

TEACHERS' PERCEPTION OF STUDENTS' LEARNING STYLES AND THEIR ENGLISH TEACHING AT UNIVERSITY OF ECONOMICS – TECHNOLOGY FOR INDUSTRIES, VIETNAM

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ABSTRACT: *This research involves investigating the teachers' perception of students' learning style preferences and their English teaching at University of Economics – Technology for Industries, Vietnam. This has been done by descriptive-correlational research method. 45 English teachers at UNETI, Vietnam selected as respondents to answer the Questionnaire and take part in interview. Frequency counts and percentages, central tendency, Pearson correlation were used to analyze the gathered data. Finding revealed that English teachers of UNETI not only acknowledge awareness of students' learning styles but they also express their high degree of interest teaching to their students according to their students' learning styles. Most of them initially got familiar with the learning styles concept through reading and finding by themselves. They can use different aids or techniques flexible such as video for visual students, tape record for aural students, group work or pairs work for group students...while delivering a lesson as they realize that different students have different learning styles. However, although all of English teachers confirm that they have awareness of students' learning styles and they try to gain success in teaching process, some of them still not understand enough about the characteristics of learning styles to recognize and apply them effectively in their teaching process. How to solve this problem?*

KEY WORDS: learning styles, visual learners, auditory learners, tactile learners, kinesthetic learners, group learners, individual learners.

INTRODUCTION

Different learners have different learning styles to learn with which they feel most comfortable and effective. Learning styles have been defined, classified, and identified in many different ways by different researchers. It is described as a set of factors, behaviors, and attitudes that enhance learning in any situation. The way students learn and the way teachers teach, how the two interact with each other is influenced by different learning styles. Therefore, it is very important for English teachers to understand the students' learning styles to best implement learning activities into their English language programs to enhance the English language proficiency of students. In Vietnam, English is a main foreign language which is taught as a compulsory subject at all schools from elementary to tertiary levels. However, the fact indicates that students' English competence in general is not very good. Most of Vietnamese learners are just plainly passive receivers of the lectures. In addition, learners have limited exposure and opportunities in using the English language which eventually results to poor learning outcome.

Being aware of the importance of English language in the global and digital era, the Prime Minister of Vietnam gave the Decision about **"Teaching and learning foreign languages in system national education period 2008 – 2020."** It attempts in reforming foreign language teaching and learning in the Vietnam education system, implementing the program of new teaching and learning English at all educational levels, qualifications and training, in order to achieve by 2015 a significant step forward qualifications and foreign language competence of human resources, especially in some priority areas.

With the current changes of Vietnam society and the role of English in developing society, a study which seeks to assess teachers' perception of students' learning styles and their teaching English is welcome. From the finding of the study, the researchers can give some suggestions for teachers in their teaching process. Generally, this study determined English teachers' perception of students' learning styles and their teaching English at University of Economics - Technology for Industries, Vietnam. In addition, it also explores what possibilities teachers think they provide to students by understanding teaching and learning process in order to assist students with learning procedure and good learning performance. Specifically, it sought answer to the following questions:

1. What's UNETI teachers' understanding of students' learning process according to the concept of learning styles?
2. What are teachers' perceptions of their teaching considering the learning process according to the concept of learning styles?

LITERATURE REVIEW

Definition of learning.

According to Wikipedia, learning is the process of acquiring new or modifying existing, knowledge, behaviors, skills, values, or preferences.

The concept of learning styles.

Style term refers to consistent and enduring tendencies or preferences within each individual. Styles are those general characteristics of intellectual functioning (and personality type, as well), that pertain to each person as an individual. Actually, the study of individual learning styles is not a new idea. From 334 BC, Aristotle observed individual differences in young children and he concluded that "each child possesses specific talents and skills". The idea of learning styles became popular in the 1970s and then many explanations about learning styles abound. According to David Kolb (1984), 'Learning Style' is defined as "*a result of hereditary equipment, experience, and the demands of the present environment combining to produce individual orientations that give different emphasis to four basic learning modes postulated in experiential learning theory*". Oxford, Ehrman, & Lavine (1991) define "learning styles" simply as general approaches used by students in order to learn a new subject or to cope with a new problem. Bailey and Garratt (2002) confirm that students' learning style preferences refer to the way they respond to stimuli in a learning context, and to their characteristic way of acquiring and using information.

In this study, the researcher understands the term "learning styles" as every student learns

differently. It is the fact that an individual's learning style refers to the preferential way in which the learners absorb, process, comprehend and retain information through their senses. For example, when learning the English language, some students spend significant time learning English by reading English stories, by listening to English songs or watching films in English. In contrast, other students like learning English through doing English exercises and learn by heart new words. Some students like learning English in pairs or in groups but others feel more comfortable when they learn individually via a computer.

Many researchers give different characteristics of learning styles. However, I agree with Reid (1995) when she asserts that there are some fundamental characteristics of learning styles, on which they are based. Reid confirms that every person (student or teacher) has their own learning styles, learning strengths and weaknesses; Learning styles exist on wide continuums; although they are described as opposites; she said that learning styles are value-neutral; and that no one style is better than another. Therefore, it is necessary to encourage students to "stretch" their learning styles so that they will be more empowered in a variety of learning situations; In her opinion, students' strategies are linked to their learning styles and teachers should allow their students to become aware of their learning strengths and weaknesses. (Reid, 1995, p. xiii). Therefore, each teacher should have awareness of learning styles to apply it in their teaching process to gain success.

Classification of Learning Styles

To set a definite category of learning styles is impossible, there are many different classifications. For examples: Gregory and Butler (1984) classified learning styles into four models: **Concrete, Abstract, Sequential, and Random**. McCarthy (1990) described learners' learning styles as **Analytic, Imaginative and Dynamic**. Sim and Sim (1995) classified learning styles into **Cognitive, Affective, Perceptual, and Behavioral**. Sarasin (2006) addresses learning styles from a perspective that classifies according to learners' preferences into: **Visual, Auditory, and Kinesthetic**.

However, in this research, the researcher agrees with Dunn (1998) about classifying learning styles into four physical modalities (**visual, auditory, tactile, and kinesthetic**) and two sociological modalities (**group and individual**). Visual learners prefer to learn through seeing, that is, the visual channel. Visual learners like reading, computers, pictures and written instructions (Oxford, 2002) and these learners "*like to read and obtain a great deal from visual situation*" (Oxford, 2003). Whereas, auditory learners prefer to learn through the "*oral-aural learning channel*" and to "*engage in discussions, conversations, and group work*" (Oxford, 1995, p. 36). These learners "*enjoy and profit from unembellished lectures, conversations and oral directions*" (Oxford, 2003). About kinesthetic learners, they like learning through "*experiential learning, that is, total physical involvement with a learning situation*" (Reid, 1987, p. 90). Tactile learners like learning through hands-on activities. They "*need to touch and handle objects*" (Oxford, 1995, p. 35). They generally underline when they read and take notes while listening. These learners keep their hands busy. Individual learners prefer to learn through working alone (Reid, 1995). These learners, whose primary individual learning style is individual, learn more effectively by themselves (Dunn, 1999). However, group learners prefer learning through working with others and joining group

work (Reid, 1995). These people like working in small groups, teams, or with a peer (Dunn, 1999).

The Effects of Learning Styles in Teaching

Learning styles have an important role in the learning process for three vital reasons.

First of all, naturally, everyone is different from one another; therefore, people's learning styles will vary. Therefore the more teachers know about their students' learning styles, the more effectively they can plan for learning programs, learning activities which match those style preferences.

Secondly, learning styles offer the opportunity for teachers to teach by using a wide range of methods in an effective way. Using just one traditional method without due consideration create a monotonous learning environment, so not every learner will enjoy the lesson.

Thirdly, we can manage many things in not only education but also communication if we really recognize the groups we are calling with. It is the fact that the teachers may not know every detail; however, being aware of our students' learning styles, psychological qualities and motivational differences will help teachers regulate their lessons appropriately, effectively and according to "ideal" the conditions as stated by (Mc Carthy, 1982; Felder, Silverman, 1988; Coffield et al., 2004). Moreover, Ellis (1989) asserts that when teachers are aware of their learners' learning styles, they may help their learners efficiently by increasing the students' amount of learning as a result of identifying their learners' strengths and weaknesses. In addition, Ellis states that if students' learning styles are in harmony with teachers' teaching styles, the result will possibly be a higher rate of success in learning. According to Reid (1995), matching learning styles with teaching styles gives all learners equal opportunity in the classroom and in turn it may provide learners with a feeling that their opinions are taken into account. Furthermore, Smith and Associates (1990) confirms that an increased in learners' level of awareness regarding their learning styles will contribute positively to their knowledge of how to learn.

Therefore, it is very important for teachers to know and understand the potential benefits of learning styles and their students learning styles. Not only educational researchers but also language teachers should develop an awareness of learners' preferences. It is actually necessary to identify learning styles when preparing effective lessons and designing language teaching programs. It helps teachers to be more flexible in their teaching and to use a wider range of classroom methodologies or activities.

RESEARCH METHODOLOGY

Research Design

This research used the descriptive method of research, employing the survey, comparative and correlation techniques. Descriptive design endeavored to elucidate, illustrate, and interpret situations of the present study.

In this study, it described the students' profile in term of sex, working experience and highest education degree. Furthermore, the study was descriptive as it described the teachers' perception of students' learning styles and their teaching English at UNETI, Vietnam.

On the other hand, this study used correlational research design as it determined the relationship between the teachers' perception of students' learning styles and their teaching English.

Locale of the Study

This research was conducted at University of Economics Technology for Industries (UNETI), Vietnam. UNETI is located in the North of Vietnam with two branches, one is at Hanoi city and the other is at Nam Dinh province. It focuses on developing training and education to provide human resource training with high quality for society. Currently, UNETI has a system of multi-disciplines and multi-level training with eight fields and approximately 30.000 students. It includes nine departments: Economics Department, Electric Department, Mechanics Department, Information Technology Department, Textile - Leather Department, Foreign Language Department, Political Theory Department, Basic Sciences Department and Physical Education Department.

As other universities in Vietnam, English is a compulsory subject at UNETI. It aims to bring students' English proficiency in reading, writing, speaking, and listening to the level that these students can use English in working after they graduate.

The participants in the research are 45 English teachers of UNETI.

Population and sampling

This research is based on quantitative research approach with questionnaires was used as data collection tool. The researcher choose questionnaire because according to Bryman (2012) it helped in collecting large amount of data in short period of time and questionnaire is much more a practical tool. The data of this research was collected in August 2019 and the population was from English teachers at UNETI. Through this research, the researcher want to explore the views of UNETI English teachers in regards to understanding and accommodation issues related to learning and teaching. These English teachers views will have great impact on their students learning. Two participant groups were involved in the study.

The first one was used for the piloting of the research instruments with 10 English teachers from the population of the study. These English teachers were chosen randomly according to their names on pieces of papers. The purpose of the pilot study was to ensure the validity and reliability of the questionnaire in the study. In addition, the piloting helps researcher to restructure the questionnaire to a more comprehensive and understandable template.

The second group of the study was all English teachers who came from Foreign Department of UNETI.

Research Instrument

To collect the data about teachers' perception of students' learning styles and their teaching English, a questionnaire and three interview questions was used.

Firstly, the questionnaire for the respondents was used to get back ground information about sex, working experience and education. Secondly, this questionnaire was designed to find out the opinion of English teachers about students' learning styles and the role of learning styles in learning process. It includes 11 statements, which English teachers rated on a five-point Likert scale ranging from strongly agree to strongly disagree. Thirdly, teachers are required to choose which is happening in their teaching process with 24 situations. They marked

the item that best applies to their teaching of English. The respondents were asked to respond to each statement, without thinking about the statements too much and they were asked not to change their responses after they marked them. In addition, in this study, 3 interview questions are used to find out about teachers' opinion or knowledge of students' learning styles. In these questions, the researcher will interview the respondents directly and the respondents give their opinion individually.

Data Gathering Procedures

Before conducting the study, the researcher sought approval from the University President as well as from the deans of Foreign Department of UNETI to conduct the study. Then, the researcher did pilot study to check its validity and reliability. The researcher, then, personally floated the questionnaire to the English teachers. The researcher endeavored to discuss the purpose of the study as well as the items presented in the questionnaire. This clarification helped the respondents understand and fully be motivated to answer it honestly because at first some teachers were not interested to participate in this study.

The data were collected within one-week period at UNETI. The researcher floated all the questionnaires for English teachers of Foreign Faculty, UNETI to get data. An introductory session with English teachers divided into small groups by native language was held one day prior to administering the questionnaire in order to familiarize them with the terminology and the thinking process. In addition, it helped to ensure that all English teachers understood about the purpose and the way to do questionnaire. Other informal interviews were made English the respondents to get more information about their opinions about learning styles and teaching – learning process.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this part initially participants' background information is presented according to gender, working experience and education background. This part is related to the summary of the finding according to the research questions. This research explores English teachers understanding of students' learning process according the concept of learning styles and then teachers' perceptions of their teaching considering the learning process according to the concept of learning styles.

Table 1 shows that all the respondents are female. Most of English teachers are masters with 96%. Only one English teacher is PhD and one is bachelor with 2% for each. The dominant working experience is over 10 years with 45%. The number of English teachers who have been teaching from 1-5 years is lowest with only 22%. The finding indicates that the educational background of the respondents and their working experience are high.

Table 1: Participants' Background Information

Background information		%	Number of respondents
Gender	Male	0%	0
	Female	100%	45
Education Background	PHD	2%	1
	Masters	96%	43
	Bachelors	2%	1
Working experience	1-5 Years	22%	10
	6- 10 Years	33%	15
	Over 10 Years	45%	20

Teachers' understanding of students' learning process according to the concept of learning styles.

Table 2 indicates that the respondents strongly agree that different students have different learning activities to acquire or process knowledge and they want to know how their students learn English well with weighted mean 4.25 and 4.39. They also agree that their students feel good about their teaching (3.52). These numbers show that the respondents are very interested in their students' learning process.

The respondents also express some their opinions about students' learning styles. Nowadays, with lots of useful applications of technology for education, they strongly agree that using technology in teaching help meeting various students' learning styles. They agree that teachers should change their teaching styles according to their students' learning styles and if students do not learn the way they teach (3.7), they will teach their students the way they learn (3.48). That means the respondents always try to find best way to gain success in teaching process. They want to teach students the way in which students feel comfortable and that a good feeling in students comes when the teaching process let their learning preferences be practiced. The opinion that students should change their learning styles according to teachers' teaching style is undecided (2.87). In this situation, 35% respondents are undecided, 4% strongly disagree, 35% disagree, 22% agree and only 4% strongly agree.

The respondents agree that students' learning styles have influence in learning process (4.13) and they strongly agree that knowing students' learning styles will motivate active learning process (4.43). This splendid information shows that the respondents are interested in considering students' learning styles in their teaching process. They think that it has impact and influence in the process of learning. They also strongly agree that using mixed teaching methods, students with different learning styles will get benefit (4.26) and they agree that using different learning activities or learning methods with different students in different class is necessary (4.17).

The data of this table shows that the English teachers of UNETI are interested in their students learning process. They not only theoretically understand about the learning styles but also consider it in their teaching to gain success for teaching process. In their opinions, understand "how students

learn” is more important than “force them for adopting the way teachers’ teach”,

Table 2: Teachers’ understanding of students’ learning process.

Perceptual students’ learning process	Weighted Mean	Description
I think that different students have different learning activities to acquire or process knowledge.	4.52	Strongly Agree
I want to know HOW my students learn English well.	4.39	Strongly Agree
I’m sure that my students feel good about my teaching.	3.52	Agree
I believe that using technology in teaching helps meeting various students’ learning styles.	4.26	Strongly Agree
I believe that students should change their learning styles according to teachers’ teaching styles.	2.87	Undecided
I believe that teachers should change their teaching styles according to their students’ learning styles.	3.7	Agree
I think that if students do not learn the way I teach, I will teach them the way they learn.	3.48	Agree
I believe that students’ learning styles have influence in learning process.	4.13	Agree
I think that using mixed teaching methods, students with different learning styles will get benefit.	4.26	Strong Agree
I think that knowing students’ learning styles will motivate active learning process.	4.43	Strong Agree
Using different learning activities or learning methods with different students in different class is necessary.	4.17	Agree

Legend:

1.00 - 1.79 Strongly Disagree

1.80 – 2.59 Disagree

2.60 – 3.39 Undecided

3.40 – 4.19 Agree

4.20 – 5.00 Strongly Agree

Teachers’ perceptions of their teaching considering students’ learning process.

Table 3 indicates the teachers’ perception of their teaching considering students’ learning process. They give their opinions about learning activities when they teach something new or difficult. 91% of participants often give examples and ask students give conclusion as traditional teaching methodology. Secondly, 78% of them often use different teaching methods with different students. 70% of participants using groups work and pairs work when they teach something new or difficult.

Many English teachers believe that groups work and pairs work make students more confident in learning process. Therefore, only 22% English teachers often ask students to work independently to find out knowledge. In fact, students have abilities in exploring new knowledge by themselves individually through internet or books.

Highest numbers of participants (78%) often choose a learning method or a learning activity because this way the lesson becomes interesting to the students. In this similar vein, 61% of them often choose a learning method or a learning activity because they understand their students and they think this is a best way to learn something new or difficult. Many participants don't choose a learning method or a learning activity because they want to use different methods though they do not know it is suitable or not suitable with their students. In addition, many participants do not choose a learning method or a learning activity because their university requires they choose it. Many participants (74%) believe that students learn better when they see something relate to new knowledge such as diagrams, charts, tables... and students learn better when they listen to them and do highlight important points in the lessons by themselves. In addition, 74% of them often consider the readiness level of students before teaching a lesson. Most of them often elicit topic of the lesson from students to get interest of students for their lessons.

Table 3: Teachers' view on their teaching strategies in students' learning process

Teachers' opinion	Always	Often	Sometimes	Rarely	Never
When I teach something new or difficult, I use different teaching methods with different students	9%	78%	4%	9%	0%
When I teach something new or difficult, I ask students to work in groups or pairs and discuss	9%	70%	21%	0%	0%
When I teach something new or difficult, I ask students to work independently to find out it	0%	22%	43%	35%	0%
When I teach something new or difficult, I give examples and ask students give conclusion	9%	91%	0%	0%	0%
I choose a learning method or a learning activity because I understand my students and I think this is a best way for them to learn something new or difficult.	17%	61%	13%	9%	0%
I choose a learning method or a learning activity because I want to use different methods though I do not know it is suitable or not suitable with my students.	0%	18%	35%	43%	4%
I choose a learning method or a learning activity because this way the lesson becomes interesting to the students.	18%	78%	4%	0%	0%
I choose a learning method or a learning activity because my university requires I choose it.	0%	39%	13%	48%	0%

I accept that students learn better when I give and explain new knowledge, students listen and take notes.	0%	57%	30%	9%	4%
I accept that students learn better when they see something relate to new knowledge such as diagrams, charts, tables...	9%	74%	17%	0%	0%
I accept that students learn better when they can do activities relate to new knowledge.	26%	57%	17%	0%	0%
I accept that students learn better when they listen to me and do highlight important points in the lessons by themselves.	13%	74%	9%	4%	0%
Before teaching a lesson, I elicit topic of the lesson from students.	30%	61%	9%	0%	0%
Before teaching a lesson, I think if students are aware about this issue.	9%	52%	35%	4%	0%
Before teaching a lesson, I consider the readiness level of students.	4%	74%	13%	9%	0%

Data of table 4 clearly indicates that the participants understand the students' learning style preferences. It shows that 70% participants often use model, chart or video while teaching a lesson. That means teachers believe that model, chart, video are attractive students in learning a foreign language and they know their students are visual. In addition, while teaching a lesson, 61% teachers often use tape records (aural students); pairs work, groups work (group learners), hand-on experiences and role play (kinesthetic students, tactile learners). 57% of them still ask their students work individually while they are teaching (Individual learners). The English teachers also indicated that they facilitate and explore issues to their students in order to make active learning environment. In any class, there are different students with different learning styles, therefore, to gain success in teaching and learning process, teachers are flexible in using tool aids and learning activities.

Table 4: Teachers' view about teaching aids and learning activities on teaching process

Options	Always	Often	Sometimes	Rarely	Never
Model, chart or video	17%	70%	13%	0%	0%
Tape records	35%	61%	4%	0%	0%
Pairs work, Groups work	35%	61%	4%	0%	0%
Work individually	9%	57%	30%	4%	0%
Hand-on experiences, role play	26%	61%	13%	0%	0%

Table 5 indicates the teachers' view about students learning styles. They strongly agree that teachers need to understand role of learning styles in learning process (4.22). They also strongly agree that to maximize learning and engage students in classroom, teachers should use suitable learning activities with different students' learning styles (4.39). In addition, they agree that teachers need to understand all knowledge of learning styles and to maximize learning and engage

students in classroom. From this table, we can see that the English teachers of UNETI care about students learning styles and they believe that the students' learning styles have effects on learning process.

Table 5: Teachers' view about students learning styles.

Teachers' view	Weighted Mean	Description
Teachers need to understand all knowledge of learning styles.	4.13	Agree
Teachers need to understand role of learning styles in learning process.	4.22	Strongly Agree
To maximize learning and engage students in classroom, it is compulsory to understand the students' learning styles.	4.09	Agree
To maximize learning and engage students in classroom, teachers should use suitable learning activities with different students' learning styles.	4.39	Strongly Agree

Legend:

1.00 - 1.79 Strongly Disagree

1.80 – 2.59 Disagree

2.60 – 3.39 Undecided

3.40 – 4.19 Agree

4.20 – 5.00 Strongly Agree

Teachers' view about students' learning styles.

Using 3 interview questions, the researcher explores some important information about the English teachers' view about learning styles. 56% of participants first know about the concept of learning styles through reading and finding themselves. It is evident that reading, finding, exploring to improve knowledge is teachers' virtue. The numbers of English teacher first know about this concept through training/ workshop and colleagues are the same with 22%. All the participants of this study consider their students' learning styles when making a lesson plan. This data shows that the teachers understand the importance and the effect of students' learning styles in teaching and learning process.

Only 13% participants teach their students by their learning styles, through their experiences about learning process in the past, not by their students' learning styles. 48% of participants of the study choose their students' learning styles because they think it is the best for their students. Many others give their own opinions about this question such as many of them combine both teachers' learning styles and students' learning styles. They said that they think it is better to get success in teaching process. Some other teachers explain that on some first days of the course, they can't evaluate their students' learning styles, so they will teach by their learning styles. They will teach by their students' learning styles after a few days, when they know their students' learning styles. They will give learning activities that are suitable with their students.

Through this interview, we can see that all the participants have concept about students' learning

styles, and they not only theoretically understand it but also consider using it in their teaching. Most of them want to teach their students the way in which their students feel comfortable and that a good feeling in students when the teaching process let their learning preferences be practiced.

DISCUSSION AND CONCLUSION

With the development of society, the educational theory and educational view are changed constantly. Some may be right at this time, but may be wrong in other periods. Some may be right with these people but may be wrong with others. Therefore, in order to foster high-quality teaching and learning, the researches about education need to be taken regularly. Through these researches, teachers have right direction in teaching process. They know that they are right or wrong, update or out of date in their teaching process. Aim of this study was to find out if English teachers at UNETI understand their students' learning styles and see their perception of teaching process by taking into account the concept of learning.

Table 3, 4 indicate that English teachers of UNETI not only acknowledge awareness of students' learning styles but they also express their high degree of interest teaching to their students according to their students' learning styles. Actually, most of respondents are over 6 years teaching experience and most of them are master of Apply Linguistic so they have good of knowledge about teaching issues. According to Archarya (2002) and Montgomery & Groat (1998), this awareness can help teachers shape their teaching in order to address and integrate students' learning styles in teaching process and make teaching process more rewarding.

According to the interview's result in this study, most of English teachers of UNETI initially got familiar with the learning styles concept through reading and finding by themselves. Everybody knows about this concept. In this study, table 4 shows that the English teachers of UNETI use different range of techniques to match with different learning styles of different students. This result shows that the teachers of this study mostly are update knowledge about teaching methodology. In the past, the diversity of students' learning styles in class are ignored, teachers often used traditional method for all types of students.

However, there are something made the researcher is in a divided mind because 35% respondents are undecided, 22% agree and 4% strongly agree in the situation "I believe that students should change their learning styles according to teachers' teaching styles." Thought most of them think that using mixed teaching methods for students with different learning styles will get benefits and knowing learning styles will motivate active learning process. Although all of English teachers confirm that they have awareness of students' learning styles and they try to gain success in teaching process, some of them still not understand enough about the characteristics of learning styles to recognize and apply them effectively in their teaching process.

Therefore, to understand more about this concept and to apply this theory in teaching process effectively, teachers should study more about this concept through workshop and training. Claxton and Murrell (1987 cited in Felder, 1995) advise that to learn more about the importance of learning styles and its role in improving learning process, teachers are recommended to participate in

workshops and other professional development opportunities. It is evident that it is necessary to understand how to address learning styles. Knowledge about learning process, learning activities and students' learning styles is very important to effective teaching process.

RECOMMENDATIONS

Teachers should study more careful about the awareness of learning styles and the effect of learning styles to learning process; they can gain more success in teaching.

Through this study, the teachers should see again their teaching styles and have the right direction in teaching process.

In addition, the researcher thinks about conducting another study about teachers' teaching styles to give suggestions for English teachers to gain success in teaching process.

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APPENDIX
QUESTIONNAIRE

Dear respondent, kindly fill-in all the necessary data asked. Your information will be served for academic purpose only and kept confidentially.

Part 1. Respondent’s Profile

- A. Sex: Male Female
- B. Working experience:year(s).
- C. Highest Educational Degree:
- PhD []
- Master []
- Bachelor []

Part 2. Questionnaires

Directions:

This questionnaire has been designed to find the opinion of English teachers about students’ learning styles and the role of learning styles in learning process.

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

- Strongly Agree (SA)
- Agree (A)
- Undecided (U)
- Disagree (D)
- Strongly Disagree (SD)

2.2 Check the appropriate situations according to the following scale in the cell opposite each item.

- Always (A)
- Often (O)
- Sometimes (S)
- Rarely (R)
- Never (N)

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

Please complete the following by placing a tick (x)	SA	A	U	D	SD
2.1.1 I think that different students have different learning activities to acquire or process knowledge.					
2.1.2 I want to know HOW my students learn English well.					
2.1.3 I'm sure that my students feel good about my teaching.					
2.1.4. I believe that using technology in teaching helps meeting various students' learning styles.					
2.1.5. I believe that students should change their learning styles according to teachers' teaching styles.					
2.1.6. I believe that teachers should change their teaching styles according to their students' learning styles.					
2.1.7. I think that if students do not learn the way I teach, I will teach them the way they learn.					
2.1.8. I believe that students' learning styles have influence in learning process.					
2.1.9. I think that using mixed teaching methods, students with different learning styles will get benefit.					
2.1.10. I think that knowing students' learning styles will motivate active learning process.					
2.1.11. Using different learning activities or learning methods with different students in different class is necessary.					
2.1.12. Teachers need to understand all knowledge of learning styles.					
2.1.13. Teachers need to understand role of learning styles in learning process.					
2.1.14. To maximize learning and engage students in classroom, it is compulsory to understand the students' learning styles.					
2.1.15. To maximize learning and engage students in classroom, teachers should use suitable learning activities with different students' learning styles.					
Read each statement below carefully and tick (x)	A	O	S	R	N
2.2.1. When I teach something new or difficult, I use different teaching methods with different students					
2.2.2. When I teach something new or difficult, I ask students to work in groups or pairs and discuss					
2.2.3. When I teach something new or difficult, I ask students to work independently to find out it					
2.2.4. When I teach something new or difficult, I give examples and ask students give conclusion					

2.2.5. I choose a learning method or a learning activity because I understand my students and I think this is a best way for them to learn something new or difficult.					
2.2.6. I choose a learning method or a learning activity because I want to use different methods though I do not know it is suitable or not suitable with my students.					
2.2.7. I choose a learning method or a learning activity because this way the lesson becomes interesting to the students.					
2.2.8. I choose a learning method or a learning activity because my university requires I choose it.					
2.2.9. I accept that students learn better when I give and explain new knowledge, students listen and take notes.					
2.2.10. I accept that students learn better when they see something relate to new knowledge such as diagrams, charts, tables...					
2.2.11. I accept that students learn better when they can do activities relate to new knowledge.					
2.2.12. I accept that students learn better when they listen to me and do highlight important points in the lessons by themselves.					
2.2.13. Before teaching a lesson, I elicit topic of the lesson from students.					
2.2.14. Before teaching a lesson, I think if students are aware about this issue.					
2.2.15. Before teaching a lesson, I consider the readiness level of students.					
2.2.16. While teaching a lesson, I use model, chart or video.					
2.2.17. While teaching a lesson, I use tape records.					
2.2.18. While teaching a lesson, I ask students to work in pairs, in groups.					
2.2.19. While teaching a lesson, I ask students work individually.					
2.2.20. While teaching a lesson, I guide student to explore knowledge by themselves through hand-on experiences, role play.					

Interview Questions:

1. Where did you first know about the concept of learning styles?
(In training/ workshop, from your colleagues, through reading and finding by yourself)
2. When making a lesson plan, do you consider your students' learning styles?
3. Do you teach your students by your learning styles, not students' learning styles?