learning, sensory learning, and personality learning styles. Later on, he changed the term personality learning style into "affective/temperament" (Khaki et al., 2015). He implies that investigating the nature of Learning Styles is a point along a continuum. "In fact, learners may have more than one learning style and can switch or flex styles depending on the environment or task at hand". Moreover, the VAK model itself has undergone some development, as stated earlier, by Neil Fleming. the Fleming model (VARK) includes a fourth category that is based on the role of the Representational System (R) on learners' learning styles.

Sarasin (1998) states that "the perceptual perspective allows us to take into account aspects of several well-recognized learning-style theories by synthesizing their important characteristics into an approach that is based on behaviors and/or

actions that can be easily perceived in a classroom situation”. Hence, VAK was the choice of the current research in addition to the earlier stated justifications.

VAK model, or any other model for that matters, doesn't dismiss the idea that learners apply the three modalities as they receive new information. Nevertheless, one, or sometimes two, of these styles is (are) normally dominant and this dominant style signifies the best way for that learner to filter what is needed to be learned. VAK model reflects on the use of the principal senses (Visual, Auditory, or Kinesthetic) involved in learning. Sensory or perceptual learning style has to do with the physical environment in which we learn and it involves using our senses in order to perceive data.

The Visual Learner:

The visual learner prefers to involve his/her vision (sight) in the process of intaking, processing, storing, and retention of information. Nilson (2003) states that visual learners “organize knowledge in terms of spatial interrelationships among ideas and store it graphically”. Dunn (1990) has proved that “learners whose preferred learning style is visual may have difficulty learning where the teaching mode is through lectures (auditory)”. Moreover, according to Boneva and Mihova (2012), visual learners are of two types; linguistic and spatial. Visual-linguistic learners prefer to learn through written language. On the other hand, Visual-spatial learners may have difficulty with written materials and interact better with diagrams, maps, videos, and any other visual material. Visual-linguistic learners remember better what is written even if they read it once, while Visual-spatial learners are better at remembering faces and directions for places.

The Auditory Learner:

Nilson (2003) describes the auditory learner as that learner who prefers to learn through hearing or listening to new information. He states that “They learn best when they can hear themselves express an idea”. Auditory learners tend to talk to themselves and read out loud. They are better “conversaters” than other learners. Oxford (1995) argues that Auditory learners are “students who enjoy the oral-aural learning channel. Thus, they want to engage in discussions, conversations, and group work. These students typically require only oral directions” (p. 36). Concerning learning EFL, many researchers found that the longer students had studied English, the higher preference towards auditory learning; such as (Melton, 1990; Reid, 1987; Reid, Vicioso, Gedeon, Takacs, & Korotkikg, 1998). Reid et al. (1998) argue that this might be due to the fact that language is basically oral and students’ realization that auditory learning is critical for language learning. Additionally, it is concluded by many that “learners with auditory learning style use more social strategies than others” (Pei-Shi, 2012); which in turn would enhance their language learning.

The Kinesthetic Learner:

Finally, the Kinesthetic (Kinesthetic) learners are those who would prefer to be in direct touch with their physical environment. They are of two sub-types: kinesthetic (movement-oriented) and Kinesthetic (touch-oriented) learners. Hence, they would quickly lose interest in the absence of external stimulus or movement. Sarasin (1998) describes Kinesthetic learners as “learners prefer to learn by doing and by touching (body experience). They learn best by being active, and they often rely on physical interaction in order to master a concept”. Observations suggest that they tend to

take notes during listening to lectures while they would prefer to scan written materials first then they would use highlighters to draw diagrams, pictures, or even just doodling. “Kinesthetic learning suggests learning with one’s hands through manipulation or resources, such as writing, drawing, building a model, or conducting a lab experiment” (Kinsella, 1995, p. 172). Wong (2015) elaborates that the kinesthetic learners would rather prefer physical involvement in learning through body and the sense of touch; a hands-on approach is their favorite approach as they are actively exploring the world around them. They will get easily distracted if they just sit still for a long period of time. Moreover, they would prefer frequent breaks (Oxford, 2001) as well as experiential learning, laboratories, and field trips.

LLSs and Learners’ Development:

Investigating LLSs has gained huge interest over the years, especially when a vast body of research indicated that there is a solid relationship between matching learning styles to teaching styles and academic progress. Researchers such as Ellis, (1989); Dunn et al., (1995); Dunn & Griggs (1996); and Hall & Moseley, (2005) assert that identifying and matching learning and teaching styles is a “factor in the success of post-secondary students”. Moreover, researchers emphasize that “success and failure in higher education are influenced by the match between how the material is presented and how students process it”.

Assessment:

Instrumentation of assessing learning styles has always been controversial and debatable. Different researchers, as discussed previously, have various categorizations including different sub-categories for learning styles. Consequently, different assessment tools and instruments are called for. Kinsella (1995); Keefe

(1987); Sims & Sims (1995); Reid (1987) as well as Cassidy (2004) assert that instruments that are chosen to measure LSSs diverge from one researcher to another. Another issue is concerned with instruments' reliability and content validity. Questionnaires used for the sake of identifying LLSs are criticized as subjective and unreliable. Nevertheless, they are definitely valuable. Validity and reliability have been the concern of many researchers. DeCapua and Wintergerst (2005) state that even if pencil-and-paper instruments are subjected to questioning their validity, "the constructs do explain certain differences between individuals and how they learn". Moreover, many of these instruments have been widely used as they show high reliability and have become a norm for non-native speakers.

Procedure:

As the current study tries to get insights into the preferred LLSs of Iraqi EFL learners, a sample of fourth-year students in the departments of English in two Iraqi Universities has randomly responded. The first one is at University of Mosul, College of Education for Humanities, while the second is at College of Education for Humanities (Ibn Rushd), University of Baghdad. The total sample respondents' number is 158 students; 89 out of 150 at University of Baghdad; 69 out of 232 at University of Mosul. The Learning Style Inventory (Appendix 1), which is based on the VAK model, has been designed as a Google form and the link is sent to both groups online.

The questionnaire is slightly modified as additional items that have been added to assess learners' knowledge and awareness of LLSs as one of the study's questions. With the cooperation of Asst. Prof. Huda A. Hattab at University of Baghdad, a brief online meeting using google meet has been conducted to explain

the purpose and instructions of the questionnaire and to check if any of the respondents have an inquiry.

The instructions were made as clear as possible to avoid any confusion or ambiguity as follows:

“To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below. The item survey is not timed. Respond to each statement as honestly as you can.”

Results and Discussion:

The data is collected, as stated above, using The Learning Style Inventory with some additions to check for learners' knowledge and awareness of LLSs. Results are to be discussed respectively as the questions of the study are ordered. The descriptive statistics is adopted in form of percentages for both groups as follows:

University of Mosul Group:

The following is the discussion of the data collected and discussion of the results for the respondents from University of Mosul.

Question one: Are students aware of the concept of LLSs?

To answer the first question referring to learners' awareness and knowledge of LLSs, four questions are added at the beginning of the Learning Style Inventory (see Appendix 1).

- Can you define what is meant by “learning styles”?

Basic knowledge of any concept requires the ability to provide at least a simple definition. Students may acquire such knowledge

on their own through extra-curricular readings. Out of 67 respondents at University of Mosul, only 3% claim that they can provide a definition of LLSs. Anyhow, I couldn't pass judgment on students' knowledge and awareness.



- Have you ever been introduced to the concept of "learning styles"?

To my own knowledge, LLSs are not integrated into any curriculum in the department. Apart from some basic introduction to language learning strategies and styles I usually include in Methods of teaching English as a foreign language to third-year students, no reference is made to it. LLSs are not taken into consideration only in MA courses in the department. The answer to the above question was not surprising. Only one student thought such an introduction is made. The figure below shows the percentage (2%).



- Have you any idea of the various types or taxonomy of learning styles?

The answer to this question is no exception either. Only this time

there is a 100% of the students who have No as an answer as shown in the Figure below.



- In learning English as a foreign language, are you following a specific learning style?

At University of Mosul, the questionnaire is conducted under my own supervision. It is noticed that students got restless and started asking questions. One of the questions attracted my attention. A female student asked and I quote “Excuse me Doctor, but how would I know if I am following a certain Learning style?”. I again assured the students that this is only for research purposes. It has nothing to do with their grading and, therefore, they don’t have to worry about saying No. Students’ remarks stated that they just *don’t know*. So again, the No is unanimous as shown in the figure below.



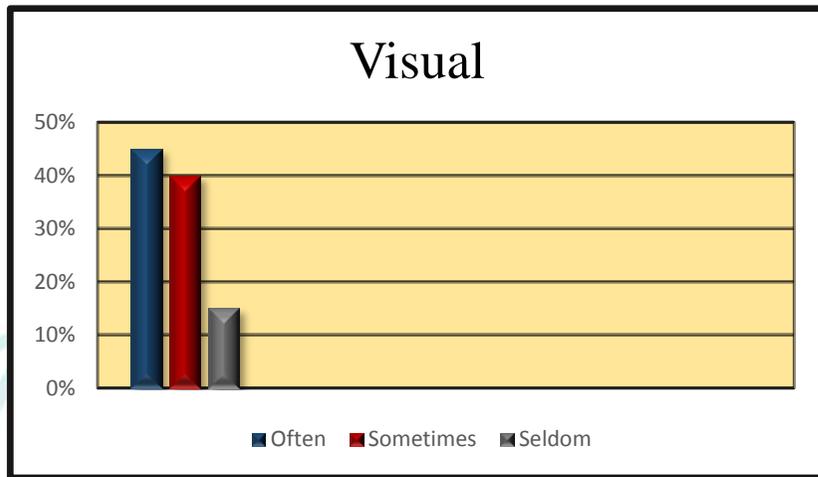
The figures and percentages above show a serious lack of knowledge and awareness of the concept of LLSs and their taxonomies. Moreover, the results prove that no reference is made to LLSs within the lectures leaving aside the integration LLSs as a topic in any curriculum.

Question two: What are the kinds of LLSs they employed in their learning?

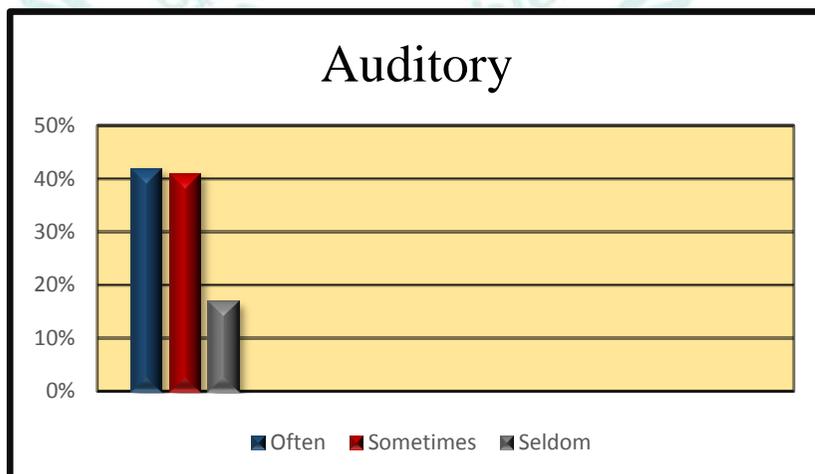
Question three: What are their preferred styles?

As the two questions are closely related, I prefer to discuss both of them at the same time with reference to the data obtained from questionnaires. The questionnaire includes 24 items; every 8 items are intended to assess for one category of LLSs. Items number 2, 3, 7, 10, 14, 16, 19, and 22 are related to the Visual Learning Style. Items number 1, 5, 8, 11, 13, 18, 21, and 24 are related to the Auditory Learning Style. Finally, items number 4, 6, 9, 12, 15, 17, 20, and 23 are related to the Kinesthetic Learning Style. The items are randomized so that students cannot sense a pattern in the order of the questionnaire. The data is collected

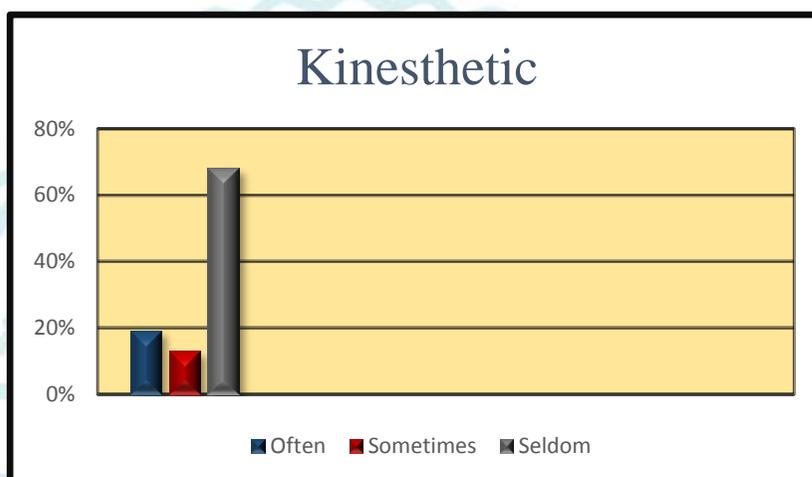
accordingly and grouped under each category as shown in the figure below:



The above figure represents the percentages of students' responses to the items that are meant to assess for the application of the Visual Learning style. As the responses are limited to three options, the results show that 45% of the respondents OFTEN use the Visual Learning Style while 40% use it SOMETIMES. Only 15% state that they SELDOM use the Visual Learning Style.



The above figure represents the percentages of students' responses to the items that are meant to assess for the application of the Auditory Learning style. The results show that 42% of the respondents OFTEN use the Auditory Learning Style while 41% use it SOMETIMES. And finally, 7% claim that they SELDOM use the Auditory Learning Style.



The above figure represents the percentages of students' responses to the items that are meant to assess for the application of the Kinesthetic Learning style. The results show that 19% of the respondents OFTEN use the Auditory Learning Style while 13% use it SOMETIMES. And finally, 68 % claim that they SELDOM use the Kinesthetic Learning Style.

According to all of the above, the results show that all three LLSs are used by students in Department of English at University of Mosul, which provide the answer to question number 2. Moreover, the results indicate that both the Visual and Auditory styles are preferred by those students.

University of Baghdad Group:

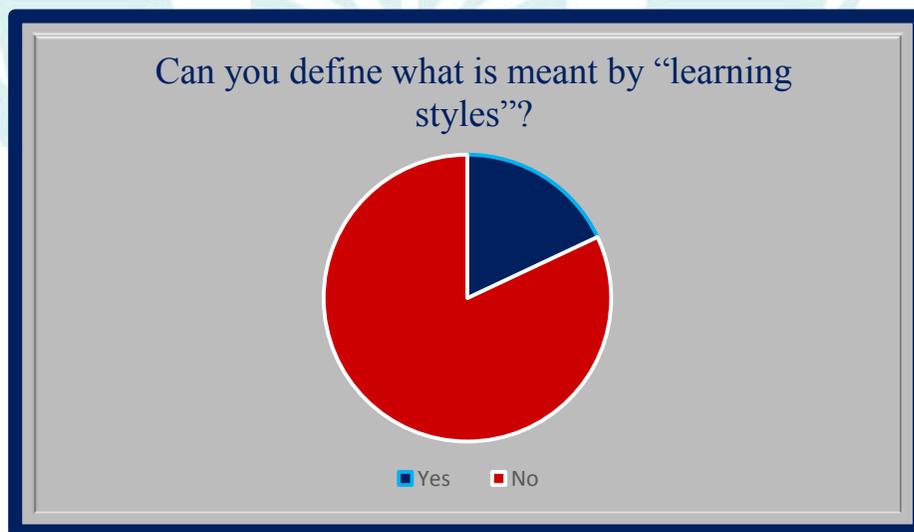
The following is the discussion of the data collected and discussion of the results for the respondents from the University of Baghdad. It is worth mentioning that the respondents at the University of Baghdad are more willing to participate as they are 89 out of 150 fourth-year students.

Question one: Are students aware of the concept of LLSs?

Again, the four questions that are meant to assess students' awareness and knowledge are to be discussed respectively as follows:

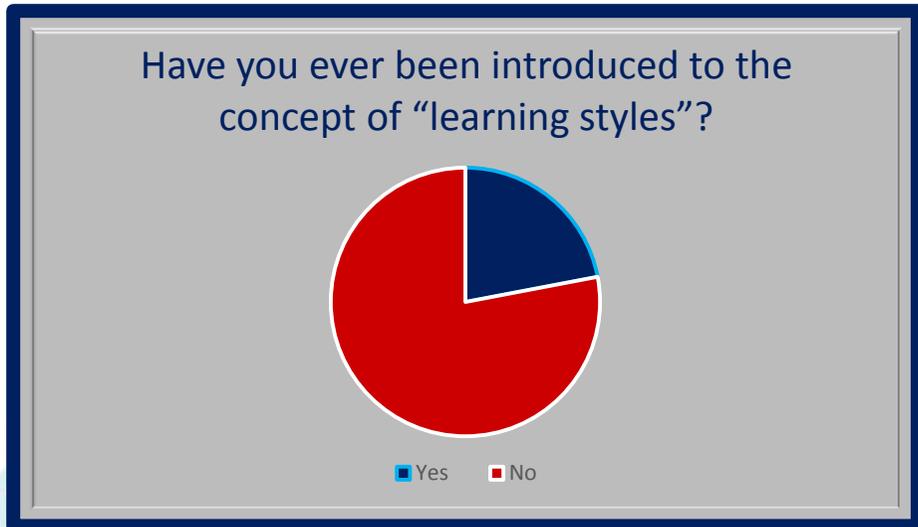
- Can you define what is meant by “learning styles”?

Out of 150 respondents at the University of Mosul, only 18% claim that they can provide a definition of LLSs as shown in the figure below.



- Have you ever been introduced to the concept of “learning styles”?

22% of the respondents at University of Baghdad claim that they have been introduced to the concept of LSs as shown in the figure below.



Have you any idea of the various types or taxonomy of learning styles?

The answer to this question is not that different from University of Mosul. Three students claim that they have an idea about how LSs are categorized. The figure below shows the percentages.



- In learning English as a foreign language, are you following a specific learning style?

11% of the respondents claim that they are following certain learning styles as they are learning English as a foreign language at University of Baghdad. The figure below shows the percentages.

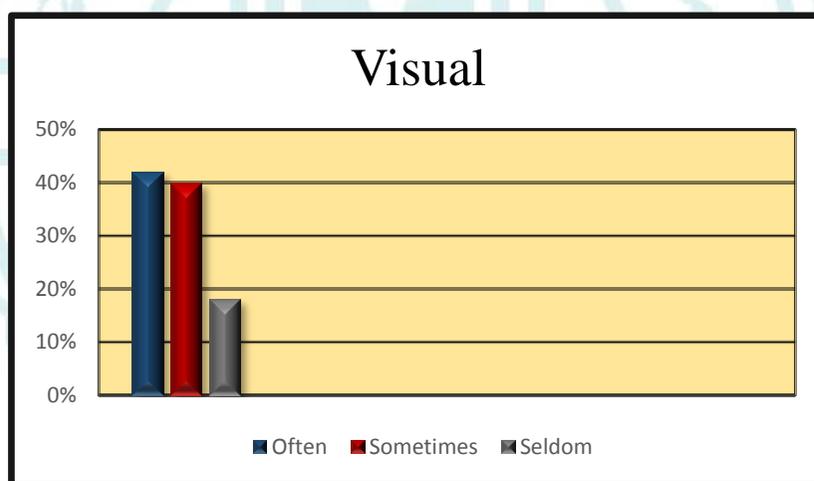


The figures and percentages above show a lack of knowledge and awareness of the concept of LLSs and their taxonomies. However, there is an indication that some reference might have taken place to the concept.

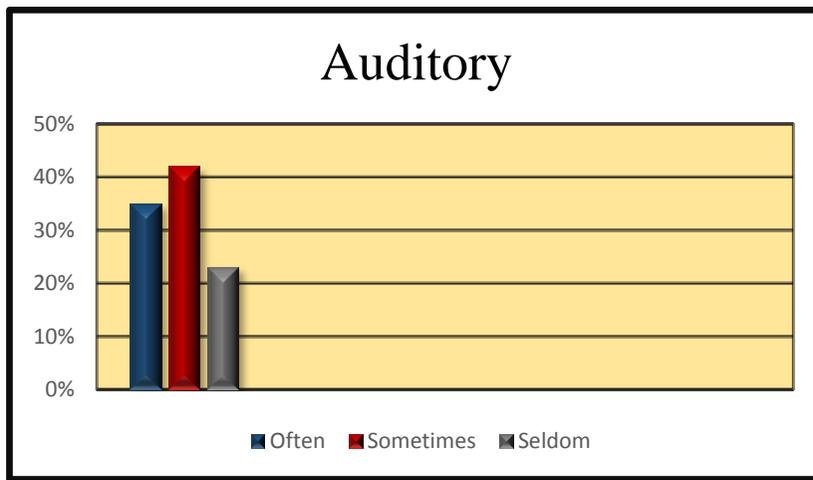
Question two: What are the kinds of LLSs they employed in their learning?

Question three: What are their preferred styles?

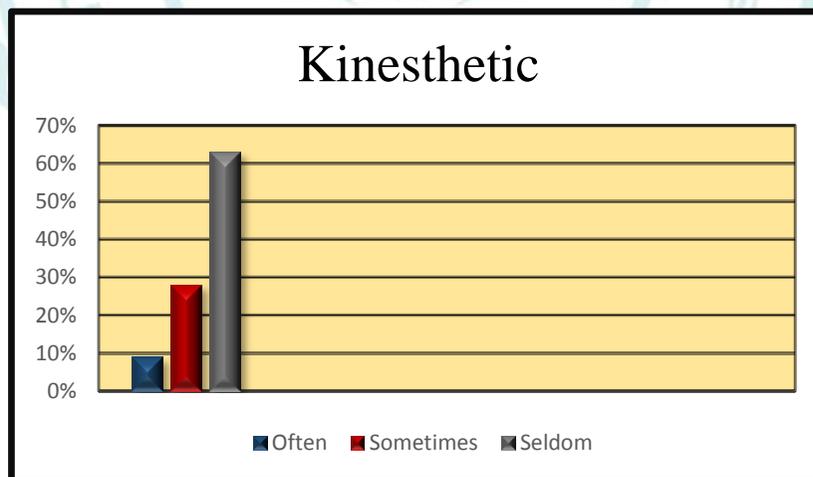
Again, it is preferred to discuss both of the above questions at the same time with reference to the data obtained from questionnaires. The data is collected according to the categories of VAK and grouped under each category as shown in the figure below:



The above figure represents the percentages of students' responses to the items that are meant to assess for the application of the Visual Learning style. The results show that 42% of the respondents OFTEN use the Visual Learning Style while 40% use it SOMETIMES. Only 18% state that they SELDOM use the Visual Learning Style.



As for Auditory Learning Style, the above figure represents the percentages of students' responses to the items that are meant to assess for its application. The results show that 35% of the respondents OFTEN use the Auditory Learning Style while 42% use it SOMETIMES. And finally, 23% claim that they SELDOM use the Auditory Learning Style.



The above figure represents the percentages of students' responses to the items that are meant to assess for the application

of the Kinesthetic Learning style. The results show that 9% of the respondents OFTEN use the Auditory Learning Style while 22% use it SOMETIMES. And finally, 69 % claim that they SELDOME use the Kinesthetic Learning Style.

The results show that all three LLSs are used by students in Department of English at University of Baghdad, which provide an answer to question number 2. Moreover, the results indicate that both the Visual and Auditory styles are more preferred by this group of students.

Conclusions and General Remarks:

The results discussed so far have some serious indications. The following conclusions are drawn on the basis of the previous analysis. In general, for both groups, it is concluded that all three learning styles are employed in students' learning of English as a foreign language with some various variations in rate of course. As stated earlier, learners may develop the ability to switch from one learning style to another according to the environment or the nature of the task. Accordingly, it is noticed that learners in both groups prefer both the Visual and Auditory Learning Styles.

The percentages in Mosul group show that 42% apply the Visual LS and 40% apply the Auditory LS. Almost the same percentages are true for Baghdad group; 45%, 42, respectively. The Kinesthetic LS has the least percentages of students' responses; 63%, 68% of the students state [of both groups] that they SELDOME use Kinesthetic techniques in their learning. Another crucial conclusion which, to my opinion, has grave indications is the serious lack of knowledge and awareness, taxonomy, and application of LLSs. The results state that both groups do not have the slightest idea about LLSs in terms of definition, taxonomy, and application. Students must be aware of

the LLSs they are employing in order to enhance the process of learning English as a foreign language.

The importance of LLSs has been established earlier. A huge body of research supports the significance of identifying and recognizing learners' LLSs. Therefore, the above results should have grave implications for teachers and learners alike. Teachers should make use of the results of the current study in both universities. The identification of the styles preferred by the students should be taken into consideration when planning for the various teaching and learning activities.

A mismatch between teaching and learning styles would hinder the process of learning English within these departments. Moreover, teachers should encourage students to improve their learning by applying the suitable techniques within their preferred style. Students must be aware of the LLSs they preferred as part of their taking responsibility for their own learning and participate more effectively in the learning process. Such an involvement on the part of the learners is one of the major principles of Learner-oriented approaches to language teaching and learning.

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Appendix 1 (The Learning Style Inventory)

N	Item	often	sometimes	seldom
	Can you define what is meant by "learning styles"?			
	Have you ever been introduced to the concept of "learning styles"?			
	Have you any idea of the various types or taxonomy of learning styles?			
	In learning English as a foreign language, are you following a specific learning style?			
1	I can remember best about a subject by listening to a lecture that includes information, explanations, and discussions.			
2	I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			

3	I like to write things down or to take notes for visual review.			
4	I prefer to use posters, models, or actual practice and other activities in class.			
5	I require explanations of diagrams, graphs, or visual directions.			
6	I enjoy working with my hands or making things.			
7	I am skillful with and enjoy developing and making graphs and charts.			
8	I can tell if sounds match when presented with pairs of sounds.			
9	I can remember best by writing things down.			
10	I can easily understand and follow directions on a map.			
11	I do best in academic subjects by listening to lectures and tapes.			
12	I play with coins or keys in my pocket.			
13	I learn to spell better by repeating words out loud than by writing the words on paper.			
14	I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.			
15	I chew gum, smoke or snack while studying.			
16	I think the best way to remember something is to picture it in your head.			
17	I learn the spelling of words by “finger spelling” them.			

18	I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19	I am good at working and solving jigsaw puzzles and mazes.			
20	I grip objects in my hands during learning periods.			
21	I prefer listening to the news on the radio rather than reading the paper.			
22	I prefer obtaining information about an interesting subject by reading about it.			
23	I feel very comfortable touching others, hugging, handshaking, etc.			
24	I follow oral directions better than written ones.			