

**NEAR EAST UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**LEARNING STYLE PREFERENCES AMONG UNDERGRADUATE STUDENTS: THE  
CASE OF A PRIVATE UNIVERSITY IN KURDISTAN REGION OF IRAQ**

**MASTER THESIS**

**TAHA AHMED MOHAMMED**

**Nicosia**

**2018**

**NEAR EAST UNIVERSITY**

**Graduate School of Educational Sciences**

**Department of English Language Teaching**

**Learning Style Preferences among Undergraduate Students: The Case of a private  
University in Kurdistan Region of Iraq**

**Master Thesis**

**Taha Ahmed Mohammed**

**Supervisors: Assoc. Prof. Dr. Mustafa Kurt**

**Asst. Prof. Dr. Doina Popescu**

**Nicosia**

**2018**

Approval of the Graduate School of Educational Sciences

---

Assoc. Prof. Dr. Fahriye Altnay Gazi  
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

---

Assoc. Prof. Dr. Mustafa Kurt  
Head of Department

This is to certify that we have read this thesis submitted by TAHA AHMED MOHAMMED titled “LEARNING STYLE PREFERENCES AMONG UNDERGRADUATE STUDENTS: THE CASE OF A PRIVATE UNIVERSITY IN KURDISTAN REGION OF IRAQ” and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

---

Assoc. Prof. Dr. Mustafa Kurt

Supervisor

---

Asst. Prof. Dr. Doina Popescu

Supervisor

Examining Committee Members

Assoc. Prof. Dr. Çise Çavuşoğlu \_\_\_\_\_

Asst. Prof. Dr. Thana Hmidani \_\_\_\_\_

Asst. Prof. Dr. Doina Popescu \_\_\_\_\_

**DECLARATION**

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Name, last name: Taha Ahmed Mohammed

Signature:.....

## ACKNOWLEDGMENTS

I sincerely thank Assoc. Prof. Dr. Mustafa Kurt and Asst. Prof. Dr. Doina Popescu for their invaluable support to finalize the thesis. I am grateful and honoured to be among the privileged to work with Assoc. Prof. Dr. Mustafa Kurt and Dr. Doina Popescu.

Secondly, I am grateful to all my instructors at the Near East University for motivating me and encouraging me throughout my Masters programme. I appreciate them for their time, patience, consistent help and inspiration throughout my studies. It would not have been possible to complete my research on time without their consistent support and efforts.

I would like to thank the staff and students of Cihan University, Northern Iraq for cooperating in data collection. Without their participation, I would not have been able to conduct my research.

Lastly, I would like to express my deep gratitude to my family whom always believe in me. I am grateful for their trust and their support throughout my life. I would like to thank my wife for being a strong support throughout my career and for bearing with me when I came to study in North Cyprus.

## **ABSTRACT**

The purpose of this study is to investigate the preferred learning styles of the Kurdish undergraduate students at Cihan University, Northern Iraq. The study is descriptive and uses quantitative research design to achieve the main goal of the study. A questionnaire for learning style that was designed by Cohen, Oxford, and Chi (2009) was used to collect data. It was distributed to 100 purposively selected participants from the English Department and their responses were analysed using SPSS. The results of the study suggested that the participants preferred random intuitive but particular, and closure-oriented learning styles the most and they preferred extroverted, open, and concrete-sequential learning styles the least. It is suggested that the lecturers at the university level should consider these preferences when determining the learning outcomes and methods of teaching in order to promote higher academic performance among these learners.

**Keywords:** learning styles, preferences, undergraduate students, Kurdish students

## ÖZ

Bu araştırmanın amacı, Kuzey Irak'taki Cihan Üniversitesi'ndeki Kürt lisans öğrencilerinin tercih ettikleri öğrenme stillerini araştırmaktır. Çalışma tanımlayıcıdır ve çalışmanın temel amacına ulaşmak için nicel araştırma tasarımı kullanmaktadır. Veri toplamada Cohen, Oxford ve Chi (2009) tarafından tasarlanan öğrenme stili anketi kullanılmıştır. İngilizce Bölümünden 100 adet seçilmiş katılımcıya dağıtılmış ve cevapları SPSS kullanılarak analiz edilmiştir. Çalışmanın sonuçları, katılımcıların en çok rastgele, sezgisel fakat özel ve kapanış yönelimli öğrenme stillerini tercih ettiklerini ve dışadönük, açık ve somut sıralı öğrenme stillerini tercih ettiklerini ortaya koymuştur. Üniversite seviyesindeki öğretim elemanlarının, bu öğrenciler arasında daha yüksek akademik performansı teşvik etmek amacıyla öğrenme çıktıları ve öğretim yöntemlerini belirlerken bu tercihleri dikkate almaları önerilmektedir.

Anahtar Sözcükler: öğrenme stilleri, tercihler, lisans öğrencileri, Kürt öğrenciler

## TABLE OF CONTENTS

APPROVAL OF THE THESIS.....	2
DECLARATION.....	3
ACKNOWLEDGMENTS.....	4
ABSTRACT.....	5
ÖZ.....	6
TABLE OF CONTENTS.....	7
LIST OF TABLES.....	9
LIST OF APPENDICES.....	9
ABBREVIATIONS.....	10
CHAPTER I.....	11
Background of the Study.....	11
Statement of Problem.....	14
The aim of the Study.....	14
Research Questions.....	14
The Significance of the Study.....	15
Limitations.....	15
CHAPTER II.....	16
LITERATURE REVIEW.....	16
The Language Learning Styles.....	17
Comparing Different Styles of Learning and Teaching Attributes.....	22
The significance of Language Learning Styles on English Learner.....	24
Impact of Learning Styles upon Learners.....	25
Learning Styles for Writing, Reading, Listening, and Speaking Skills.....	26
Gender, Age, and Motivation Impact on Language Learning Styles.....	29
Challenges with Learning Styles.....	32
CHAPTER III.....	35
METHODOLOGY.....	35



Research Design .....	35
Population and Sample .....	36
Material.....	36
Reliability and Validity .....	38
Reliability test.....	38
Data Collection Procedure.....	39
Data Analysis.....	40
CHAPTER IV.....	41
FINDINGS AND DISCUSSIONS .....	41
Overall Learning Styles among the Learners .....	42
The most and least preferred language learning styles of the students .....	45
CHAPTER V .....	48
CONCLUSIONS AND RECOMMENDATIONS.....	48
Summary of the Study.....	48
Implications .....	49
Recommendations for Future Research.....	51
REFERENCES .....	52
APPENDIXES.....	60
APPENDIX A .....	60
Approval letter by the Faculty of Educational Science, Cihan University.....	60
APPENDIX B.....	61
Approval Letter from Near East University .....	61
APPENDIX C.....	62
Learning Style Survey Questionnaire.....	62
APPENDIX D .....	68
Similarity Report .....	68

### **LIST OF TABLES**

Table 1: Reliability Test.....	38
Table 2: Overall Learning Styles of the Kurdish Undergraduate Students of English.....	42
Table 3: Most preferred language learning styles of the students.....	45
Table 4: least preferred language learning styles of the students.....	45

### **LIST OF APPENDIXES**

APPENDIX A Approval letter by Faculty of Education, Cihan University.....	60
APPENDIX B Ethical Approval letter by Near East University.....	61
APPENDIX C Learning Style Questionnaire .....	62
APPENDIX D Similarity Report.....	68

**ABBREVIATIONS**

<b>ELT</b>	<b>:</b>	<b>English language teaching</b>
<b>ELL</b>	<b>:</b>	<b>English language and literature</b>
<b>ESL</b>	<b>:</b>	<b>English second language</b>
<b>EFL</b>	<b>:</b>	<b>English foreign language</b>
<b>SLL</b>	<b>:</b>	<b>Second language learning</b>
<b>L2</b>	<b>:</b>	<b>Second Language</b>
<b>LLSs</b>	<b>:</b>	<b>Language learning strategies</b>
<b>PLS</b>	<b>:</b>	<b>Perceptual Learning Style</b>
<b>SPSS</b>	<b>:</b>	<b>Statistical package for the social science</b>

## CHAPTER I

### **Background of the Study**

With the growing need for both businesses and individuals to expand their international horizons, it becomes imperative that one has to be equipped with capabilities in conversing using a certain foreign language. A language is probably the most difficult set of skills a person could ever struggle to learn. There is no easy way to master a language, particularly a language which is not our first language (Tale, 2016). This scenario can be seen especially in countries where English is learned as a second or foreign language. The language learning styles in general effect the learning ability and the achievement of the learners (Khamkhien, 2000). The second language (L2) learners often find it hard to remember a huge range of vocabulary and grammar, which gives them a tough time. It is very important for the English foreign language (EFL) teacher to recognize and adapt the strategies that suit best to the student's learning styles. The issue with EFL classrooms is that all the learners are taught in most of the EFL classrooms; the individual learning styles of the learners are rarely recognized for the maximum outcomes and for high achievement. Therefore, emphasizing the language learning styles of the learners can bring about significant changes globally (Alqunayeer & Zamir, 2015). The study conducted by Tuan (2011) among the English language learners revealed that the learning styles impact the achievement and the learning ability of the EFL learners significantly. In addition, the learning

styles that could earn them higher grades and also enable them to learn a language more easily and more quickly were also examined (Tuan, 2011).

In the process of learning the language, there are many variables that determine the success of a language learner. Language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles (Shabani, 2012). In a class made up of various learning styles, it is always necessary for the teachers, particularly the language teachers, to identify, respect and work on the diversity among the learners (Peacock, 2001). Learning styles are either habitual or they are naturally shaping the student's ability to adapt to and to learn a language. These styles impact the learning of the L2 as far as age is concerned. Therefore, keeping all these diversities in mind the EFL classrooms are expected to integrate all these differences and this would make a difference (Peacock, 2001).

English language learning styles have greatly evolved and numerous styles are being incorporated into the learning process. The introduction of technology, which is strongly believed to contribute to the effectiveness of learning styles, is one of them. Meanwhile, Kurdistan Regional Government of Iraq witnessed a huge increase in the number of students who are enrolling for English language studies. This is driven by a lot of factors that include the demanding professional roles, the need to travel, and so on in academic writing. With such an increase in demand for English language learning facilities, implications also hinge on the effectiveness of those styles in delivering the necessary materials in an efficient manner. In order to be a successful language learner, one must strive and search for new experiences and

challenges, to develop a feeling of the language and to find opportunities for constant practice (Galea, Arumugam, & Mello, 2012).

In addition, factors like gender, proficiency, IQ level and personal motivation for learning also impact the outcome and the achievement of the EFL learners (Zeynali, 2012). Therefore, the teaching skills focusing on these attributes can bring about high performance among the EFL learners (Muniandy & Shuib, 2016).

Similarly, a study conducted among the Tujia EFL learners revealed that the learning styles impact the learning outcomes among the EFL students so much so that this can also help and enable them to decide upon the course preferences and making the choices for the field of study that best suits them (Liu, 2012). The learning styles like visual, auditory and kinesthetic are most popular among the EFL learners. Furthermore, including the preferred learning styles can improve academic performance of the learners (Tale, 2016).

In addition, a study conducted among the EFL learners in Bangladesh outlined that the learning preferences and the learning styles are often hidden or not recognized by even the learners themselves. The study conducted included questionnaires that focused on identifying the learning styles of the EFL learners and later the EFL learners were informed and they recognized the similar styles that were most suitable for them to learn a foreign language (Khanum, 2014). There is a relation between the learning styles and the learning strategies that the English learners adopt for learning a language (Nosratinia, Mojri, & Sarabchian, 2014).

### **Statement of Problem**

During my personal experience as a graduate student in North Cyprus, I noticed that students from Northern Iraq had problems in speaking and understanding English for their classes. They were hesitant to speak in the class and were not able to perform well academically because of their weak English skills. As Wilkinson, Boohan, & Stevenson (2014) argue, learning styles can affect the academic performance of the learner and hence, if they are ignored, this may be one of the reasons for the low performance of the Kurdish students in English language classrooms. However, first, the preferred learning styles of the students should be determined before any suggestions can be made regarding teaching practices.

### **The aim of the Study**

The study aimed at identifying the most and least preferred learning styles of the Kurdish undergraduate students of English as they face a lot of problems when they pursue their studies. The study focused on the language learning styles that enable the Kurdish EFL learners to improve and enhance their language by focusing on the most preferred learning styles.

### **Research Questions**

This study seeks to provide answers to the following research questions:

1. What are the most preferred language learning styles of the Kurdish undergraduate students of English?
2. What are the least preferred language learning styles of the Kurdish undergraduate students of English?

### **The significance of the Study**

The study is of great importance because the Kurdish students can identify their preferred learning styles that can help these students of English to learn second language easily and retain their skills in the English language.

### **Limitations**

The study was conducted only among the 3<sup>rd</sup> and 4<sup>th</sup> year Kurdish students studying English at a private University, Northern Iraq. Thus, the results cannot be generalized to the students other than those in this particular department of English or to those in other universities. In addition, this study employed a questionnaire prepared by academics in other contexts and therefore the results only reflect the preferences of the students limited by the items in the questionnaire.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter outlines and reviews the existing literature to analyse the research gap. The chapter presented the existing work done on the learning styles and their impact on the learners. Learning English as a foreign language is one of the most fundamental needs of the modern societies. English as a foreign language is spoken every corner of the world and it is almost impossible to escape from it whether it is in academics or business. Learning a foreign language involves many tools and tricks that need special consideration in order to hold a better grip over a foreign language. English language knowledge is a need not only for the students pursuing higher education abroad but also to pursue a good career in the competitive modern world. Therefore, it is important for the individuals to learn and adopt English as a foreign language to excel in their careers and sustain their position in the competition. The L2 needs certain techniques when learning so that the reading, writing, listening, and speaking could not be a problem. The language learning styles are different for different learners and to adapt to more effectively and quickly is the art of learning. Language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles. In a class made up of various learning styles, it is always necessary for the teachers, particularly the language teachers to identify, respect and work on the diversity of the learners' differences (Alqunayeer & Zamir, *Identifying Learning Styles in EFL Classroom*, 2015).

### **The Language Learning Styles**

There are many different language learning styles that are different for different learners. The learners of the second language (L2) are culturally diverse and therefore share diverse styles. Each individual has certain learning styles and this style significantly affects the learners of the foreign language. The learning of a L2 may overcome challenges and undoubtedly the learners learn lessons from these challenges that could be avoided by beginners of English foreign language (EFL). Learning styles are either those favoured by learners or are popular among the pupils that make it easy for them to learn a particular thing (Oxford, 2003). The learning styles are also referred to as the intrinsic qualities of the learners that they utilize while learning something new. Similarly, this intrinsic style helps them to understand and learn a new language or new information and enable them to remember what they learnt for a longer time (Reid, 1998).

The language learning styles are associated with personal motivations for learning and adapting to the language and their skills and intellectual abilities in understanding and memorizing the words and vocabulary. The language learning styles are based on personal reasoning, are effective and determined by psychological traits (Ghaedi & Jam, 2014). Interpreting the words, meanings and the overall understanding of a learner about the language is also important (Ghaedi & Jam, 2014). However, the classroom environment and other factors such as self-efficacy and social circumstances also affect the learning styles of the English language learner (ELL) (Pintrich & Schunk, 1996).

By comparison, the teaching styles and attributes of the FL teachers also impact the learning styles of the students. The teaching characteristics significantly impact the motivations

of the English language learners. The teaching materials, types of assessment and the group and individual work activities impact the learning styles of the L2 learners. The teaching attributes impact the learning styles of the learners and determine their success and failure in learning a language (Richards & Rodgers, 2001). The learning styles also impact the teaching styles of the teachers and significantly impact the achievement of the students (Gilakjani, 2012).

The learning styles are different for different individuals and the mode of instruction in the English classrooms is dependent on these learning styles for effective learning. The efficient learning requires the respect for individual learning styles. The mode of instruction that is best matched to the learning styles of the individuals for high achievement among the students. The learning styles are very influential in learning any language (Liu, Hu, & Gan, 2013).

In addition, it is also essential to assess and analyse the learning styles of the students sitting in a diversified class and check for their preferred style before the beginning of the course for maximum output. It will not only help in analysing the learning styles of the students that can be incorporated into teaching strategies by the teacher but also it will help the students to get familiar with the convenient way to learn the language (Becker, 1998). The learning style with the effective learning environment helps significantly to achieve high scores among the students (Becker, 1998). The general approach to learning a language and the strategy to particular behaviour are very important for the high achievement of the EFL learners (Oxford, 2003).

Visual, Auditory and tactile learners prefer communicative style of language learning. The teachings styles incorporated by keeping in mind these learning styles are aimed at high achievement among the EFL learners (Littlewood, 2013).

Global learners prefer interactions, conversations and sharing their ideas without hesitating or being shy if they are going to make language mistakes or not (Tabalan, 2015).

Particular learners prefer more details and like to learn by focusing on specific details and they tend to remember this information by understanding it (Pashler, McDaniel, Rohrer & Bjork, 2009).

Field-dependent learners prefer dealing with information in a more holistic way and often find it difficult to separate abstract material. They can learn best in the presence of distractions (Singh, 2017).

Field-independent learners prefer to learn by separating abstract from the given context. They are opposite to the field-dependent learners and find it difficult to deal with the information holistically (Singh, 2017).

Analytical learners prefer to learn by using and reading books and newspapers and solve problems alone. The learner learns through the systematic and investigative way by exploring the words, meanings, contexts and other features that are significant in learning a language.

Synthesizing learners prefer to summarize the material and understand the meaning in-depth. They prefer synthesizing information to get the better idea (Obralic & Akbarov, 2012).

Impulsive learners prefer quick in acting or speaking, without thinking too much but they can also be taking long to think before taking any action or speaking (Spring-Keller, 2008).

Reflective learners prefer learners prefer to learn through teacher's explanation, taking notes, studying rules of language and adapting new words by observing them. The authority-oriented learner prefers it to learn the language by actually understanding it and focusing on it through observation (Spring-Keller, 2008).

Sharpeners and Levelers learners prefer to focus more on observing differences and separate memories of prior experiences. They can easily recall the previous material as stored in the memory of their brain. They tend to reduce the differences and focus on similarities (Irawan, 2015).

Metaphoric/Literal learners prefer to make the material more comprehensible by applying extended metaphor. For example: visualizing the grammar system of a language to learn effectively. They prefer literal explanation of the concepts and enjoy working on language material (Littlemore, 2001).

Random-intuitive learners are more future-oriented and focus on what can be rather than what is. The learners are more focused on speculating the possibilities by the step by step instructions (Cohen, Oxford, & Chi, 2009).

Concrete-sequential learners prefer to learn through games, pictures, film, and video, using cassettes, talking to others, and using English everywhere. The visuals and animations with videos are very meaningful for such learners, as they prefer it over verbal teaching. By this way, they learn more quickly and easily (Wong & Nunan, 2011).

In addition, there are different learning styles discussed below that could definitely impact the learner achievement and may affect the success and failure of the English Language Learning (ELL) (Srijongjai, 2011).

Visual learning style: learner prefers to learn by watching. The visual learning style is more popular among the English foreign language and English second language English learners. The incorporation of videos, pictures, animations, and multimedia can help the visual learners to remember and recognize the words and meanings that they can use when using an SL.

Auditory learning style: learner prefers to learn by listening. The auditory learning style is another most common style of language learning. The English foreign language and English second language (English) learners are more towards adapting to the audio learning techniques as observed. The aural learning style includes the recordings, multimedia, and audios that help the learners to memorize the L2 and help them recall the vocabulary when dealing in or with L2.

Analytic learning style: learner prefers to learn by using numbers, theories, and logic. The logical learning style incorporates more of facts and figures with numbers to bring about logic for anything that is studied. This helps the English learners to be able to grasp an FL more quickly and more easily. The EFL learners in this way can remember the language for a longer time.

Extroverted learning style: learner prefers to learn with other people and colleagues. The group learning is also an example of social learning style. The people when sitting in a group and discussing something are more likely to remember it than the one studying in a room alone. Learning through discussion is quite popular in the modern societies and the modern classrooms.

Learning through discussion is also helpful when the dealing with huge and diverse English classrooms.

Introverted learning style: learner prefers to learn alone. This type of learning style may be an issue for the learners in the huge classrooms. The solitary learners prefer to learn alone and avoid group activities. Therefore, this learning style may impact the performance of the English learner (Srijongjai, 2011).

### **Comparing Different Styles of Learning and Teaching Attributes**

The learners have individual learning ability and personal motivation for learning a foreign language and each learner has one of these unique styles of learning L2. Therefore, for some learners, visual learning styles are more compatible and make it easy for them to recognize and remember words. For some it is more convenient to learn by audio and for some learners, it is easier to learn by facts and figures (Srijongjai, 2011). Some ELLs find group learning more suitable but some learners learn quickly when they are alone (Srijongjai, 2011). Therefore, keeping these diversified conditions in mind, the teaching attributes require more of interpersonal skills to recognize the ability and style of each learner to attain high achievement in L2 learning (Gebhard, 2006). In such a case, learner autonomy gives the ELLs an advantage of learning by their respective styles and sustains high achievement and a strong grip on the foreign language (Gebhard, 2006).

The role of technology in this respect is prominent in enhancing the learner autonomy and it complements the learning styles of the EFL learners (Louis, 2006). The use of technology like mobile applications, animated videos with visual and audio tools to enhance the learning and increase the ability of the learners to adapt to new words and meanings can assist in improving the language skills not just for writing or reading but also for the more confident use of these words while speaking. It can also enhance the listening and understanding skills of the learners. The more familiar words are caught by the learner more quickly and make it easy for the ELLs to develop skills in the EFL (Louis, 2006). A study also highlighted the achievement of Egyptian EFL students and their learning styles enhanced by the web-based material (Aliweh, 2011). The research illustrated the positive relationship between learning styles and satisfaction of the EFL students with the web-based material that involves the modern technological tools for the interpretation and understanding of English as a foreign language (Aliweh, 2011).

In comparison, the individual attributes and the learning styles of the EFL and ESL learners; the group learning among the Iranian EFL students outlined that the extrovert learning behaviours are more popular among the non-academic learners. The intuitive and the judging learning styles have also been popular among the Iranian students. Therefore, learners that incorporate socialized classrooms, visuals and analytical learning styles are more successful in learning a language than others (Shabani, 2012). Keeping in mind the difference in learning styles, the teaching strategies accordingly compensate for high achievement among the non-academic ENGLISH learners (Pei-Shi, 2012). The study conducted to examine the relationship between teaching strategies inspired by the learning styles outlined a positive relationship between the two (Pei-Shi, 2012). The learning style impacts the achievement and the study



outlined that giving the learner autonomy can enhance the achievement among the EFL learners. The more the learner is independent the high will be the achievement (Pei-Shi, 2012).

### **The significance of Language Learning Styles on English Learners**

English has become the language of academics. The English language is an international language which is spoken in almost all modern societies. For international students, it has become really significant to acquire English language skills in order to compete for international degrees. The language learning styles can significantly help the ENGLISH learners to acquire skills and expertise of the English language that will help them not just in academics but also to excel in their career in any country (Bocanegra-Valle, 2014).

The international students pursuing higher education in the English language need to publish the academic articles and their research in the English language as well and requiring significant skills in the L2 can help them publish their articles and research in English without any hurdle or hesitation. The challenges these SL learners can face might be minimized and they can confidently publish their research for enhancing not only their knowledge but the knowledge for the whole world. Not having significant expertise in the L2 language could be a hurdle for the learners and can restrict them from learning new things and maximizing their knowledge. The language learning styles that emphasize on more of a written material can help these learners and enable them to learn the L2 by the written material that not only enhances the speaking or listening skills but also significantly impacts the reading and writing skills (Bocanegra-Valle, 2014).

Similarly, the individual learning styles are the abilities of these ENGLISH learners that enable them to grasp a language according to their ability. The language learning style also supports these learners and helps them compete in the FL (Soureshjani & Naseri, 2012). The sensory learning styles are observed to be the most common among the Iranian beginners of the English learners. The degree related styles are also very popular for the advanced level learners as in the degree or the field of the previous study is quite relevant to the EFL/ESK learners as they are concerned with excelling in the particular field. The language skills play a significant role in that (Soureshjani & Naseri, 2012).

Each English learner has a unique way of using the senses into learning and acquiring knowledge. The study conducted in Saudi Arabia outlined that incorporating the strategies that are well integrated in classrooms help to attain maximum results and high achievement among the English learners. The theory of learning styles represents the difference between the learning capability of the individuals and therefore to overcome this capability issue; each individual is to be taught according to the unique learning style (Alqunayeer & Zamir, 2015).

### **Impact of Learning Styles upon Learners**

The civilization, sex, and mother tongue also have an impact on learning styles (Gündüz & Özcan, 2010). In addition, a research conducted on student knowledge and comprehension of the impact of learning styles on education showed that with the right choice of learning styles by students makes it easier to learn a second language (Ahmed, 2014). A study also investigated the learning styles of the students in Thailand in EFL writing class. The study focused on the

performance skills in their class. The results state that the most used learning styles of the pupils were social and aural and there were no big variations among the pupils learning styles in view of their accomplishment levels in the writing class (Srijongjai, 2011).

Likewise, a study conducted to investigate if there are important variations among Iranian learning styles in schools as EFL learners' invariant levels of skills, specialist, and sex. Findings stated that students liked visual style more, after that auditory and Physical style. Also, this study showed that sex doesn't have any relation with learning style (Tabatabaei & Mashayekhi, 2013). Another study concluded the same result that Learning Style Preference of English Language Learners was visual and auditory learning that helped them to experience high achievement in learning EFL (Karthigeyan & Nirmala, 2013).

### **Learning Styles for Writing, Reading, Listening, and Speaking Skills**

Vocabulary and keywords are very important when learning a language and having a strong vocabulary and keywords also make it easy for the learner to write, read, listen and speak a foreign language more confidently and sustain high achievement (Chilton & Ehri, 2015). The visual learning style helps the learner to remember the vocabulary and the meaning of the words that are used in daily life. The visual learning style also enhances the memory of the learner and sustains the words from a foreign language for a longer time as compared to the text. Most of the learners, even while earning the first language, learn through physical subjects and visuals that help them to memorize the word and or language for lifetime (Molina, Luisa, Cañado, & Luque-Agullo, 2005).

The speaking and listening skills are not sufficient until a learner holds a perfect grip on the reading and writing. The academic writing is fundamental to the foreign students learning in the second language. Therefore, reading the text with an ability to understand, interpret it well and be able to write the academic articles and texts is very important (Graves, August, & Mancilla-Martinez, 2012). The learning styles for writing focused on both receptive and productive vocabulary help the learner to improve reading and writing skills to help achieve maximum efficiency over a foreign language (Sibold, 2011). The concrete learners learn through animations and videos more easily and quickly as compared to others. Therefore, using animated videos for teaching and learning EFL is essential (Kayaoglu, Naci, Akbas, 2011).

The EFL learners need certainly different styles and practices for reading, writing and listening English language. There are certainly different guidelines for all these areas to learn and adopt a language. The SL is harder to adopt as it has to be adopted with grammar, vocabulary and sentence structure with proficiency. The L2 is harder to learn than first language. Therefore, adopting different styles for learning a L2 is always useful not only for the EFL learners but also for the teachers (Wallace, Stariha, & Walberg, 2004). Adopting the speech according to the situation is one of the ways to enhance the speaking and encouraging the second language learners. Allowing the students to practice the particular speaking skills in the EFL classrooms is also beneficent for the L2 learners. Reducing the speaking doubts and enhancing the confidence among the EFL learners can help in improving reading and speaking (Wallace, Stariha, & Walberg, 2004).

Similarly, the listening skills could be enhanced by the verbal and visual learning styles through asking the students to elaborate on what they learned or saw (Wallace, Stariha, &

Walberg, 2004). For example, elaborating on particular information, any specific event or memories, expressing their feelings and so on like frequently involving the students for positive changes. Due to the difference between gender, age and proficiency levels, the EFL learners have certainly different writing skills that are affected by their learning styles. So, the diversity among the students in their learning styles is to be kept in focus to allow the learners to enjoy maximum output and high achievement in the FL (Wallace, Stariha, & Walberg, 2004).

Similarly, the students learning in a group activity are also observed to have high achievement among the English learners in a study (Becker, 1998). The visual learning styles are not only popular among the individual learning styles but also for group learning styles. The English classrooms when incorporating these techniques had made it easy for the English learners to attain the maximum proficiency and command over the English or L2. The multimedia presentations for teaching a language are one of the effective and useful techniques that help the English learners that prefer visual learning styles (Becker, 1998). The multimedia presentations play a significant role for the visual learners and help them achieve maximum scores and the firm grip over the language. The multimedia presentations are equally helpful for the auditory learners. The auditory learners also benefit from the multimedia presentations as it has the sounds and the group activity enable the visual and auditory learners to share what each of the learner groups grasped through the presentation.

The learning styles shape the learning behaviour of the English learners. The learning styles are the built-in characteristics of the learners that shape their learning and determine their ability to be able to learn or grasp a language (Oxford, 2003). The learning styles can be conflicted with the teaching methodology and thus impact the learner negatively. Therefore, it is

very important to keep the individual learning styles of the learners into consideration as outlined by the studies conducted among various ESL learners (Oxford, 2003).

### **Gender, Age, Motivation and Cultural Impact on Language Learning Styles**

While sometimes learning a foreign language is merely a need that varies from one person to another and from male to female; there exist also personal motivations and zest for knowing and learning something new. A research in Australia that included Iraqi families outlined the personal motivations for learning a foreign language not just as a need but as a motivation to enhance the knowledge of even the first language (Bao, Abdilah, & Chowdhury, 2012).

The study conducted that included Iranian English learner outlined that females as compared to males had more tendencies to evolve as successful L2. The gender can play a significant role in the achievement of the English learners. The males have visual or general learning styles in the EFL classroom whereas the females were observed to have more of verbal learning styles (Ghaedi & Jam, 2014). Motivation also plays a significant role among the English learners; the motivation for getting a higher education motivates the English learners to enhance their skills and expertise in the English language as observed in a study conducted among the EFL students in Shahrekord University (Ghaedi & Jam, 2014).

There is a prominent relationship between the factors like the age, gender and personal motivation and the language learning styles. However, the visual learning styles are common in both males and females for achieving high scores. The language learning styles that incorporate

visuals, videos, animations, and pictures are more effective and efficient for the males and the females in the English classrooms. In addition, the auditory learning styles that are incorporated into verbal and audio learning are also very popular among the English learners. Therefore, focusing on these two fundamental styles of learning have helped in achieving high scores (Gilakjani, 2012).

The role of gender as discussed above is very prominent while analysing the language learning styles. The females and males language learning styles are different and therefore require different approaches for the high achievement. The studies observed that although motivation, intelligence and proficiency levels determine the language learning styles; gender is most influential among all. The study conducted by the Spanish EFL learners outlined that the females are more diverse in their language learning styles than those of males (Catalan, 2003). The learners of second language (L2) are culturally diverse and therefore share diverse styles. Each individual own certain learning style and this style significantly impact the learners of the foreign language. The learning of a L2 may overcome challenges and undoubtedly the learners learn lessons from these challenges that could be avoided by beginners of the English (Oxford, 2003).

As discussed earlier, the technological tools are playing a significant role in enhancing the learning style and thus learning ability of the EFL learners. The technological tools like the animated videos in the classrooms, the use of mobile applications for vocabulary learning and the use of web-based materials are all helping in improved EFL learning (Aliweh, 2011).

In addition, a study conducted in Australia outlined that the use of SMS can also enhance the learning ability of the EFL learners. The mobile phone technology is actually accessible and is very popular among the modern societies. This can be used to enhance the learning styles for the EFL learners significantly (Hayati, Jalilifar, & Mashhadi, 2013). Similarly, the vocabulary learning could be significantly enhanced through the use of mobile phones. A study conducted by the high school students outlined tremendous results for learning vocabulary with SMS (Lu, 2008).

There have been a number of studies highlighting the success and high achievement among the EFL learners through the integration of technology that enhanced their learning styles. A research in Japan outlined that students that integrated mobile phones learned vocabulary more quickly than those that did not integrate technology into learning (Thornton & Houser, 2005). Similarly, integrating technology into teaching has also been prominent in accomplishing enduring learning goals (Lu, 2008).

The integration of technology like the mobile phones in big and diverse classrooms where the teacher might ignore personal traits and individual learning styles of the EFL learner; can play a significant role in enhancing the learning style and elevating the performance of the EFL learner (Wang, Shen, Novak, & Pan, 2009).

The learning styles of EFL and ESL learners could be enhanced for effective learning through the integration of technology can help these ENGLISH learners to attain autonomy and utilize their learning styles best for maximum output. The L2 learners can be empowered by integrating technology into English classrooms. The integration of technology available into the



English classrooms can be best utilized by using the learning styles and strategies of the students (Louis, 2006).

Multiplayer video games could boost the analytical and critical thinking styles of the learners and this technology is suitable for the learners with analytical/logical learning style preferences (Altura & Curwood, 2015). Technology plays a significant role in enhancing the existing learning styles and abilities of the young and adult learners. The integration of technology leads to high achievement as discussed above through certainly different researchers and studies conducted over the EFL learners from certainly different countries and the diversity among the EFL learners still outlines the role of technology as quite useful in addressing the needs and requirements of the language learners and their achievement. For example, the college EFL learners in Taiwan achievement better scores through multiplayer video games for learning the language as outlined in a study (Lee & Key, 2008).

### **Challenges with Learning Styles**

There are many challenges that the young learners and the English language teachers face in the contemporary societies. The large classrooms impact the learning of the EFL learners negatively. In addition, the teaching approaches among different teachers also impact the learning styles of the EFL learners significantly (Copland, Garton, & Burns, 2014).

In addition, the educational systems are also a hurdle in high achievement among EFL learners with psycholinguistic styles. The education system has the potency to refrain EFL

learners from using their psychological processes while acquiring a language. In addition, the curriculum could also be among the reasons that restrict the abilities and become the hurdles in the learning style or strategies as observed in a study conducted among Turkish EFL learners (Pourshahian, S. A. RezvaniKalajahi, & Azarfam, 2012).

The individual learners could be introvert or extrovert; therefore, the learning style could be impacted by the personality traits. It may not be possible for the close-oriented and open learner to learn the same technique (Oxford, 2003). The learning styles varying gender to gender and influenced by motivations, intelligence, and proficiency level that play a significant role in the achievement of EFL learners. Therefore, neglecting these styles in the EFL could not only be challenging for the EFL learners but also the teachers.

Furthermore, the traditional language learning styles are the most and biggest challenge that the English learners in the developing countries are facing. As English is not the first language in these countries, therefore, the students do not get the chance to learn the basics and struggle harder as compared to those countries where English is the medium of instruction since the childhood. The non-native speakers of the English language struggle not just in non-academic writing but also in academic writing (Aliweh, 2011). The EFL learners often face difficulty with the availability of the resources that are suitable for their learning styles especially the visual and aural learners in the EFL classrooms, as observed through a study among the Ghanaian students (Okyere, Tawiah, Lamptey, Oduro, & Thompson, 2017). The language inputs for the proficiency over a language through reading, writing, and listening also are challenging as observed among the Chinese EFL learner in a study (Wang & Sachs, 2013).

The issues are addressed through various studies but the policy implementation regarding these issues to maximize the achievement of the EFL learners is still lacking. The educational systems are rarely revised in many of the countries where English is a foreign language. The EFL learners might suffer from anxiety and lack of confidence while studying abroad in the English language. A case study over the Japanese EFL learners outlined that the non-native speakers despite being motivated to study in the English language abroad, suffer from anxiety and lack of confidence among their fellows (White, 2014).

## CHAPTER III

### METHODOLOGY

This chapter focuses on the research methodology that was used to conduct this study. It includes research design, data collection techniques, sampling and data analysis.

This study investigated the language learning styles among the Kurdish undergraduate students of English in northern Iraq. The study focused on quantitative research design so a significant number of EFL learners were included. The research collected the data in the form of questionnaire that included an opinion scale that goes from never to rarely, sometimes, often and always. The language learning styles of the Kurdish undergraduate students were the focus of this study and after recognizing the learning styles of the students, the research presented the most and least preferred learning styles among the English learners on the basis of the questionnaire responses.

#### **Research Design**

The study used a quantitative research design and a questionnaire was used to collect the required data on the subject matter. Advantages of the use of a questionnaire are that the detailed information was collected, it was cost-effective and the researcher had control over the research process. Moreover, the nature of the study required a quantitative approach to evaluate the learning styles of a large number of learners. The research explored the percentages of the

respondents for the findings. The data was analysed through the Statistical Package of Social Sciences (SPSS version 22).

The quantitative method of research used in this study focused on the undergraduate students of the Cihan University that are struggling with the English language learning for academic or non-academic (daily conversation and social interaction) purposes. The study aimed at analysing the language learning styles of the Kurdish students.

### **Population and Sample**

The population size of the study was 150. The sample size of the study was 100. The study included students from Cihan University. The preferred students included in the research study were those who are engaged in English learning at undergraduate level because the study aimed at analysing the most and least preferred learning styles of this group. Purposive sampling was utilized for including the students from the English Department of Cihan University. Approximately 100 English learners were selected as a sample and they were given the questionnaire for collecting the data for analysis. However, the distinctive backgrounds of the participants were not evaluated for the survey questionnaire.

### **Material**

Data were collected through a questionnaire which focused on analysing the language learning styles (Wintergerst & DeCapua, 2002). The questionnaire was presented to 100 undergraduate students from the English Language Department of Cihan University and the questions were specific and closed-ended. The questionnaire was designed by Cohen, Oxford,

and Chi (2009) to assess the language learning styles. The materials for this study were available online and permission to be used for research purposes was already granted. The ethical committee approved the questionnaire (Appendix B) and it was also available on internet for free so the researcher adopted this questionnaire. (Appendix C). The questions in the questionnaire were designed to analyze and evaluate the preferred learning styles. The questionnaire used a five-point Likert scale with options ranging from never to rarely, sometimes, often and always. The questionnaire had 11 parts and each part has approximately 6 questions:

Part 1: How I use my physical senses

Part 2: How I expose myself to learning situation

Part 3: How I handle possibilities

Part 4: How I deal with ambiguity and deadlines

Part 5: How I receive information

Part 6: How I further process information

Part 7: How I commit material to memory

Part 8: How I deal with language rules

Part 9: How I deal with multiple inputs

Part 10: How I deal with response time

Part 11: How literally I take reality

The questions up to part 5 focused on the language learning styles and from part 6-11, the questionnaire evaluated the student's views on the impact of these learning styles on their achievement levels (See Appendix C for questionnaire).

### **Reliability and Validity**

The reliability test was conducted to test the reliability of the questionnaire in evaluating the learning styles using Cronbach's alpha. The overall Cronbach's alpha was *0.846* which outlined a significant reliability of the tools used to evaluate the learning styles.

### **Reliability tests**

Table 1

#### *Reliability tests*

		Cronbach's alpha
Physical Senses	<b>Visual</b>	0.843
	<b>Auditory</b>	0.845
	<b>Tactile/Kinesthetics</b>	0.842
How I Expose Myself to Learning Situations	<b>Extroverted</b>	0.849
	<b>Introverted</b>	0.844
How I Handle Possibilities	<b>Random-Intuitive</b>	0.847
	<b>Concrete-Sequential</b>	0.844
How I Deal with Ambiguity And With Deadlines	<b>Closure-Oriented</b>	0.845
	<b>Open</b>	0.846
How I Receive Information	<b>Global</b>	0.844
	<b>Particular</b>	0.841
How I Further Process Information	<b>Synthesizing</b>	0.844
	<b>Analytic</b>	0.847

---

How I Commit Material to Memory	<b>Sharpener</b>	0.845
	<b>Leveler</b>	0.848
How I Deal With Language Rules	<b>Deductive</b>	0.848
	<b>Inductive</b>	0.844
How I Deal With Multiple Inputs	<b>Field-Independent</b>	0.847
	<b>Field-Dependent</b>	0.844
How I Deal With Response Time	<b>Impulsive</b>	0.846
	<b>Reflective</b>	0.846
How Literally I Take Reality	<b>Metaphoric</b>	0.844
	<b>Literal</b>	0.849

---

*Number of items = 23, Overall Cronbach's alpha = 0.846*

---

Reliability tests were conducted using Cronbach's alpha with a sole aim of determining the internal consistency of the variables. Basically, variables with an alpha value that is above 0.60 are considered to be reliable (Riege, 2003). From the established findings, it can be noted that all the variables have alpha values that are beyond 0.840 and hence can be said to have an extremely high internal consistency. All the combined 23 variables elements have an internal consistency of 84.6%. Hence, it can be said that the variables are highly reliable in explaining the preferences of learning styles among English learner.

### **Data Collection Procedure**

The first required material that was needed for this study was an ethical approval form that was approved by the Ethical Committee of Near East University. The ethical approval form ensured that the study, participants and the researcher are not at any risk and the questionnaire is



not subject to any ethical violation of the Near East University rules and the ethical rules in general. Also, the researcher included an approval letter from Cihan University to conduct the survey in the university.

The required data that forms the core of this study were collected using a questionnaire for identifying preferred language learning styles by Kurdish students by asking the questions. The quantitative data collection procedure included random 3rd and 4th year undergraduate students from English Language Department of Cihan University. The questionnaire was adopted from Cohen, Oxford, and Chi (2009). The research did not enforce anything or impose any emotional or physical harm on the participants while collecting the data and the questionnaire was collected after 2 days so that the participants could read and understand the questions to give appropriate responses (Martínez-Mesa, González-Chica, Duquia, Bonamigo, & Bastos, 2016).

### **Data Analysis**

The quantitative data were analysed in alignment with the study aims and objective from the responses collected through the questionnaire. The data entered into SPSS to calculate simple descriptive statistics. The study was descriptive so the data analysis procedure was to present mean scores and standard deviation to outline the most and least preferred learning styles of the Kurdish undergraduate students of English. The reliability test was also conducted for analysing the reliability of the questionnaire used in the data collection. The study focused on univariate descriptive analysis through descriptive statistics (Mean scores and standard deviation) (Blaikie, 2003).

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

The purpose of this chapter is to explain the findings of the research. The results are objectively based on the responses obtained through quantitative research questionnaire presented to the undergraduate English learners. The results of the obtained data are elaborated in the form of tables and lists. The tables for each learning style are created separately on the pattern of the survey questionnaire. Following these results is the descriptive statistics for the learning styles. The list of five popular learning styles is also created to highlight the commonly used learning styles of the English learners.

1. What are the most preferred language learning styles of the Kurdish undergraduate students of English?
2. What are the least preferred language learning styles of the Kurdish undergraduate students of English?

## Overall Learning Styles among the Kurdish Undergraduate Students of English

Table 2

*Overall Learning Styles of the Kurdish Undergraduate Students of English*

	<b>Learning Styles</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Physical senses	Visual style	100	2.3867	.72740
	Auditory style	100	2.5133	.75719
How I Expose Myself to Learning Situations.	Kinaesthetic style	100	2.5167	.70968
	Extroverted style	100	2.1500	.89188
	Introverted style	100	2.5200	.95148
How I Handle Possibilities.	Random Intuitive	100	2.8800	.72400
	Concrete Sequential	100	2.2367	.81277
How I Deal with Ambiguity And With Deadlines.	Closure Oriented	100	2.6800	.78413
	Open	100	2.3033	1.60113
How I Receive Information.	Global	100	2.5467	.74237
	particular	100	2.7233	.72946
How I Further Process Information	Synthesizing	100	2.6433	.83047
	Analytic	100	2.4367	.79093
How I Commit Material to Memory	Sharpeners	100	2.4400	.76377
	Levelers	100	2.4367	.70384
How I Deal With Language Rules	Deductive	100	2.7100	1.51732
	Inductive	100	2.6067	1.23035
How I Deal With Multiple Inputs	Field Independent	100	2.6433	1.04151
	Field dependent	100	2.5233	1.06706
How I Deal with Response Time	Impulsive	100	2.6067	.66562
	Reflective	100	2.6000	.77994
How Literally I Take Reality	Metaphoric	100	2.5400	.89239
	Lateral	100	2.4350	.92019
	Valid N (listwise)	100		

The tactile/kinesthetics learning style had a high mean effect on physical senses with  $2.517 \pm 0.710$  followed by auditory learning style with a mean value of  $2.513 \pm 0.757$ . This also implies that auditory learning styles have a high responsive effect on physical senses as compared to visual and tactile/kinesthetics learning styles.

The results also show that both extroverted and introverted learning styles have significant effects on the students' ability to expose themselves to learning situations. However, introverted learning styles has high significant effects on the students' ability to expose themselves to learning situations with a value of  $2.520 \pm 0.951$  as compared to that of extroverted style which has a value of  $2.150 \pm 0.892$ . In addition, introverted learning style can be said to be having high responsive effects on the students' ability to expose themselves to learning situations as noted by the high standard deviation.

When looking at the potency of the English learners to handle possibilities due to changes in the random-intuitive and concrete-sequential, conclusions can be drawn that both random-intuitive and concrete-sequential have significant positive contributions towards helping English learners handle possibilities. This is because both the respective mean effects of  $2.880 \pm 0.724$  and  $2.237 \pm 0.813$  are significant at 0.01 significance level. But random intuitive learning styles can be said to be having more effects on the learners' potency to handle possibilities. But concrete-sequential learning styles have huge responsive effects on handling possibilities as compared to random-intuitive.

Meanwhile, it can be noted that closure-oriented and open learning styles have also significant positive impact on the learners' ability to deal with ambiguity and with deadlines as

noted by  $2.680 \pm 1.601$  and  $2.303 \pm 0.874$  respectively. Closure-oriented learning styles have huge effects or contributions towards helping the English learners deal with ambiguity and with deadlines as compared to open learning styles and the same apply to responsive effects as the latter has a high standard deviation.

Synthesizing can be established to be having high contributions towards the English learners' potential to further process information with a value of  $2.643 \pm 0.830$  as compared to analytic which had a value of  $2.437 \pm 0.791$ . Both of the sharpener and leveler learning styles established to have contribution to English learners' ability to commit material to memory with values of  $2.440 \pm 0.764$  and  $2.437 \pm 0.704$  respectively. This means that they focus on small differences and retrieve different objects when committing material to memory.

The deductive learning style is established to have more influence towards English learners' ability to deal with language rules with a value of  $2.710 \pm 1.517$ . The inductive learning style has comparatively less but strong influence with a value of  $2.607 \pm 1.230$ . This means that the Kurdish English learners are dealing with language rules from general to specific. They start with rules and theories rather examples and from generalization form specific experiences. The field-independent learning style has more influenced towards how the English learners deal with multiple inputs with a value of  $2.643 \pm 1.042$ . The field-dependent has also influence on English learners' ability to deal with multiple inputs with values of  $2.523 \pm 1.067$ . This means that even in the presence of distraction, they are able to separate abstract from within a given context. The impulsive and repulsive learning styles have same influence on the English learners' response time with values of  $2.607 \pm 0.666$  and  $2.600 \pm 0.780$  respectively. This means that they are quick in action and reaction. However, at the same time they can be really shy and hesitant to express

their opinion or speak what they know. Lastly, the metaphoric learning style has more influence towards how the English learners' literally take reality with a value of  $2.540 \pm 0.892$ . This means that they learn material more effectively and make it more comprehensible by applying and developing metaphor.

### **The Most and Least Preferred Language Learning Styles**

Table 3

*Three Most Preferred Learning Styles of Kurdish Undergraduate Students of English*

<b>Learning Style</b>	<b>Mean Score</b>	<b>S.D</b>
Random Oriented	2.880	0.724
Particular	2.7233	0.729
Deductive	2.710	1.517

Table 4

*Three Least Preferred Learning Styles of Kurdish Undergraduate Students of English*

<b>Learning Style</b>	<b>Mean Score</b>	<b>S.D</b>
Extroverted	2.150	0.891
Concrete Sequential	2.236	0.812
Open	2.303	1.601

Based on the established findings that are exhibited in table 3 and 4, it can be noted that from of all the 23 learning styles, random-Intuitive, particular and closure-oriented learning styles were the most preferred learnings styles as they have mean score of  $2.880 \pm 0.724$ ,  $2.7233 \pm 0.729$ , and  $2.710 \pm 1.517$  respectively. Therefore, it implies that the students preferred a learning setting where they discover relationships and possibilities, and grasp concepts. This also implies that students prefer an intuitive environment which stimulates their innovative capabilities. Also, this goes along with ideas which have been given by Keefe and Ferrell (1990), which assert that intuitive learners do not like to repeat things they have learned during academic lessons and repeat the same things over and over again. Secondly, to this, it can also be contended that the English learners prefer that teachers use a particular learning style. The particular learning style makes them comfortable and enjoys learning English language. The third preference of learning style is directed towards closure-oriented learning styles and this can be explained by the idea that students desire that teachers clarify ideas, concepts and each subject matter (Garner, 2000). It also signifies that students also prefer that English teachers provide them with written notes which help them to learn better and faster.

On the other hand, it can also be established that the least three preferred learning styles are extroverted, concrete-sequential, and open which have a mean score of  $2.150 \pm 0.891$ ,  $2.236 \pm 0.812$ , and  $2.303 \pm 1.601$  respectively. This implies that English learners do not like situations which involve them learning by hands on methods and are not concerned about the physical environment but rather are mainly concerned about their thoughts and feelings. Alternatively, this can suggest that the English learners enjoy introvert related situations and are not emotionally expressive, impulsive and outgoing (Miller, 1991). This can be supported by

ideas given by Jung's theory (1931) as cited in Mainemelis, Boyatzis & Kolb (2002), which suggests that learners who are not extrovert or are rather introvert, do not like to display a lot of different learning processes as evidenced by their high preference of random-intuitive learning styles.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The first part of the chapter outlined the summary of the research. Following the first part, the findings and main results are briefly outlined. The last part of the chapter will discuss the implications of the study and some recommendations for future research.

#### **Summary of the Study**

The aim of the study was to investigate the most and least preferred learning styles of the Kurdish English learners. For this purpose, a learning style questionnaire was presented to the English learners of the Cihan University in Northern Iraq. A questionnaire consisted of eleven parts in total with 23 learning styles. This questionnaire was used to collect the data that was later analysed to answer the research questions of the study to fulfil the goal of the study. The questionnaire was presented in English as the participants were expected to have sufficient English language proficiency. The questionnaire was adopted from Cohen, Oxford, and Chi (2009). The study included 100 participants and the data was analysed using the SPSS version 22.

The outcomes of the descriptive statistics outlined that the English learners of Cihan University mostly preferred random intuitive, particular, and closure-oriented learning styles. The least preferred learning styles were concrete-sequential, open, and extroverted. This means that they are more future-oriented, they prefer what can be rather than what is and make speculations about possibilities. They are the abstract thinkers and are enjoying the step-by-step

instruction. The learners are also focusing on detailed information and remember specific facts about the topic that could also enable a sustainable learning process among the learners. The results of the study suggested that closure-oriented learning style is also among the most preferred learning styles of the English learners. This means that the learners are focusing on most and/or all learning tasks. They are responsible and they never miss deadlines. This also means that they always plan for their assignments.

The least preferred learning styles included concrete-sequential, open, and extroverted. This means that the Kurdish English learners are less present-oriented. They do not prefer one step at a time activities and they are least interested in knowing where they are going at every moment in their learning process. Thus, this can have adverse impact on their overall learning process. They are least preferring open learning style which means that they are not relaxed about their deadlines and learning activities. They get panic soon and cannot learn with an open and relaxed mind. Lastly, they do not prefer extroverted learning style which means that they do not like to have academic discussions or discuss their problems with their fellows that could help them to solve their problems and score better in their examination.

### **Implications**

Based on the findings of the research, several implications could be drawn:

The teachers can motivate learners to improve the learning process and reduce the stress so that they can focus on their studies well and achieve high performance. The teachers have to recognize the preferred learning styles of the learners and they have to motivate the learners to enhance the learner autonomy and allow the learners to incorporate their preferred learning styles

in the class for more interactive and collaborative learning process. The interactivity and friendly-environment is important for the language learning and it allows the learners to improve on the language skills and the proficiency for scoring high. It is also noted by Shih (2010) that learner autonomy enhances the performance of the students and allows them to retain their knowledge. Similarly, the performance is also enhanced by individual tasks, self-regulated learning and the collaborative learning environment.

It can also be implicated that the learners' least preferred learning styles could be improved for better performance and to improve the language learning process. The language learning process requires open and extroverted learning styles for long-term and sustainable learning. It also helps to retain knowledge and allow the L2 learners to perform better in the foreign language (Wilson & Narayan, 2016). The extroverted learning style was observed to be among the least preferred learning styles. This means that the learners are not interacting in a language class. This also can have a negative implication on the language learning process or the overall performance of the learners. The least extroverted learning styles means that the learners are not enjoying the social interactive learning activities like the discussions, debates and simulations that is actually very important for the language learning classroom environment. Therefore, the language teachers are required to design more collaborative and interactive learning environment for successful learning process and high performance among the learners. The teachers should promote more discussions and promote the communicative learning activities. The teachers must promote the classroom debates and conversations to promote interactivity and collaboration. The teachers are required to promote the discussions in the

language classrooms that would allow the learners to share their problems in learning the second language and allow them to find solutions collaboratively.

Similarly, the second language teachers can also elaborate on the importance of the learner autonomy through the individual learning styles and the use of internet in their second language learning to promote the academic performance. The second language teachers can play a significant role in improving the academic performance of the learners. The learners can be provided with more opportunities to improve their second language learning process and allow them to retain their knowledge by developing a sustainable learning process.

### **Recommendations for Future Research**

Future research can be done to investigate not only how the preferred learning styles are significant but in the same way how the external factors can be significant for high performance. This study found that the language classrooms of Kurdish learners are less extroverted and are not much interactive. It can be more interesting to know how the collaborative and interactive classrooms of Kurdish learners can bring a positive change in their academic performance. The current socio-economic condition of northern Iraq is critical that can also have negative impact on the academic performance of the learners. The future studies can also investigate to what extent the socio-economic reasons and other external factors have a negative impact on the academic performance of the learners. The study also suggests that the future research can also explore whether the demographic differences can have distinctive learning style preferences or not.

## REFERENCES

- Ahmed, M. (2014). Distinct individuals approaches in obtaining English Language: A study on University Kurdish Learners. *Global Journal of Human Social Science Research*, 14(9-G), 1-8.
- Aliweh, A. M. (2011). Exploring Egyptian EFL students' learning styles and satisfaction with web-based materials. *CALICO*, 29(1), 1-18.
- Alqunayeer, H. S., & Zamir, S. (2015). Identifying Learning Styles in EFL Classroom. *International Journal of Learning and Teaching*, 1(2), 1-5.
- Altura, G. J., & Curwood, J. S. (2015). Hitting Start. *Journal of Adolescent & Adult Literacy*, 59(1), 1-2.
- Barghi, E., & Zangoei, A. (2014). Learners' language learning style preferences and its relationship with their critical thinking ability in an Iranian EFL context. *International Journal of Language Learning and Applied Linguistics World*, 6(2), 1-18.
- Becker, D. (1998). The Impact of Student Verbal/Visual Learning Style Preference on Implementing Groupware in the Classroom. *JALN*, 2(2), 1-8.
- Bidabadi, F. S., & Yamat, H. (2010). Learning style preferences by Iranian EFL freshman university students. *Procedia-Social and Behavioral Sciences*, 7, 1-7.
- Blaikie, N. (2003). *Analyzing Quantitative Data: From Description to Explanation*. Sage.
- Bocanegra-Valle, A. (2014). English is my default academic language?: Voices from LSP scholars publishing in a multilingual journal. *Journal of English for Academic Purposes*, 13, 1-10.

- Bricki, N., & Green, J. (2007). A guide to using qualitative research methodology.
- Catalan, R. M. (2003). Sex Difference in L2 Vocabulary Learning Strategies. *International Journal of Applied Linguistics*, 13(1), 1-22.
- Chilton, M. W., & Ehri, L. C. (2015). Vocabulary learning: sentence contexts linked by events in scenerios facilitate third graders' memory for verb meanings. *Reading Research Quarterly*, 50(4), 1-12.
- Cohen, A. D., Oxford, R. L., & Chi, J. C. (2009). Learning style survey: Assessing your own learning styles. *Maximizing study abroad: An instructional guide to strategies for language and culture learning and use*, 153-161.
- Cohen, A. D., Oxford, R. L., & Chi, J. C. (2009). Learning style survey: Assessing your own learning styles. *Maximizing study abroad: An instructional guide to strategies for language and culture learning and use*, 1-9.
- Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *tesol Quarterly*, 48(4), 1-15.
- Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A teacher self-development and methodology guide*. University of Michigan Press.
- Ghaedi, Z., & Jam, B. (2014). Relationship between Learning Styles and Motivation for Higher Education in EFL Students. *Theory and Practice in Language Studies*, 4(6), 1-5.
- Gilakjani, A. P. (2012). Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. *Journal of Studies in Education*, 2(1), 1-9.

- Graves, M. F., August, D., & Mancilla-Martinez, J. (2012). *Teaching Vocabulary to English Language Learners*. Teachers College Press.
- Gündüz, N., & Özcan, D. (2010). Learning styles of students from different cultures and studying in Near East University. *Procedia-Social and Behavioral Sciences*, 9, 1-5.
- Hayati, A., Jalilifar, A., & Mashhadi, A. (2013). Using Short Message Service (SMS) to teach English idioms to EFL students. *British Journal of Educational Technology*, 44(1), 1-14.
- Irawan, D. (2015). *Analisis Kemampuan Berpikir Kreatif Matematis Dan Kemandirian Melalui Pembelajaran Model 4K Ditinjau Dari Gaya Belajar Siswa Kelas VII* (Doctoral dissertation, UNIVERSITAS NEGERI SEMARANG).
- Karthigeyan, K., & Nirmala, K. (2013). Learning style preference of English language learners. *Educationia Confab*, 2(1), 1-5.
- Kayaoglu, M. N., & Akbas, D. (2011). A small scale experimental study: Using animations to learn vocabulary. *Turkish Online Journal of Educational Technology-TOJET*, 10(2), 24-30.
- Khamkhien, A. (2000). Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of Foreign Language Teaching*, 7(1), 1-20.
- Khanum, F. (2014). Learners' Learning Style Preferences and Teachers' Awareness in the Context of Higher Secondary Level in Bangladesh. *Global Journal of Human-Social Science Research*, 14(10), 1-7.
- Lee, Y., & Key, S. (2008). Playing videogames: Do students choose specific foreign language learning strategies in playing these games. *TNTESOL Journal*, 1-6.

- Littlemore, J. (2001). Metaphoric competence: A language learning strength of students with a holistic cognitive style?. *Tesol Quarterly*, 35(3), 459-491.
- Littlewood, W. (2013). Developing a Context-Sensitive Pedagogy for Communication-Oriented Language Teaching. *English Teaching*, 68(3), 1-20.
- Liu, F. (2012). A Probe into the EFL Learning Style Preferences of Minority College Students: An Empirical Study of Tujia EFL Learners in Jishou University. *Theory and Practice in Language Studies*, 2(8), 1-5.
- Louis, R. S. (2006). Helping students become autonomous learners: can technology help? *Teaching English with Technology*, 6(3), 1-10.
- Lu, M. (2008). Effectiveness of vocabulary learning via mobile phones. *Journal of Computer Assisted Learning*, 24, 1-9.
- Martínez-Mesa, J., González-Chica, D. A., Duquia, R. P., Bonamigo, R. R., & Bastos, J. L. (2016). Sampling: how to select participants in my research study? *Sociedade Brasileira de Dermatologia*, 91(3), 1-3.
- Molina, G. T., Luisa, M., Cañado, M. L., & Luque-Agullo, G. (2005). Current approaches and teaching methods. Bilingual programmes. In *TEFL in Secondary Education* (pp. 1-8). Granada.
- Muniandy, J., & Shuib, M. (2016). Learning styles, language learning strategies and fields of study among ESL learners. *Malaysian Journal of ELT Research*, 12(1), 1-17.



- Nosratinia, M., Mojri, Z., & Sarabchian, E. (2014). Exploring the relationship between EFL learners' language learning styles and strategies. *International Journal of Language Learning and Applied Linguistics World*, 5(2), 1-10.
- Obralic, N., & Akbarov, A. (2012). Students Preference on Perceptual Learning Style. *Acta didactica napocensia*, 5(3), 31-42.
- Okyere, G. A., Tawiah, R., Lamptey, R. B., Oduro, W., & Thompson, M. (2017). An assessment of resource availability for problem based learning in a Ghanaian University setting. *Quality Assurance in Education*, 25(2), 1-9.
- Oxford, R. L. (2003). Language learning styles and strategies: an overview. *Learning styles and strategies*, 1-23.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning Styles: Concepts and Evidence. *Psychological science in the public interest*, 9(3), 1-13.
- Peacock, M. (2001). Match or mismatch? Learning styles and teaching styles in EFL. *International Journal of Applied Linguistics*, 11, 1-18.
- Pei-Shi, W. (2012). The Effect of Learning Styles on Learning Strategy Use by EFL Learners. *Journal of Social Sciences*, 8(2), 1-4.
- Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in education: theory, research and applications*. Englewood Cliffs, NJ: Prentice-Hall.

- Pourshahian, B., S. A. RezvaniKalajahi, & Azarfam, A. Y. (2012). Does applying vocabulary learning strategies vary based on gender? The case of Turkish EFL learners. *The International Institute for Science, Technology and Education*, 2(4), 1-10.
- Reid, J. (1998). *Understanding learning styles in the second language classroom*. Upper Saddle River, NJ: Prentice-Hall.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Shabani, M. B. (2012). Different Learning Style Preferences of Male and Female Iranian Non-academic EFL Learners. *English Language Teaching*, 5(9), 1-9.
- Shah, A., Ismail, M., & Ismail, Y. (2012). Exploring English language learning styles of Malay students at the International Islamic University Malaysia. *World Applied Sciences Journal*, 20(8), 1-10.
- Sibold, C. (2011). Building English Language Learners' Academic Vocabulary: Strategies & Tips. *Multicultural Education*, 18(2), 1-4.
- Singh, V. (2017). Exploring the Relationship between cognitive Style and learning Style with Academic Achievement of Elementary School learners. *Educational Quest: An International Journal of Education and Applied Social Sciences*, 8(Special issue), 413.
- Soureshjani, K. H., & Naseri, N. (2012). Perceptual Learning-Style Preferences of Iranian EFL Learners in Relation to Their Proficiency Level. *American Journal of Linguistics*, 1(4), 1-4.
- Srijongjai, A. (2011). Learning styles of language learners in an EFL writing class. *Procedia-Social and Behavioral Sciences*, 29, 1-5.

- Tabalan, D. A. (2015). Goal Modification, Global-Analytical Learning Styles, and Achievement in Technical Writing. *Journal of Education and Practice*, 6(8), 78-84.
- Tabatabaei, O., & Mashayekhi, S. (2013). The relationship between EFL learners' learning styles and their L2 achievement. *Procedia-Social and Behavioral Sciences*, 70, 1-7.
- Tale, M. A. (2016). Utilizing Learning Styles in EFL Teaching. *International Journal of Language and Linguistics*, 3(6), 1-5.
- Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, 21(3), 1-12.
- Tuan, L. T. (2011). EFL Learners' Learning Styles and Their Attributes. *Mediterranean Journal of Social Sciences*, 2(2), 1-20.
- Wallace, T., Stariha, W. E., & Walberg, H. J. (2004). *Teaching Speaking, Listening and Writing. Educational Practices Series-14. UNESCO International Bureau of Education.*
- Wang, M., Shen, R., Novak, D., & Pan, X. (2009). The impact of mobile learning on students' learning behaviours and performance: Report from a large blended classroom. *British Journal of Educational Technology*, 40(4), 1-15.
- Wang, Y., & Sachs, G. T. (2013). Comprehensive Input Through Extensive Reading: Problems in English Language Teaching in China. *Asian EFL Journal*, 53, 1-9.
- White, J. (2014). The Use of Call as a Means of Reducing Anxiety of Students Studying Abroad. *Procedia Tehcnology*, 18, 1-6.

- Wilkinson, T., Boohan, M., & Stevenson, M. (2014). Does learning style influence academic performance in different forms of assessment?. *Journal of anatomy*, 224(3), 304-308.
- Williams, C. (2007). Research Methods. *Journal of Business & Economic Research*, 5(1), 1-7.
- Wintergerst, A. C., & DeCapua, A. (2002). An analysis of one learning styles instrument for language students. *TESLA Canada Journal*, 20(1), 1-20.
- Wintergerst, A. C., & DeCapua, A. (2002). An analysis of one learning styles instrument for language students. *TESLA Canada Journal*, 20(1), 1-20.
- Wong, L. L., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 39(2), 1-15.
- Zeynali, S. (2012). Exploring the Gender Effect on EFL Learners' Learning Strategies. *Theory and Practice in Language Studies*, 2(8), 1-6.



**APPENDIX B****Approval Letter from Near East University****BİLİMSEL ARAŞTIRMALAR ETİK KURULU**

14.05.2018

Dear Taha Ahmed Mohammed

Your application titled “**Learning style Preferences**” with the application number YDÜ/EB/2018/127 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

**Note:** If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

**APPENDIX C****Learning Style Survey Questionnaire**

Dear Respondent

student name:

RE: ACADEMIC RESEARCH QUESTIONNAIRE

I am a Master of ENGLISH LANGUAGE TEACHING student at Near East University conducting a research entitled “Learning style Preferences”

This Learning Style Survey is designed to assess your general approach to learning. It does not predict your behavior in every instance, but it is a clear indication of your overall style preferences.

For each item, circle the response that represents your approach. Complete all items. There are eleven major activities representing twelve different aspects of your learning style. When you read the statements, try to think about what you generally do when learning. It generally takes about 30 minutes to complete the survey. Do not spend too much time on any item – indicate your immediate feeling and move on to the next item.

For each item, circle your response:

0 = Never

1 = Rarely

2 = Sometimes

3 = Often

4 = Always

Part 1: HOW I USE MY PHYSICAL SENSES

1. I remember something better if I write it down. 0 1 2 3 4
2. I take detailed notes during lectures. 0 1 2 3 4
3. When I listen, I visualize pictures, numbers, or words in my head. 0 1 2 3 4
4. I remember things better if I discuss them with someone. 0 1 2 3 4
5. I prefer to learn by listening to a lecture rather than reading. 0 1 2 3 4
6. I need oral directions for a task. 0 1 2 3 4
7. I prefer to start doing things rather than checking the directions first. 0 1 2 3 4
8. I need frequent breaks when I work or study. 0 1 2 3 4
9. I need to eat something when I read or study. 0 1 2 3 4

#### Part 2: HOW I EXPOSE MYSELF TO LEARNING SITUATIONS

1. I learn better when I work or study with others than by myself. 0 1 2 3 4
2. I meet new people easily by jumping into the conversation. 0 1 2 3 4
3. I learn better in the classroom than with a private tutor. 0 1 2 3 4
4. I am energized by the inner world (what I'm thinking inside). 0 1 2 3 4
5. I prefer individual or one-on-one games and activities. 0 1 2 3 4
6. I have a few interests, and I concentrate deeply on them. 0 1 2 3 4

#### Part 3: HOW I HANDLE POSSIBILITIES

1. I have a creative imagination. 0 1 2 3 4
2. I try to find many options and possibilities for why something happens. 0 1 2 3 4
3. I plan carefully for future events. 0 1 2 3 4
4. I focus on a situation as it is rather than thinking about how it could be. 0 1 2 3 4



5. I read instruction manuals (e.g., for computers or VCRs) before using the device. 0 1 2 3 4

6. I trust concrete facts instead of new, untested ideas. 0 1 2 3 4

#### Part 4: HOW I DEAL WITH AMBIGUITY AND WITH DEADLINES

1. I like to plan language study sessions carefully and do lessons on time or early. 0 1 2 3 4

2. My notes, handouts, and other school materials are carefully organized. 0 1 2 3 4

3. I like to be certain about what things mean in a target language. 0 1 2 3 4

4. I let deadlines slide if I'm involved in other things. 0 1 2 3 4

5. I let things pile up on my desk to be organized eventually. 0 1 2 3 4

6. I don't worry about comprehending everything. 0 1 2 3 4

#### Part 5: HOW I RECEIVE INFORMATION

1. I prefer short and simple answers rather than long explanations. 0 1 2 3 4

2. I ignore details that do not seem relevant. 0 1 2 3 4

3. It is easy for me to see the overall plan or big picture. 0 1 2 3 4

4. I need very specific examples in order to understand fully. 0 1 2 3 4

5. I pay attention to specific facts or information. 0 1 2 3 4

6. I'm good at catching new phrases or words when I hear them. 0 1 2 3 4

#### Part 6: HOW I FURTHER PROCESS INFORMATION

1. I can summarize information easily. 0 1 2 3 4

2. I can quickly paraphrase what other people say. 0 1 2 3 4

3. When I create an outline, I consider the key points first. 0 1 2 3 4

4. I have a hard time understanding when I don't know every word. 0 1 2 3 4

5. When I tell a story or explain something, it takes a long time. 0 1 2 3 4

6. I like to focus on grammar rules. 0 1 2 3 4

#### Part 7: HOW I COMMIT MATERIAL TO MEMORY

1. I try to pay attention to all the features of new material as I learn. 0 1 2 3 4

2. When I memorize different bits of language material, I can retrieve these bits easily-as if I had stored them in separate slots in my brain. 0 1 2 3 4

3. As I learn new material in the target language, I make fine distinctions among speech sounds, grammatical forms, and words and phrases. 0 1 2 3 4

4. When learning new information, I may clump together data by eliminating or reducing differences and focusing on similarities. 0 1 2 3 4

5. I ignore distinctions that would make what I say more accurate in the given context.

0 1 2 3 4

6. Similar memories become blurred in my mind; I merge new learning experiences with previous ones. 0 1 2 3 4

#### Part 8: HOW I DEAL WITH LANGUAGE RULES

1. I like to go from general patterns to the specific examples in learning a target language.

0 1 2 3 4

2. I like to start with rules and theories rather than specific examples. 0 1 2 3 4

3. I like to begin with generalizations and then find experiences that relate to those generalizations. 0 1 2 3 4

4. I like to learn rules of language indirectly by being exposed to examples of grammatical structures and other language features. 0 1 2 3 4

5. I don't really care if I hear a rule stated since I don't remember rules very well anyway.

0 1 2 3 4

6. I figure out rules based on the way I see language forms behaving over time. 0 1 2 3 4

#### Part 9: HOW I DEAL WITH MULTIPLE INPUTS

1. I can separate out the relevant and important information in a given context even when distracting information is present. 0 1 2 3 4

2. When I produce an oral or written message in the target language, I make sure that all the grammatical structures are in agreement with each other. 0 1 2 3 4

3. I not only attend to grammar but check for appropriate levels of formality and politeness.

0 1 2 3 4

4. When speaking or writing, I feel that focusing on grammar is less important than paying attention to the content of the message. 0 1 2 3 4

5. It is a challenge for me to both focus on communication in speech or writing while at the same time paying attention to grammatical agreement (e.g., person, number, tense, or gender).

0 1 2 3 4

6. When I am using lengthy sentences in a target language, I get distracted and neglect aspects of grammar and style.

0 1 2 3 4

#### Part 10: HOW I DEAL WITH RESPONSE TIME

1. I react quickly in language situations. 0 1 2 3 4

2. I go with my instincts in the target language. 0 1 2 3 4

3. I jump in; see what happens, and make corrections if needed. 0 1 2 3 4

4. I need to think things through before speaking or writing. 0 1 2 3 4

5. I like to look before I leap when determining what to say or write in a target language.

0 1 2 3 4

6. I attempt to find supporting material in my mind before I set about producing language.

0 1 2 3 4

#### Part 11: HOW LITERALLY I TAKE REALITY

1. I find that building metaphors in my mind helps me deal with language (e.g., viewing the language like a machine with component parts that can be disassembled).

0 1 2 3 4

2. I learn things through metaphors and associations with other things. I find that stories and examples help me learn.

0 1 2 3 4

3. I take learning language literally and don't deal in metaphors.

0 1 2 3 4

4. I take things at face value, so I like language material that says what it means directly.

0 1 2 3 4

## APPENDIX D

## Similarity Report

final

## ORIGINALITY REPORT

<b>10%</b> SIMILARITY INDEX	<b>6%</b> INTERNET SOURCES	<b>3%</b> PUBLICATIONS	<b>8%</b> STUDENT PAPERS
--------------------------------	-------------------------------	---------------------------	-----------------------------

## PRIMARY SOURCES

<b>1</b>	<b>ijbssnet.com</b> Internet Source	<b>2%</b>
<b>2</b>	<b>Submitted to Yakın Doğu Üniversitesi</b> Student Paper	<b>2%</b>
<b>3</b>	<b>Submitted to Grand Canyon University</b> Student Paper	<b>1%</b>
<b>4</b>	<b>Submitted to University of Bristol</b> Student Paper	<b>1%</b>
<b>5</b>	<b>archive.org</b> Internet Source	<b>1%</b>
<b>6</b>	<b>fltal.ibu.edu.ba</b> Internet Source	<b>&lt;1%</b>
<b>7</b>	<b>HANSEN, Inez De Florio. "How To Become a Successful Language Learner Learner Autonomy, Styles and Strategies Revisited", Ankara Üniversitesi TÖMER, 2006.</b> Publication	<b>&lt;1%</b>
<b>8</b>	<b>Submitted to University of Sheffield</b> Student Paper	<b>&lt;1%</b>
<b>9</b>	<b>es.scribd.com</b> Internet Source	<b>&lt;1%</b>
<b>10</b>	<b>espace.curtin.edu.au</b> Internet Source	<b>&lt;1%</b>
<b>11</b>	<b>Submitted to Macquarie University</b> Student Paper	<b>&lt;1%</b>
<b>12</b>	<b>repository.tudelft.nl</b> Internet Source	<b>&lt;1%</b>