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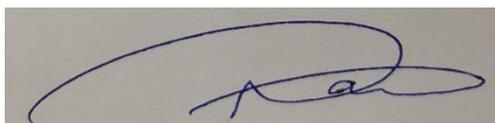
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Towards an Effective Language Learning Styles, Strategies and Teaching Methods: An Investigative Research Based on Multicultural -EAL Primary Pupils

ABSTRACT

This study represents several types of research and investigation on learning styles and strategies in an academic environment and the reinforcement of Student-Centred programs to modify teaching and learning methods. Students support programs such as inclusion or EAL in education is probably one of the most common issues in various regions of the world. This issue is not fresh; therefore teachers are required to utilize different approaches and teaching methods to achieve tangible results, deliver a high standard quality of education and teaching practice. So, why learning styles and strategies are important?

The societies' increased requirements for new teaching methods seek to develop students' cognitive knowledge. Having actual realization of the issues, specialized educators provide efficient and practical alternatives. Different Student-Centered teaching methods seem to meet the requirements.

This study focuses on the concepts of learning styles and strategies, therefore if teachers conduct a test to determine their students learning style, it will provide a direct application of the following basic styles: Visual, Auditory and Kinaesthetic which are useful according to Cornett (1983). The implementation of additional language learning strategies is presented as one of the means for accomplishing greater and thriving learning environment. Consequently, the purpose of this study is to investigate the effect of learning styles and strategies on multicultural students.

To reach the goal of the study case around twenty-five grade three EAL students, of multi-nationalities from six classes at an international school in Dubai contributed in it. They were observed in their mainstream classrooms and given a questionnaire to identify their learning styles. Also, the study provides an overview of the motivation effects on the EAL students' performance and competence levels. The researcher used the qualitative approach to analyse the data, which revealed the strategies strengths and weaknesses.

The study suggests to teachers to use a diagnostic test to identify the students' learning styles as it was revealed from the results that most of the students from the selected age group were kinaesthetic and

visual learners. Furthermore, they were identified as extroverted and can highly work as a team.

Key Terms: English Additional Language (EAL), Learning Styles, Strategies, Visual, Auditory and Kinaesthetic.

نحو أساليب التعلم والاستراتيجيات وأساليب التدريس الفعالة في اللغة: بحث استقصائي قائم على طلاب الانجليزي كلغة ثانية في المرحلة الابتدائية ومتعددي الثقافات

ملخص

تمثل هذه الدراسة عدة أنواع من البحث والتحري حول أساليب واستراتيجيات التعلم في بيئة أكاديمية وتعزيز البرامج التي تتمحور حول الطالب لتعديل أساليب التدريس والتعلم. برامج دعم الطلاب مثل برنامج ذوي الاحتياجات الخاصة أو برنامج الانجليزي كلغة ثانية في التعليم هم على الأرجح من أكثر المشاكل شيوعا في مناطق مختلفة من العالم. هذه المشكلة ليست جديدة ؛ لذلك يطلب من المدرسين استخدام طرق وأساليب تدريس مختلفة لتحقيق نتائج ملموسة ، وتقديم جودة عالية من التعليم والتدريس. لذا ، لماذا تعتبر أساليب التعلم والاستراتيجيات مهمة؟ تسعى متطلبات المجتمع المتزايدة لطرق التدريس الجديدة إلى تطوير المعرفة الإدراكية للطلاب. بعد التحقيق الفعلي للقضايا ، يوفر اختصاصيو التوعية المتخصصة بدائل فعالة وعملية. يبدو أن طرق التدريس المختلفة التي تتمحور حول الطلاب تفي بالمتطلبات. تركز هذه الدراسة على مفاهيم أساليب واستراتيجيات التعلم ، وبالتالي إذا أجرى المعلمون اختبارًا لتحديد أسلوب تعلم الطلاب ، فسيوفر تطبيقًا مباشرًا للأنماط الأساسية التالية: البصرية ، السمعية والحركية والتي تكون مفيدة وفقًا ل ;كورنيت 1983. تنفيذ استراتيجيات تعلم اللغة الانجليزية كلغة إضافية تعتبر إحدى وسائل تحقيق بيئة تعلم أكبر ومزدهرة في مجتمعنا الحالي. وبالتالي ، فإن الغرض من هذه الدراسة هو دراسة تأثير أساليب واستراتيجيات التعلم على الطلاب متعددي الثقافات واللغات. للوصول إلى الهدف من الدراسة ، ساهم في هذا البرنامج حوالي 25 طالبًا من طلاب الصف الثالث ، من جنسيات متعددة من ست فصول مختلفة في مدرسة دولية في دبي. تمت ملاحظتهم في الفصول الدراسية الرئيسية وتم إعطاؤهم استبيانًا لتحديد أساليب تعلمهم. أيضا ، توفر الدراسة لمحة عامة عن آثار التحفيز على مستويات أداء الطلاب وكفاءاتهم. استخدم الباحث المنهج النوعي لتحليل البيانات التي كشفت عن نقاط القوة والضعف في الاستراتيجيات. وتقترح الدراسة على المعلمين استخدام اختبار تشخيصي لتحديد أنماط تعلم الطلاب حيث تم الكشف ومعرفة من خلال النتائج أن معظم الطلاب من الفئة العمرية المختارة كانوا متعلمين مرئيين وبصريين. وعلاوة على ذلك ، تم تحديدهم على أنهم منفتحون لأراء الاخرين ويمكن أن يعملوا كفريق واحد.

الكلمات الرئيسة: اللغة الإنجليزية كلغة إضافية (EAL) ، أساليب التعلم ، الاستراتيجيات ، البصرية ، السمعية والحركية.

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DEDICATION

I attribute my Master's degree to my husband Zaidoon Barham, for his encouragement and effort; without him this thesis, would not have been completed or written. He was always there cheering me on and stood by me through the good and bad times. One simply could not wish for a better husband.

I heartedly dedicate this work to my lovely children Salma, Hilda and Ahmad, who for some time, have missed part of the paternal care they deserve. They are the source of my joy and the core of my life as they make it meaningful. They are the motive and success of my study and the reason behind my smile.

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Chapter One: Introduction

1.1 Background of the Study

A plethora of critical factors determine how students can learn a second or foreign language proficiently is completely influenced by the language learning styles and strategies. For instance, when a language is the primary source of communication, an abundant input exists in that particular language rather than using the second language in particular situation, the language is more restricted, and it is not used as a primary means of conveying our thoughts. The present study uses the term "L2" to refer to the second or foreign language. The study mains focus is on English as a Second, Foreign, Additional Language (ESL, EAL or EFL) in mainstream school settings. The term English as an Additional Language (EAL) is used for English instructed to individuals who have moved to an English-speaking region and whose first dialect is not English.

The current study investigates students' learning styles. It is based on conducted earlier studies in other parts of the world; however, none of these studies covered the Gulf Region. The utilized general approaches by the student to acquire a new language or any other subject such as; the auditory or visual, global or analytic methods are termed "Learning Styles." Cornett (1983) has defined these styles as the overall patterns which provide a general direction towards the learning behavior. Similarly, Dunn & Griggs (1988, p. 3) suggests that "learning style can be termed as the biologically and developmentally imposed set of characteristics which are helpful in making the method of teaching a wonderful experience for many, whereas it also accounts for making it terrible for others."

1.2 Statement of the Problem

In the past two decades, the learning styles examination, both theoretically and practically had a tremendous and colossal impact and interest from academic experts. This research reviews the various aspects connected to the learning styles. The first aspect is the generality desired degree in which it differentiates between the learner who concentrates on details and the other one who looks at the big picture. The second aspect is the sensory preferences where it sheds light on the three classified types of learning; Visual, Auditory and Kinesthetic. The final aspect is the biological differences. The personality style contains four essential strands: Intuitive-random vs. sensing-sequential; thinking vs. feeling; extroverted vs. introverted; closure-oriented/judging vs. open/perceiving.

There are several specific behaviors, actions, techniques, and steps akin to encouraging oneself for tackling any problematic task related to language learning. Thus, they are used by the students for enhancing their learning, and they are termed as "Language Strategies" (Scarcella & Oxford 1992). These strategies must be suitable for learners learning styles and consciously chosen. However, L2 tasks and strategies would be considered as a useful tool-kit for conscious, active and purposeful self-regulation of learning. There are six categories of learning strategies ranging from cognitive, memory-related, meta-cognitive, effective, compensatory, and social. All these strategies are discussed meticulously in this research.

1.3 Overview of the Study

The study's primary aim is students learning strategies and styles conjugated with discussions on how to perform tasks with the given instructional methodology frame (the direct and indirect). There was considerable paid attention to students with contradicting learning styles and strategies. In cases where a harmony was found among students regarding their preferences and learning styles, the instructional methodology and materials have been combined it underwent the natural flow.

If there is harmony between (a) the student (regarding style and strategy preferences) and (b) the combination of instructional material and his/her methodology (direct or indirect instructions), this will assist in students' high performance and low anxiety levels. Discrepancies between (a) and (b), would result in reduced outcomes and low confidence levels in addition to high stress and anxiety levels. Consequently, a harmful relationship spurts between teacher and student leads to growing conflicts. Students could experience outright rejection towards the teacher and subjects' methodology.

1.4 The Significance of the study

This current study aspires to identify EAL students learning styles and strategies in the mainstream. Furthermore, it sheds light on the differences between the degrees of these variables. Moreover, this study tries to identify the learning styles, and strategies variability level which is used with EAL primary students. However, modern curriculums do not have a separated syllabus or programs designed for EALs. Teachers tend to design particular programs with specific contents to

meet the needs of each EAL student in the class. The case study starting point is that there are no previous conducted studies in the Gulf Region, which raised the question for the EAL students' proposed strategies and learning styles importance. Secondly, identifying whether these learning styles and strategies are useful for second language and multi-cultural learners or not.

1.5 DEFINITIONS OF IMPORTANT TERMS
1.5.1 Visual, Auditory and Kinaesthetic Learning Style

The definition learning style was produced by therapists in the 1920s to arrange the most widely known ways in which individuals learn. The researcher applied the visual, auditory and kinesthetic (Learning Styles Models) to determine the students' learning style in which it helps teachers to use appropriate teaching methods. The model supports the learners' vast majority to learn through three strategies and styles: visual, auditory/sound-related or kinesthetic/hands-on (despite the fact that, some learners blend these three styles in learning).

Firstly, the visual learners can obtain and grasp data better if it is input. For example; if teachers display pictures, flashcards, outlines, diagrams, and videos. While auditory learner a sound-related overwhelming learner prefers tuning in to what is being introduced. The learners have highly positive reaction to voices such as; recorded audio or videos. In addition, the benefits increase in hearing his particular voice, that of a mentor or coach. On the other hand, a kinesthetic learning in which the kinesthetic learner favors a physical experience. He or she enjoys a "hands-on" approach and reacts well to having the capacity to touch or feel a question or a learning prop.

1.5.2 Sensory Preferences

The sensory preferences encompass auditory, visual, kinesthetic (movement-oriented), and tactile (touch-oriented) areas. These preferences are referred to as the perceptual, physical learning channels that creates a comfortable environment for students. Visual students receive visual stimulation and information through reading. It has been found that a learning procedure without oral direction or conversation could confuse learners. However, auditory students are seen to find learning comfortable even without visual input. These students enjoy and derive benefits from unembellished

conversations, lectures, oral directions, classroom interactions and similar activities along with role-playing. Kinesthetic students are undirected and unable to sit at their desks for an extended period resulting in classroom learning environment difficulties. Tangible objects are such as; using flash cards and organized movement are beneficial for kinesthetic and tactile students. Reid (1987) explains that all EAL students have a varying degree of sensory preferences and that some people from particular cultures are seen to favor different modalities towards the learning procedure. Students from Asian culture, especially Korean children are highly visual learners. Other studies mentioned that Hispanic learners are "highly auditory in nature," it was also observed by Reid that Japanese learners are "highly non-auditory in nature." EAL students with various backgrounds and cultures are observed to be highly tactile and kinesthetic in their sensory preferences (Reid 1995).

1.6 The Research questions

This study investigates the following research questions:

1. To what extent identifying the learning styles of the EAL students in the mainstream classrooms help the teachers?

2. What is the impact of learning-style-based teaching on EAL learner's competence and performance levels?

3. How does the teacher's perspective and knowledge of teaching strategies affect EAL students' learning-styles?

1.7 Hypotheses

The following hypotheses are formed according to the learning styles of the EAL students in the mainstream classes:

1- The learning-style-based teaching does not have an impact on EAL learner's competence and performance levels.

2- Teacher's perspective does not have any effect on learning-style-based teaching strategies for EAL students.

1.8 Structure of the Dissertation

This dissertation includes six chapters. Chapter 1 is the introduction which clarifies the study background, overview, and significance of the study and statement of the problem, definitions of the critical terms, research questions, and the hypotheses.

Chapter 2 displays the literature review of this study. It contains some learning styles and strategies theories such as; Behaviourist Perspective of EAL, Inmates Perspective of EAL and Interactionism Perspective in EAL. Finally, the chapter introduces learning styles used in the study, personality types, and the previously conducted studies on learning styles and strategies with EAL students. Additionally, it highlights the significance of strategies in teaching nowadays.

Chapter 3 presents the methodology applied in this study. It contains the research questions details, hypotheses, research design, participants, materials, setting, timing, data collection procedures.

Chapter 4 provides analysis of the three research questions along with the methods used.

Chapter 5 analyses the findings, provides a discussion of the results and the ethical considerations are demonstrated in this chapter.

Finally, chapter 6 concludes the dissertation and provides further recommendations for the future applications.

Chapter Two: Literature Review

2.1 Introduction

In all the hoopla and arguments, learning styles and strategies have debated theories. This raises the question why are theories critical in the educational system? According to Ravitch and Riggan (2012), a theoretical and conceptual framework unites the whole research. Nevertheless, they determine the study value and provide evidence on the previously conducted researches. Therefore, all learning styles and related concepts are defined and discussed in details in this chapter.

This chapter presents related theories to learning styles and strategies as the central scenario for this dissertation topic. Furthermore, before explaining the interconnections between vocabulary acquisition and instruction, the chapter shows the relationships between reading and vocabulary. In addition, the chapter displays both implicit and explicit methods in vocabulary acquisition through reading comprehension.

2.2 Theoretical Background of the Study

2.2.1 Second Language Acquisition Theories

There are numerous theories about learning styles and strategies with the degree that dominate and impose drastic and settled research in the second language acquisition process. There is a merely question raises itself: Does the second or foreign language teaching and learning have a connection with the language learning strategies and styles of EAL students? However, in the current age, the researches on second language teaching and learning have become increased, necessary and essential to the educational system, there are few pieces of research are conducted on the EAL students in the Gulf region. In this section, there will be various detailed and explanatory strategic theories.

2.2.1.1 Behaviourist Perspective of EAL

This theory was introduced by Skinner in 1960. It has a significant impact on second language teaching in many ways. One of its well-known teaching methods is the audio-lingual method which uses tape-recorders with learners. In this method, learners are taught to listen and speak, then read and write as the behaviorist believes the first language acquisition is a natural journey. However, the participants in this study are contradicted with this approach and think that it was not successful in second language competence acquisition.

2.2.1.2 Inmates Perspective of EAL

Chomsky is the founder of the Creative Construction Theory (Dulay Burt and Krashen, 1982). This method had a considerable impact on research in regards to second language acquisition, and an interview was used as a primary method to collect and analyze data. According to Dulay and Burt, second language acquisition is similar, however not the same as first language acquisition. On a similar note, Krashen's Theory has five hypothesis related to second language acquisition:

1- The Acquisition/ Learning Hypothesis: Krashen apparently described the difference between acquisition and learning. He claimed that learning cannot be inverted into an acquisition. It is difficult to relate this hypothesis to this study as both terms need much practical, flexible explanation.

2- The Monitor Hypothesis: Krashen proposes that learning a formal language will lead to developing language in depth with the help of a monitor. According to Krashen and many educators that communication is fundamental to the learning process and this was one of the key focuses of this study with the EAL students.

3- The Natural Order Hypothesis: according to this conception, the learners in an inevitable chronological sequence acquiring rather than learning the language rules. This is a pure base of any language learning and might help our EAL students polish their learning skills.

4- The Input Hypothesis: Krashen claims that the second language acquisition is a result of the learners understanding of the targeted language. This hypothesis is challenging as it goes beyond the learner's

current proficiency. Therefore, the EAL students were tested at the end of the lesson as mentioned in the observation.

5- The Affective Filter Hypothesis: This theory addresses the learner's environment effectiveness. Low-anxiety, self-confidence, self-esteem, and motivation help learners acquire language faster than staying silent for an extended period. This hypothesis helps in promoting differentiated language teaching practices that are essential for EAL students.

2.2.1.3 Interactionism Perspective in EAL

This hypothesis considers language unstructured, but the primary focus is on communication between the learner (non- native) and others (native speakers). Halliday shows there is no pressure on learners to speak and occurring errors are corrected naturally by negotiation while others may require corrective instruction. Moreover, this theory requires comprehensible input. Therefore, as EAL learners speak or write in the new language, they will learn a hard strategy to select the necessary required vocabulary and grammar to express their ideas.

2.2.2 Conscious Movement toward Aims

According to Pressley and McCormick (1995), the learning strategies are used intentionally and controlled consciously by the learner. The definitions of strategies are understood to imply the various conscious movements towards their language objectives (Oxford 1990, 1996a). An example is given by Divna (Oxford 2003), who aims to conduct a thorough research in chemistry using various articles talking about L2. Because of time constraints and being a busy person, she lacks time to read articles and journals though she requires relevant information contained in the paper. To meet her needs, she has been performing a manageable task of finding and then reading an L2 article once a week at a rapid reading rate. This helps identify and understand all the published research findings. Various strategies to accomplish the task include scheduling a time every week for searching an article resulting in a cursory glance over all pertinent articles related to her research (Zimmerman et al. 2000). Additionally, Divna has used strategies like reading carefully with supporting details, skimming for assessing the main points, using a dictionary to understand all the complicated words, writing an outline or summary whenever required and keeping a notebook for

L2 scientific vocabulary. Therefore, a series of interlocking, related and mutually supportive plans and a well-orchestrated set of strategies used referred to as a strategy chain is used.

2.2.3 Positive Outcomes from Strategy Use

Pressley (1990) declares that students' achievements and proficiency during the reading subject areas outside L2 learning clarifies the learning strategies use. The previous researches have explained this ranged relationship from social studies to science and from physics to reading. Various studies have associated learning strategies used with positive learning outcomes and concluded that learners who employ themselves in learning strategies have self-efficacy high levels combined with the active learners' perception (Zimmerman & Pons 1986). According to Naiman, Fröhlich, Stern, and Todesco (1975), specific used learning strategies by some learners such as; guessing the meaning from the context reflects good L2 arena learners. However, following studies depicted that one cannot use a single set of strategies to become a good language learner. These studies found that fewer ability learners use strategies in a random, unconnected, and uncontrolled manner (Abraham & Vann 1987), while more efficient learners showed careful strategy orchestration, targeted in a relevant, systematic way at specific L2 tasks. Nunan (1991) states that more effective learners can be differentiated from less effective ones as they have a higher ability to reflect on and articulate their language learning process. In Puerto Rico, English learners study showed that successful students used strategies and were actively involved compared to less motivated learners (Green and Oxford 1995).

2.3 Learning Styles

Ehrman and Oxford (1990) declared nine major style dimensions that are highly influential and relevant to L2 learning. The following chapter will discuss four primary learning styles that are closely connected with L2. Learning-personality types, sensory preferences, a desired degree of generality, and biological differences.

Numerous studies revealed that learning styles would not be divided in nature; preferably they are operated on the intersecting, and multiple continua such as; an individual may find that he has a dominant learning style. Another example, an extrovert compared to an introvert, visual and auditory and closure-oriented than open, but he might have less tactile and kinaesthetic involvement (Prabhu 1987).

2.4 Personality Types

Carl Jung mentions that personality type is known as a psychological type. Personality style contains four essential strands; Intuitive-random vs. sensing-sequential; thinking vs. feeling; extroverted vs. introverted, and closure-oriented/judging vs. open/perceiving. There is a close recorded relationship between L2 proficiency and personality type in the native-English-speaking learners of foreign languages (Ehrman 1989; Oxford 1990).

2.4.1 Extroverted vs. Introverted

The extroverts interact with people daily and gain energy from the external world. They have innumerable friends unlike introverts who thrive on solitude, derive energy from their internal world and have fewer friends as it is explained by psychologist Carl Jung (1995). Teachers are the foremost people who create ways to allow for introverts and extroverts to work collectively.

2.4.2 Intuitive-Random vs. Sensing-Sequential

The intuitive-random students think in futuristic, abstract, large-scale and non-sequential manner. Ehrman and Oxford (1990) believe in creating new possibilities and theories that have sudden insights and prefer guiding people about their learning. Contrastingly, the sensing-sequential learners believe in consistency, require specific instructions and guidance and prefer focussing on facts rather than theories. The teacher should provide them with a plethora of choices and varieties by introducing an organized structure for the sensing-sequential learners and providing enrichment activities, as well as multiple options for the intuitive-random students.

2.4.3 Closure-oriented/Judging vs. Open/Perceiving

Closure-oriented students are inclined to judgment, completion and yearn to clarify doubts immediately. They are earnest, hard-working and prefer to be provided with deadlines and written information. Ehrman and Oxford (1989) think that their desire towards closure is seen to be hampered by fluency development.

Perceiving and open learners tend to use the ideas of new perceptions, take the L2 learning less seriously and associate work tasks as games to be enjoyed rather than tasks. They dislike deadlines and prefer to enjoy their experiences in learning. It seems as though perceiving learners soak up the provided information by osmosis instead of exerting hard efforts. While developing fluency, the open learners perform better as compared to the closure-oriented learners. Both Ehrman and Oxford (1989) think they are at a disadvantage when taught in the traditional classroom. Cooperative groups should be formed in the L2 classroom.

2.4.4 Thinking vs. Feeling

Thinking learners are highly rigid and oriented to the stark truth, even when their decisions hurt the others feelings. They are competent, detached and do not provide praise efficiently. Contrastingly, feelings learners value individuals, their words, and behaviors, empathetic, compassionate and say smooth words over varied situations. Regularly feeling learners are visible to be respected for their contributions and tend to wear their heart on their sleeves. They should be paired with thinking learners to lessen profound emotional expression while thinking learners must be encouraged to show their feelings.

2.4.5 Analytic vs. Generality

According to M. Ehrman, and R. Oxford (2012), various classifications present a differentiation between the concentrate on the minutes' details learners as compared to the big picture or central idea focus learners. The holistic or global students are interactive and emphasize the main idea ensuring an analysis of minute details. They are unconcerned with incomplete information and necessary things from prior context. Analytic students always concentrate on minute details and avoid free-flowing communicative activities. They are highly concerned with precision as they are not risk takers. They

take chances only when they consider their choices to be accurate. Both categories learn through a maintained balance between generality and specificity in L2 learning.

2.4.6 Biological Differences

The biological differences include location, sustenance, and biorhythms which affect in the L2 learning styles difference and the ability to adjust to the new learning styles. 'Location' involves environment which ranges from lighting, temperature, firmness of chairs and sound. Biorhythms refer to specific times of the day when students feel good and perform better. Some L2 learners prefer learning in the morning whereas others prefer the afternoon; this might affect the learner's performance in the classroom. 'Sustenance' refers to food and drinking habits of learners and these are perceived and evaluated; for instance, some students like studying with food or a cup of coffee whereas some are distracted by this. Cohen (1998) declares that observing how individuals respond to the selected strategies and modifying them accordingly; educators become better responsive teachers and evaluators.

2.5 Previous Studies on Effective Language Learning Styles, Strategies and Teaching Methods for EAL's

2.5.1 "The learning styles and strategies of effective language learners" By Lillian L.C.Wonga and David Nunan, 2011

The study presents comparative research results of the learning styles and strategies of efficient and ineffective language students. The participants were 110 undergraduate university students in Hong Kong. The data was collected through an online questionnaire completed by the participants on their learning style and strategy preferences. The researchers showed the critical differences in learning strategy preferences and learning styles and patterns of language use. One major finding in the study was that the learners who knew their learning styles not only improve their language but also become more independent in other school subjects. The research purpose was to provide practical plan, and program for teachers help them learn on how to cater for different learning styles.

2.5.2 Effective Language Learning Styles, Strategies and Teaching Methods: An Overview for L2 Teachers (By Michael Lessard-Clouston, 1997)

This study provides an overview of learning styles and strategies to assist second language teachers in their teaching. The study outlines and discusses a three-step approach teachers may follow while teaching second language learners: step 1: Study and know the teaching material, step 2: Focus on second language learners in teaching and step 3: Encourage learner reflection. The researcher sheds light on second language strategies key issues. Meanwhile, he suggests teachers should be provided with practical training that helps in implementing fundamental approaches for second language learners. The researcher recommends the need to encourage students while learning languages and help teachers to improve their teaching methods.

2.5.3. Did you cook your lesson based on the right recipe? (Accommodating the Students Preferences in Class) (By Zahra Naimiea, Saedah Sirajb, Rana Ahmed Abuzaidc and Reihaneh Shagholid, 2010)

This study explores how teachers can accommodate the students' preference consistency in the classroom. The researchers used the qualitative method to collect data, through observation and interviews. The participants in this study were two educators and 100 second language students in an English major program in Iran. The results showed that teachers should know their students learning preferences to accommodate different student's needs. Furthermore, the research on student learning pointed out that the traditional teaching method is not considered as the best approach in terms of aligning with the students' styles preference

Chapter 3: Methodology

3.1 Introduction

Reviewing the significant literature review in chapter two introduces an overview of the theoretical field in the current study. Chapter three presents methodological, practical, and descriptive details of the study. Furthermore, the present chapter pays attention to the samples, the study setting, and the materials, the followed procedures to complete the study, and the research rationale as well as the ethical considerations. Also, it defines every research question and supports possible definitions of the various constructs under investigation. Moreover, this chapter focuses on the utilized language learning strategies which will improve non-native learners' skills. Moreover, it will provide a better understanding of the teachers implemented strategies to enhance students learning dependence. Furthermore, it can serve as a research reference in regards to language learning strategies.

However, most international schools in the UAE have an EAL provision, none of these schools are catering to the EAL students with the appropriate practice. On one side, the information presented here has been collected mostly from different regions around the world. The fundamental challenges still the same as the number of EAL students is consistently growing in the UAE with considerable attention.

3.2 Research Questions

1. To what extent does identifying the EAL students' learning styles in the mainstream classrooms help the teachers?

2. What is the impact of learning-style-based teaching on EAL learner's competence and performance levels?

3. How does the teachers' perspective and knowledge of teaching strategies affect EAL students' learning styles?

3.2.1 Research Question 1

1- To what extent does identifying the EAL students' learning styles in the mainstream classrooms help the teachers?

The study's first research question explores the EAL students learning styles in the mainstream classrooms help the teachers. In the last decade, the students' numbers between the ages of 4-18 years in international schools in the United Arab Emirates (UAE) have doubled, amongst them, more than 80% speak languages in addition to English, a number which is rising every year. English is the core subject in the international schools and language of instruction according to Gibbons, 1993. Because of the EAL students increased numbers in international schools, teachers efficiently will provide an effective and differentiated teaching if they are aware of the EAL students' learning styles.

3.2.2 Research Question 2

2- What is the impact of learning-style-based teaching on EAL learner's competence and performance levels?

Both Piaget and Vygotsky agreed that language is the vehicle through which children's cognitive ability develops. Language competence is essential to EAL students to help them communicate and socialize at school. In the current study, teachers assist EAL learners to develop language competence through critical questioning and scaffolding support according to their learning styles preference which helps rising the EAL students' performance level.

3.2.3 Research Question 3

3- How does the teacher's perspective and knowledge of teaching strategies affect EAL students' learning styles?

Knowing the students learning styles during teaching EAL students is very supportive for teachers to differentiate and cater to the students' needs. Consequently, trained, experienced,

approachable and friendly teachers with the right knowledge, differentiated activities, modified lessons, and innovation can have positive impacts on EAL learners.

3.3 Hypotheses

Considering the various kinds of learning styles with the EAL students in the mainstream classrooms, it is hypothesized that learning–style-based performance levels will not influence by the learning styles. The study has two hypotheses defined as per the following two:

3.3.1 Hypothesis 1

The learning-style-based teaching does not have an impact of on EAL learners' competence and performance levels.

3.3.2 Hypothesis 2

Teachers' perspective does not have any effect on learning-style-based teaching strategies for   EAL students.

3.4 Research Design

3.4.1 Learning Strategies

L2 strategies can be defined as the behavior or thought process which is highly specific towards enhancing L2 learning outcomes. The term strategy is derived from the Greek word 'strategia,' which means the actions or steps that are taken to win a war. However, with the passage of time, goal-directness and control are closely related to the word (Oxford 1990). A strategy can never be termed as good or bad, but it is considered to be highly neutral to the context where it is essential. A strategy can only be termed useful if the following conditions are met:

1. The procedure is closely related to L2 tasks at hand.

2. It is befitting from the students' learning style preferences.
3. It is efficiently employed by the students and linked to various learning styles.

On meeting the conditions as mentioned earlier, learning will be faster, enjoyable, more accessible, self-directed, transferable and efficient towards new situations (Oxford 1990). These learning strategies make students highly autonomous, independent and lifelong learners (Allwright 1990; Little 1991). Students are not aware of the power of consciously using L2 learning strategies to make the process of learning quicker and more efficient (Nyikos & Oxford 1993). Highly skilled teachers assist learners in developing awareness on the uses of the varied learning strategies appropriate to their individuality.

3.4.2 The Relationship between Teaching Strategies and Learning Style Preferences

According to Ehrman and Oxford (1989), students often use various learning strategies that reflects their basic learning styles when several strategies are self-chosen or enforced by the teacher. If a primary learning style preference is not within the learner's domain, they are not efficiently utilized, resulting in teachers providing direct and clear instructions on strategies usage (Andrew1998). It is important for teachers to know their students' learning styles to accommodate them with the correct teaching strategy.

3.4.3 Strategy Instruction Research

According to Green and Oxford (1995), the learning strategies' numbers and types vary according to the foreign language environment or second language learners' conditions or situations.

Moreover, the researchers discovered that second language learners had employed a significant higher frequency number of strategies as compared to the foreign language learners. To increase the L2 proficiency, most teachers and researchers provide thorough instructions, which help learners to imply various relevant and powerful learning strategies. There is a plethora of EAL/EFL related studies

mention the positive and tangible effects of the strategy instructions that emerge for reading (Park-Oh 1994) and speaking proficiency (Dadour & Robbins 1996; O'Malley, Chamot, Stewner-Manzanares, Küpper, & Russo 1985). However, the listening skill does not show significant results (O'Malley et al. 1985). The strategy instructions effects were investigated by Cohen et al. (1995), and Cohen and Weaver (1998) who demonstrated that positive results are mixed with neutral findings. However, Chamot et al. (1996) mentions that greater strategy usage along with self-efficacy among the native-English-speaking learners of foreign languages has its effects. Similarly, Nunan (1997) demonstrates that the strategy instruction increases the EAL learning motivation.

Building effective strategy requires teachers to explain the approach usefulness, provide a used methodology, and conduct an evaluation. Furthermore, knowledge transfer to other situations and tasks must also be taught to the students. According to Oxford and Leaver (1996), the best approach in everyday L2 teaching is to deliver various and useful strategy instructions. In 1990, Oxford identified six significant groups of L2 learning strategies, while Chamot and O'Malley have offered alternative taxonomies.

3.5 Types of Strategies

3.5.1 Cognitive Strategies

Language resources and materials can be manipulated by the learner's indirect ways through applying cognitive strategies such as; reasoning, summarising, note-taking, outlining, synthesizing and reorganizing information which results in the stronger knowledge structure development (efficient schemas), practising structures, and naturalistic settings and sound formally. Cognitive strategies and L2 proficiency studies are interrelated according to the studies by Kato (1996), Ehrman and Oxford (1995). The other two studies include the learning of foreign languages by native English speakers (Oxford & Ehrman 1995) and the learning of Kanji by another English speaker (Kato 1996).

3.5.2 Meta-cognitive Strategies

These strategies are employed to manage a comprehensive learning process, such as planning for an L2 task, gather and arrange a study space and schedule, evaluate task success, identifying one's learning style, needs and success of any learning strategies. According to Purpura (1999), "Meta-

cognitive strategies have a direct and positive effect on cognitive strategy use. Consequently, this gives clear evidence that meta-cognitive functions are essential for task completion" (p. 61). Dreyer and Oxford (1996) and Judd and Giesen (1998), declared a shred of evidence that meta-cognitive strategies are often strong predictors of L2 proficiency.

3.5.3 Memory-related Strategies

These strategies help learners to link L2 items. This approach does not appear to involve any chance of deep understanding, but with the help of a plethora of memory-related strategies, the learners can acquire and retrieve information in the form of an orderly string like acronyms. There are numerous techniques which create retrieval and learning sounds such as rhyming. Also body movement and physical response (creating a mental picture of the meaning of the word or the word itself), mechanical means (flashcards), a combination of sounds and images (keyword method), or location (page or whiteboard).

According to Kato (1996), these strategies are connected to the L2 proficiency in the course of memorizing the numbers of language characters and also for classes that are designed explicitly for the native-English speaking learners of foreign languages (Oxford & Ehrman, 1995). However, one cannot always associate memory-related strategies to the L2 proficiency, and according to Purpura (1997), when memory strategies are used in a test-taking situation, a negative relationship is involved in the grammar and vocabulary performance test. This is because memory strategies are usually employed while memorizing the vocabulary and structures especially in the initial stages of language learning. However, these strategies are required to a lesser extent in the condition where vocabulary and structures have become a more substantial.

3.5.4 Compensatory Strategies

This strategy involves guessing or assuming from listening or reading the context, or from talking about the missing word either by writing or speaking about it and by using pause words or specific gestures. All these methods help the learner to make up for missing knowledge. According to Cohen (1998), the compensatory strategies are employed for speaking and writing (a form of

communication strategies) but can be intended only for the language use and cannot be regarded as one of the language learning strategies.

3.5.5 Effective Strategies

Effective strategies are related to talking about feelings, identifying with one's mood and anxiety level, rewarding oneself for good performance, and positive self-talk or deep breathing are all termed as useful strategies. All these strategies have been linked with the L2 proficiency as presented by Dreyer and Oxford (1996) and by Oxford and Ehrman (1995) dealing with South African and native English speakers, respectively, learning foreign languages. Some studies disagree with the observations of these studies and depict negative links with L2 proficiency. This could be reasoned as ineffective use of strategies. Some of the students focus on the cognitive, meta-cognitive and social strategies for enhancing their L2 proficiency and do not focus on practical strategies for achieving higher proficiency.

3.5.6 Social Strategies

These strategies seek to ask questions for verification, clarifying confusing issues, talking in general, requesting for help and exploring the social and cultural norms of other students. It is evident that the selected school works toward a definite integration of the EAL students in the school. Teachers insist on the mixture of friendly relationships between EAL students and other students, and this view was echoed through the children themselves. However, in some cases, it was witnessed that EAL students tended to group by mother tongue language.

3.6 Participants

Twenty-five primary Grade 3 EAL students from an international school in Dubai were selected as the sample for this study. The selected sample from each class of the seven sections had between two to five EAL students. The classes consisted of cross-culture speakers, EAL students who were very weak in English and Special Needs Students. There are around 80 nationalities represented

in the school. The students and the teachers were asked various questions regarding EAL, diverse learning process, learning styles and the classroom settings. The selected school was a private international institution, looking at its English curriculum; it was found that there is an essential difference between the English language learning curriculum in the public and the private schools in Dubai. Additionally, the public schools provide a fewer number of periods for language instruction in comparison to an international school where language barrier has to be eliminated in order to promote equal opportunities. The international school has been chosen for the research study due to the higher exposure towards the L2 provided, enabling the students to practice as well as participate in the targeted language as compared to the other schools. Most non-private schools even lack the opportunity for developing the listening and speaking skills of students because of the less English lessons, absence of technology and the presence of crowded classrooms. However, in the selected international school, a whole new language approach was implemented throughout the curriculum course. The samples confined to the third-grade students because they are in their concrete operation periods as per the developmental stages of Piaget. Consequently, the students from this grade level are adopted for this study.

The researcher chose grade three in collecting the data specifically because students in the first or second grades are aged between seven or eight have lower cognitive abilities as compared to the third, fourth and fifth-grade students and this requires the use of additional data collection techniques. Moreover, the third, grade attention span is longer than the first and the second grades. The first and second graders reading ability are less than the developed reading and writing skills of the third, fourth and fifth-grade students. Finally, fear and anxiety are the dominant feelings in the younger students, whereas lower effective filters dominate the third, fourth and fifth-grade students (Gürkan & Gökçe, 1999). These efficient filters and effective development are fundamental considerations while collecting data. In case the children are profoundly afraid or anxious, the validity of the results might be recognized to be affected negatively.

3.7 Materials

L2 learners have utilized a large number of tools such as journals, think-aloud techniques, observations, interviews and many other devices. All methods have disadvantages and advantages, as measured by Scott and Cohen (1996). On the other hand, the most broadly utilized survey, the inventory of strategy for language learning, has been translated into more than 20 languages and widely

used in dozens of published studies around the world. A range of learning strategy tools have brought research outcomes beyond those that have been described above, such as culture, career orientation, an L2 strategy of learning utilized in L2 learning motivation, beliefs, brain hemisphere dominance, and the nature of the L2 task.

3.8 Procedures of the EAL Students Identification

The process around how the EAL students were identified by the selected school and labelled under EAL/ESL ran on the following; the school undertakes to give EAL support to help those who have not achieved a level of English capability that enables them to get ready to access the provided school curriculum. EAL support is given in both in-class and pull-out support. The primary purpose of the EAL programme is to have the fundamental directed support in class teaching, learning, and the well-being of all the students including the EAL students.

The first step begins with the placement test in which the students sit for in the registration phase. A few years ago, students used to be given an exam created by the advisory board of the school. However, in recent years the school started using a formal international benchmark such as the Cognitive Assessment Test 4 (CAT4) and according to the verbal score students are identified as EAL if the score is below 90.

The second step is sharing the CAT4 results with relevant teachers, specifically mainstream teachers and the EAL team at the school. Next, the EAL students are accepted in the EAL programme and therefore, assessed by the EAL teachers in order to provide them with the appropriate work throughout the year. Some students are referred to the EAL programme using the referral form (Appendix) provided by teachers if teachers think they need support with any particular skill. All EAL students are immersed in the mainstream academic programme from the first day, missing out only specific classes based on their level. Most children in the EAL programme are taught two to four sessions per week for 50-minute lessons. The EAL children are taught in small groups to encourage social and formal language acquisition. The EAL teacher works side by side with the classroom teacher to help children with their "class" work with in-class support. The children are regularly assessed to determine their level and needs.

The interviewees were observed before and during the interview, as well as after the task performance. The data was confidentially kept for some time. The interviewer first explained the whole

procedure to the students, to make them understand the process. The students were just out of the English class. Teachers were instructed to teach them English lessons in order to make them listen and understand the lesson. The students were observed to understand more effectively in an efficient manner. All the selected students' actions were noted and checked, detailing what kind of preparation work was performed by the students, for example taking the paper or notes while listening to the teachers as it is an essential meta-cognitive strategy. The students were given pictures on behalf of what they were talking about and were observed during the class for investigating other strategies the students are using, like writing the name of the objects presented in the picture to facilitate oral production. The students' language and writing ability were evaluated, and their language teachers were consulted. Various reading and listening activities were performed, and the students were observed during the whole course of the task. The strategies of the students were found ranging from their mime or gesture, taking notes, synonyms, circumlocution, and translation or even switching to the mother tongue. Similarly, once the observation was performed, the children behaviors were summarised, by reviewing, reading and correcting the notes. The data was kept as field notes.

3.9 Implications for L2 Teaching

In this part of the chapter, the research synthesizes four different implications for classroom practice. Firstly, the measurement of strategies and styles in the L2 classroom. Secondly, remember that no single L2 instructional methodology matches all students, attuning strategy instruction to learner's style preferences, and conducting and preparing strategy instructions. L2 teachers measure the students' strategy use and learning styles to achieve greater understanding of strategies and techniques and obtain vast knowledge about the possible biases and their preferences. Significant understanding of the assessment tools can be acquired through attending professional conferences, journals, published books, workshops and relevant courses. Teaching strategy can be interwoven into language instruction efficiently, similar to style preferences. Most learners require visually presented guidance while other learners may benefit from kinaesthetic, tactile type of instruction with auditory usage as well. In the absence of proper information and students preferred style, teachers are at a loss.

Strategies and styles are useful tools in determining learners' willingness and ability to work within the framework of different instructional methodologies. It is challenging to think that a single method of L2 could fit the entire class of students with a range of strategic and stylistic preferences. On the other hand, L2 teachers should select broad instructional approaches rather than specific

methodologies. An instructional approach would be the most appropriate version of the communicative approach that involves a combined focus on fluency and permits for predetermined, innovative ranges to fulfill all students' requirements in the class.

3.10 The Study Tools

All the study sample, students and teachers were first given brief research information outlined the study requirements and purpose. In addition, the participants were asked to sign the "letter of consent" where permission for observation and interview for the research purpose were confirmed. The teachers and other participants were assigned pseudonyms to protect their identities. This procedure was performed for the teachers and the students, and every participant was given the right to terminate their participation in the study for any reason at any point in time. The data sources were the responses obtained while completing the questionnaire in the portfolio. Furthermore, additional data was collected from classroom observations and documents, such as teacher syllabi or the course packets to assist the researcher

3.11 Data Collection Procedures

3.11.1 Data Collection Method: (Qualitative)

The study data were collected from primary and secondary primary sources. The researcher collected the primary data from interviews and questionnaires conducted among the students and the third-grade teachers in the international school in Dubai and used it for efficient analysis. On the other side, secondary data were obtained from various literary works, internet feeds, and books.

The qualitative data analysis method built on primary data. The non-probability sample was used as the sampling technique as the samples were selected on the researcher convenient accessibility and proximity. Some of the EAL students were chosen as they were most comfortable to recruit and the selection of these participants were not considered to be representative of the entire population. It is ideal to test the entire population research case study in all forms of the research, but the community is seen to be very large in most cases. Therefore, the individuals are not included. Accordingly, the method of convenient sampling was taken because it is the most common and the easiest of all the

sampling techniques. Furthermore, this technique was fast and easy, while the participants were readily available during the study.

3.11.2 Scoring the Results

Scoring the answers of the various questions in this study was designed according to the number of participants answer to every question. Every answer was graphed, and the assessment process occurs naturally for all questions items. Also, the researcher applied both reliability and validity which are two essential parts of research scoring and evaluation. The importance of the test scores consistency or the reproducibility cannot be belittled because conflictingly surveyed scores are challenging and are once in a while hard to decipher (Ryan, Keitner, Priest and Epstein, 2000). Validity is an examination of the degree to which a measure can quantify what it is set to gauge, while reliability is the degree to which a measuring instrument yields similar outcomes over a time of rehashed estimation utilizing a similar example. Among the methodologies investigated to gauge constancy incorporate the utilization of test-retest, parallel type of reliability, estimation of inward.

3.11.3 Sampling Technique

The study samples are 25 students to make the research highly efficient along with enabling a high probability of obtaining accurate results. The study has been analyzed by the primary data and a sample size. Moreover, the researcher applied the non-probability sample technique as it is convenient and provides the researcher with the course of the research accurate and unobstructed view. This particular technique helped the research to justify the survey in the precise and best manner possible by selecting a random sample.

3.11.4 Data Analysis

The collected data were analyzed by using the Excel Program. Furthermore, the responses mentioned in the questionnaire were classified and recorded numerically as explained in the previous sections for the objective of a purely statistical analysis. The qualitative approach is used in this study to analyze all necessary and essential data. This method will help in collecting the required data from

the targeted samples in the Gulf Region and then analyzing this data based on sophisticated aspects to build confidence and authenticity in the learning styles, and strategies and the EAL learners' use.

Chapter Four: Results and Analysis

4.1 Introduction

The major objective of this study is the exploration of the several types of learning strategies and styles in an academic environment and reinforcement of the Student-Centred programs to modify the used learning methods and strategies. One of the most essential and effective students supporting program is the inclusion and EAL applied in education.

This researcher in this study adopts the qualitative approach to obtain a clear and fruitful view from the insider's perspective regarding the field using the close association with the activities and participants within the settings (Burns, 1994). There are two questionnaires and an interview along with observations regarding the students and the practices which are employed in data collection. The primary focus is placed on grade three during observation conduct. The researcher collected valuable data by the diverse learning processes as well as the students' cross-cultures backgrounds. Observing the students' classroom practices saved the opportunity for a broad range of information collection about the students' learning styles.

4.2 Data Collection Steps

4.2.1 Data Collection

The first step in the data collection process is observation, which helps in conceptualizing the questionnaire questions in a more in-depth investigation. For investigating the learning style, a questionnaire was used and given to the EAL students. The participants were the third-grade students along with their class teachers. The researcher conducted observations using the everyday conversations among the participants, teachers, and the researcher. The observation was used for collecting the supplementary and the explanatory data and in turn, it helped in understanding the students learning the process in the class. The researcher made thorough notes once the conversations were completed. Supplementary and explanatory information were collected from the interviews permitting a deep understanding of the curriculum and environment of the school, and the participants' class teachers were also seen to address the students' diverse learning process.

4.2.2 Research Approach

The researcher applied the deductive approach in data collection. This approach sheds light with the detailed existing models and theories in the society to be analyzed. Studying the learning strategies motivated the researcher to reflect upon the complexity of the competitive educational phase. Therefore, a fundamental justifying analysis used the deductive research approach to link this paper with the existing models and theories.

4.3 Research Questions answers

The researcher used in this study qualitative techniques and methods to collect his data as shown in the following table.

Method used/ Tool	Corresponding Question
Interview Questionnaire	To what extent does identifying the learning styles of the EAL students in the mainstream classrooms help the teachers?
Interview and Observation	What is the impact of learning-style-based teaching on EAL learner's competence and performance levels?
Observation and Questionnaire	How does the teachers' perspective and knowledge of teaching strategies affect EAL students' learning-styles?

Table 1: The Used Methods with Corresponding Research Questions

4.3.1 Research Question 1

1. To what extent does identifying the learning styles of the EAL students in the mainstream classrooms help the teachers?

Before conducting the interview questionnaire with the teachers and the students in the classroom, they underwent an interview session to check their learning styles and preferences awareness. The questionnaire helped both the students in determining their educational learning setting and the

teachers to conclude students learning styles. Moreover, the questionnaire was successful in identifying the students learning styles. Further, the questionnaire helped in proving the reliability of the interview and provided a detailed version of the degree of extent.

1- Do you think you learn better when you are taught by visual aids such as pictures, diagrams, and charts?
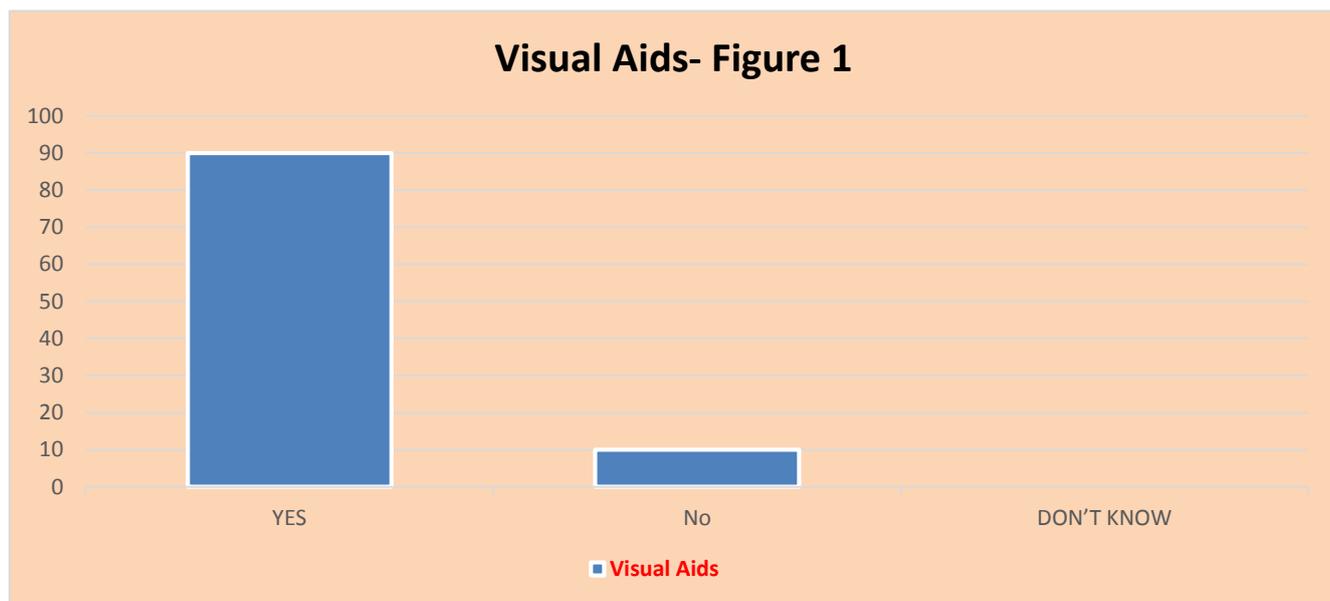
According to Figure 1, we conclude that the highest obtained responses with Yes were 90% which were the highest in comparison to reactions with No was 10% and 0% Do not know. Consequently, we can see that the learners benefited from the visual aids such as diagrams, pictures, and charts. Besides, these results emphasized that most EAL students in third grade are visual learners. The students in this age group found that the visual aids assisted them in the learning process and setting their preferences straight. All the students were clear about their choices on whether visual aids helped them or not as none of the students were seen to be confused about it. This reflected that the students of the selected age group knew their preferences regarding visual aids.

2- Do you think you can learn better by playing games in which you move, act, stand up and use your body?

Gaming Aids - Figure 2
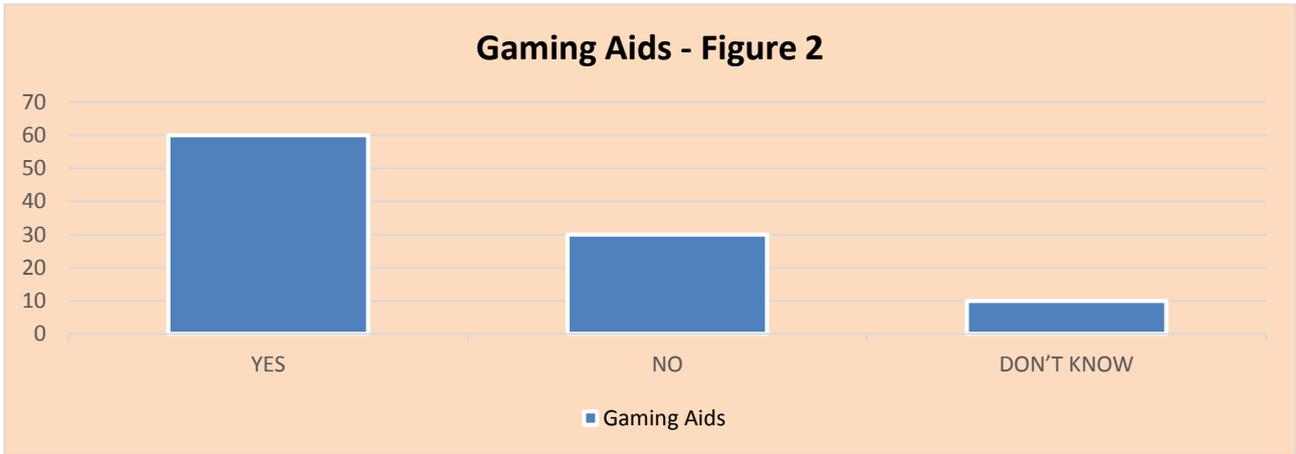
Figure 2 shows the responses to the second question about if using games in learning is better for students or not. The highest responses were with Yes 60% which was higher than the answers with No that was 30% and Don't know that was 10%. The current reactions helped in investigating students influence by gaming aids and their belief about learning better by acting, enacting, moving, and body language. In other words, the kinesthetic learning style was preferred by the EAL majority students.

3- Do you feel comfortable to guide others whenever you think you are right?

Intuitive-Random vs. Sensing-Sequential
Figure 3
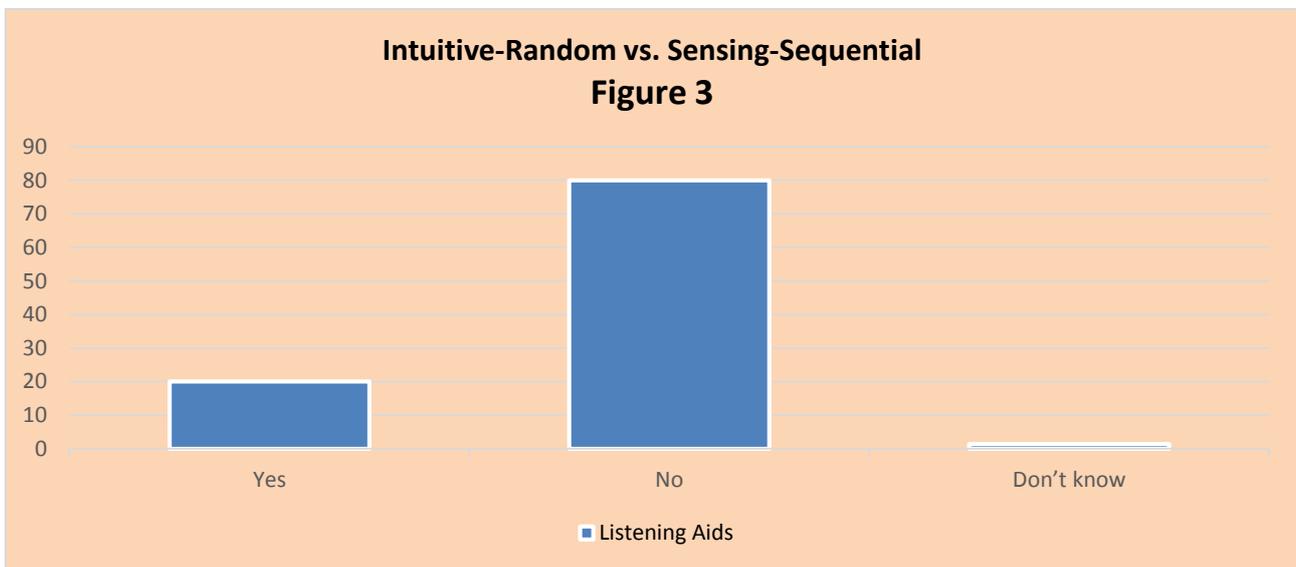
Figure 3 showed detailed answers related to samples comfort in guiding when guiding others. Responses with No were 80% which was the highest compared to the Yes responses 20% and Don't know at 1%. This question was based on the intuitive-random vs. sensing- sequential style. It is concluded that the majority of the students preferred to reflect or voice their ideas to their classmates and teachers, however, only a few number of the students found it difficult to reflect on their thought to

their teachers and classmates. Therefore, the students lowest amount could be considered as the intuitive-random learners, as others preferred sensing-sequential as a better learning style.

4- Do you think you learn better by speaking and having communicative activities?

Communicative- Figure 4
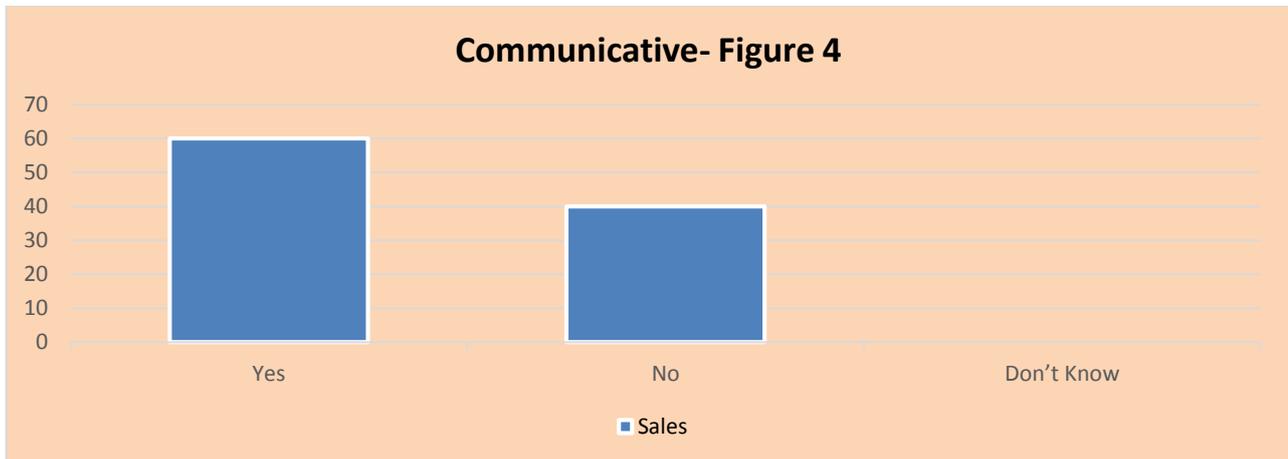
According to Figure 4, 60% of the samples answered with Yes because they learn better by speaking and having communicative activities which were higher than their group mates who answered with No 40%. Consequently, the highest percentage of students have audio-lingual abilities and styles and they preferred learning through speaking and having communicative activities.

5- Do you like group work, peer work or doing activities alone?

**Extroverts Vs. Introverts
Figure 5**
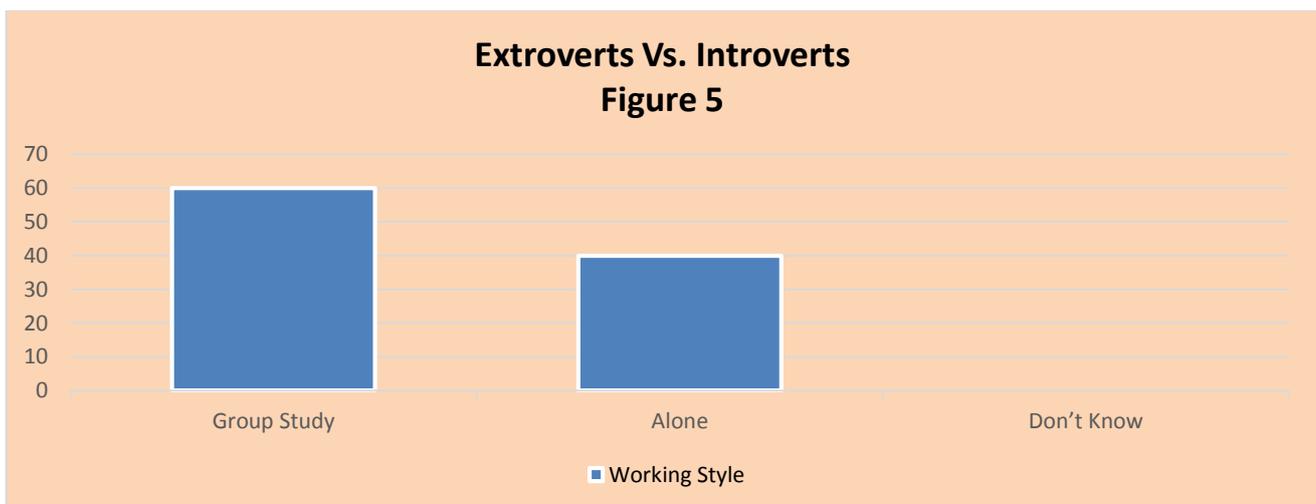
Figure 5 shows 60% of the participants prefer to work in group work which was higher than students who like to work alone was 40% and Don't know 0%. The significance of this question helped

the teachers to understand that the students were open to learning and working in groups. Therefore, the teachers can pair the students adopting different learning styles, to help them establish better learning outcomes. Thus, most of the students were open to group learning and can be considered as group learners. This also reflected the difference between the extroverts and introverts in the class, helping the teachers to differentiate between them.

6- Do you learn better by preparing dialogues and doing puzzles, or preparing activities and doing it?
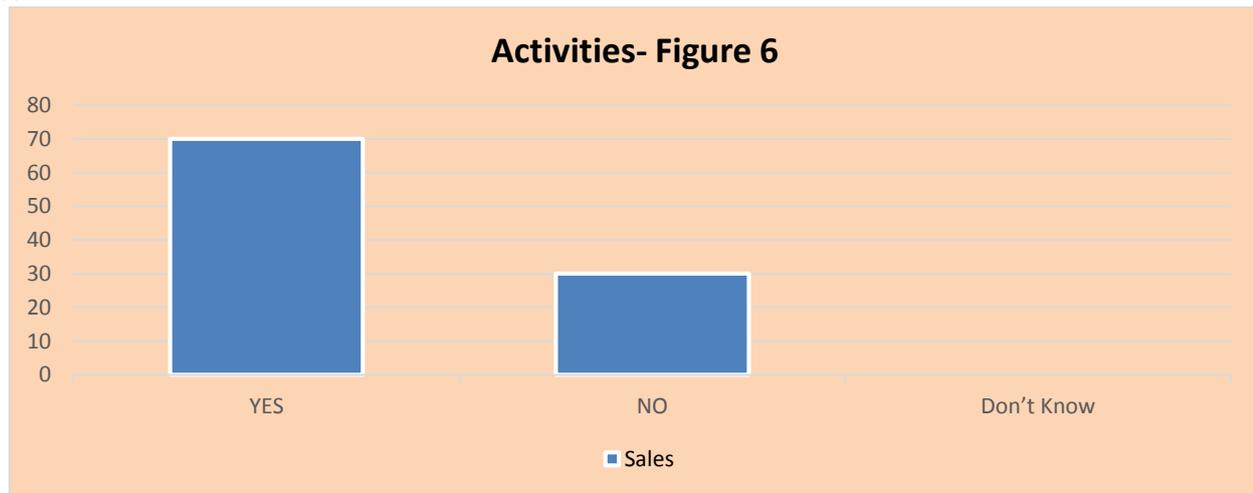
Figure 6 shows that 70% of the samples answered with Yes because they learn better by preparing the dialogues and doing puzzles or preparing activities and doing it, which was higher than who responded with No was 30%. The purpose of this question was to check the kinaesthetic students' styles. Therefore, it was observed that majority of the students were kinaesthetic learners.

7- Are you regular with the deadlines/ time of the activities and work given to you?
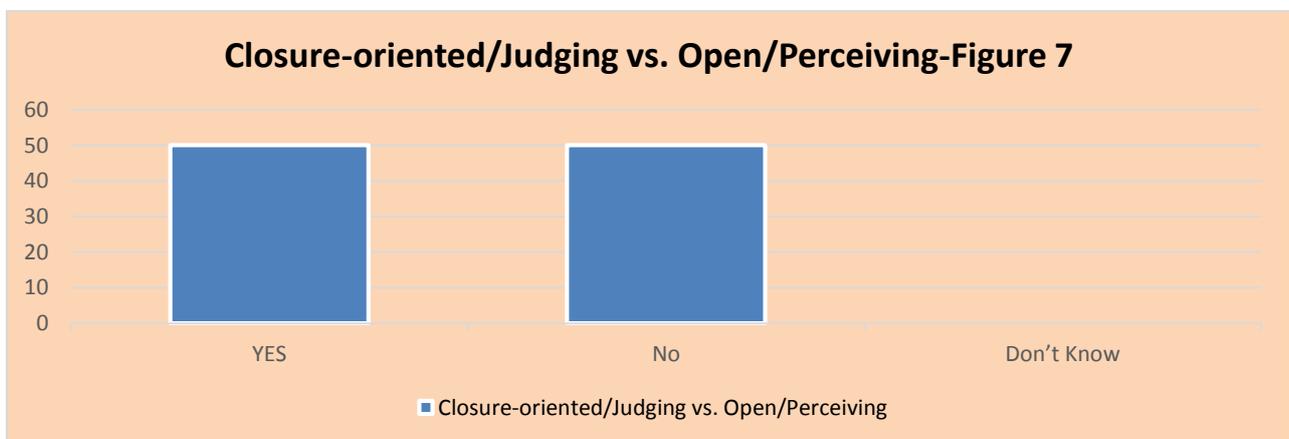
Figure 7 clarifies that both the closure-oriented/Judging with Yes answer and Open/Perceiving with No answer got the same score 50% in the classroom of the third grade.

8- Do you take into considerations the feelings and contributions made by your group partners?

Thinking Vs. Feeling- Figure 8
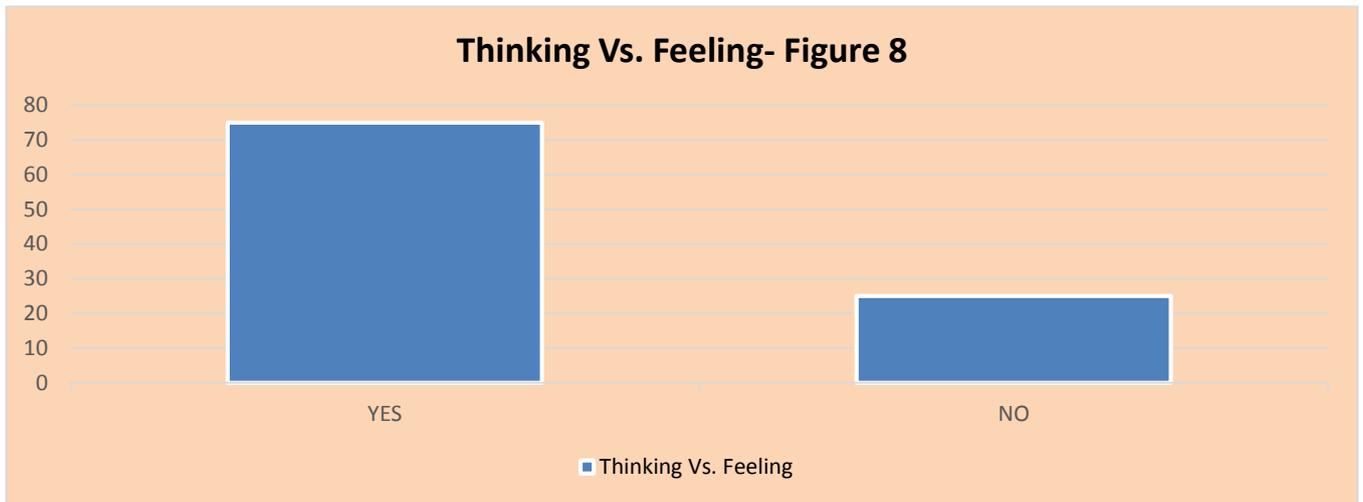
According to Figure 8, students' responses with Yes was 75% which was higher than students with No which was 25%. The Yes group revealed to have thinking personality type while the No sample have empathetic feeling personality. This question helped in differentiating between the thinking and feeling students and their selected personality types. This reflected that the students at a young age are not detached and are empathetic towards the feelings of the others. This also revealed that the students at a young age are open towards being considerate and respectful towards the work performed by their group partners.

Learning Styles Preferences of Students Figure 9
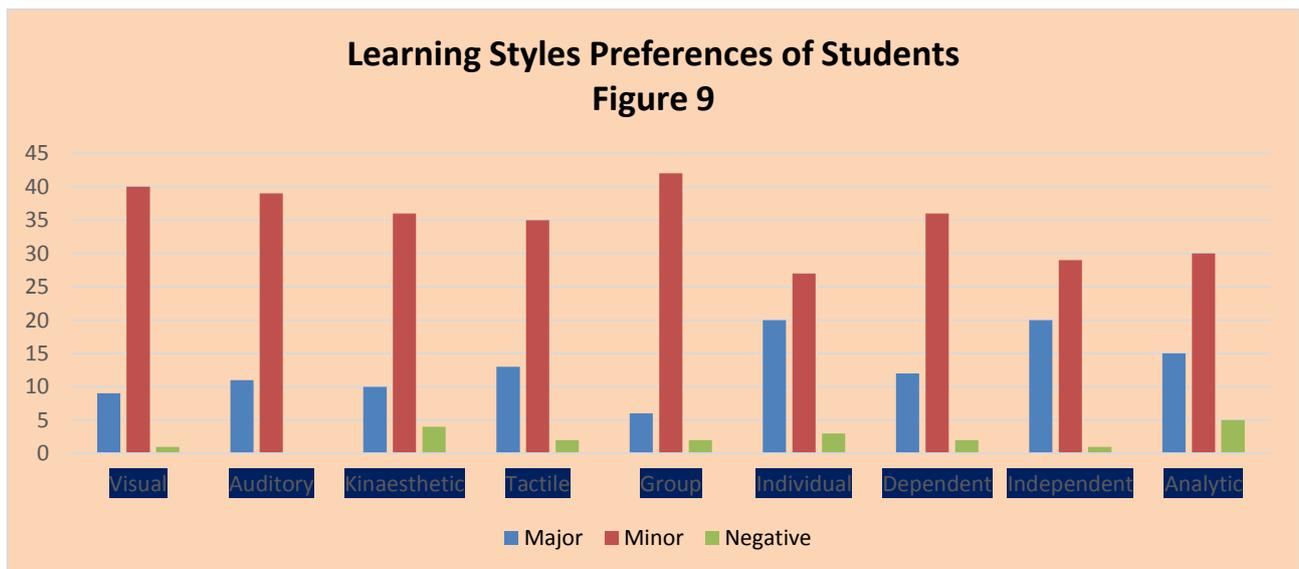
On assessing every single collected data from the questions, results reflected variety in students used learning styles. Furthermore, the participants were aware and knew their learning styles.

Most selected students were identified to be visual learners. The students admitted to learning more when their lessons were accompanied with the visual learning, like images and videos. The students were visual learners and used various pictures, colors and other aids for helping people to learn. These students were seen to incorporate imagery into the visualizations and enjoy reading and learning English by preferring to visualize the words that they have learned.

Regarding the sensory preferences, the samples preferred kinaesthetic and the visual learning styles. Furthermore, the students were identified to be highly extroverted and actively engaged in the group and team member activities. Upon the discussion on the personality types of the students, it was seen that the students were sensing-sequential types as compared to the intuitive-random. Most EAL students were extroverted. Also, a considerable number of students were auditory learners who preferred to learn by listening. Finally, it was seen that there were an equal proportion of the students with the closure-oriented/judging vs. open/perceiving personality types which means that the students were clear, settled and strived for closure along with an equal mixture of people who were more impulsive. There were a similar proportion of students working on the tasks laid-out for them and the people working on the discovery-type tasks. Similarly, there was equality between students who favoured the formal, structured task and the informal, problem-solving tasks and they are considered goal-oriented as compared to the more open-ended, go-with-the-flow kind-of-person.

The questionnaire shows most of the participants did not find any difficulty in identifying themselves as specific learners. When the children are aware of their preferred learning style, it will help them explain the various aspect of their language learning, which might be more comfortable for people, as compared to others, making the process of learning to be highly enjoyable. Only a small proportion of the kids were unaware of their learning styles.

The students enjoyed their English classes, and it can be suggested that by adapting to their learning styles, they can quickly learn better. This reflected that teachers were able to help children to recognize their learning styles and motivate them. However, it can be estimated that the students learning methods and strategies may vary according to the language task and the learning situation.

4.3.2 Research Question 2

What is the impact of learning-style-based teaching on EAL learner's competence and performance levels?

The teachers' interviews showed teachers' teaching styles have impacts on their students learning styles. Also, the researcher attempted to explore the relationship between the teaching and learning styles concerning the English language learning. The research results were highly consistent with the studies learning techniques and suggested students' preferences for teachers with teaching styles the same as theirs (Hyland, 1993; Nelson, 1995; Kinsella, 1995; Carbo & Hodges, 1988; Tudor, 1996). The results showed students motivation toward high familiar learning environment. Therefore, it becomes highly demanding to provide evidence and to conclude learning styles could enhance and match the English language learning outcomes. Furthermore, the students' interviews results showed that the English language proficiency and period were closely connected with learners learning preferred styles. Also, the high English language proficiency students had more flexibility in selecting learning styles as compared to the child with lower English language proficiency (Rezler, A. G., & Rezmovic, V., 1981). This was because of the low English language proficiency and students difficulties in adopting new teaching styles because of the unfamiliarity of techniques. Also, students faced language barriers at the same time. One of the students said in the interview (translated from their first language):

S1: *"I feel secure and comfortable with the teacher whose teaching style matches my learning style. As I am an international student, my English language proficiency is very low. Moreover, I find it to be distracting to adopt the new learning environment which requires me to develop new learning styles. I find it quite distracting".*

However, the students with strong English language proficiency adapted smoothly to the new and different learning environment efficiently as they were encountering less difficulty in understanding English.

S2: *"Every teacher teaches us differently. I try to learn in EAL classes' new words, teachers help us a lot and make us feel safe."*

There are many factors that lead to creating competence and performance levels such as; the students' flexibility in accepting the new or different teaching styles and the time spent with their

English teacher. The participants were students from grade three, and they spent with their EAL teacher approximately 4 hours of the total 30 hours per week.

There are some limitations connected with changing teachers and classes because the students were rearranged to various classes after the first year and then taught by a different EAL teacher. Some students said that they had difficulty in adjusting to the new teacher's teaching style and the learning environment every year. Once the students were getting used to the teaching styles of their teachers, they were made to switch to another teacher in next year who had a new teaching style. The flexibility for accepting the difference and mismatch between the learning and the teaching style was reduced due to the limited time spending with their EAL teacher. Therefore, it was suggested that the students might encounter more flexibility for accepting the mismatch of the teaching and learning styles, where they could learn with the teachers in a longer duration.

The interview results showed the students adaptability to change their learning styles because of the new teaching style and environment concerning the teachers spent time and their English language proficiency. However, there was a lack of research inflicted students learning styles using flexibility measurements. From the interview collected data, it was agreed that a perfect suitability exists between the teaching and learning styles which were helpful in supporting the students with practical language, learning environment and improving learning motivation. Moreover, there was a contrast between teaching and learning styles, which could help the students to develop the learning styles and encourage them in developing problem-solving skills.

Furthermore, the teachers suggested that students have to be guided carefully for helping them to face the unfamiliar teaching styles difficulties (Felder, 1993, 1995; Dweck, 2007; Joyce, Weil & Calhoun, 2015; Rogers, 1982). It was emphasized by the participants that the teachers always provide ample support to students while introducing them to the new teaching styles. This fact can be confirmed by the Zone of Proximal Development (ZPD) Theory which clarifies the conceptual processes and understanding are placed above the zone of the comfort of the learners and the educators, and teachers must scaffold the learning process for maximizing the academic learning outcomes. The general beliefs and fact stated by the learning style literature have confirmed these opinions towards the matching and mismatching of the teaching and learning styles, suggesting that the students and teachers must be flexible and stretching towards the styles for achieving the effective language learning. The relationship between the teaching and learning styles were integrated with the qualitative and quantitative findings.

This study helped in revealing that the learning and teaching styles are flexible and both of these can be seen to be influenced by the internal as well as external factors. The findings from this paper considered to be consistent with the previous studies and literature on the learning and the teaching style. The interviews and the questionnaire helped in finding a close relationship between the learning and teaching styles. Teachers who were tending to develop and adjust to their teaching styles for motivating the students and maximizing the learning outcomes.

The participants reported that their learning styles are profoundly influenced by their teachers' teaching styles and eventually became the same as their teachers' teaching style after a considerable period. On the integration of students and the teachers' findings, the learning and teaching styles are changing simultaneously and are influenced by each other. The teachers and students points of view towards the matching theory were also revealed. Furthermore, most of the learners preferred teachers with the similar or matching teaching styles, and this was emphasized clearly in the case of mismatching caused demotivation. Never the less, the interview results reflected that language proficient students were highly confident compared to the less proficient students in accepting the unfamiliar teaching styles. Additionally, the students have a high point of view on the matching and mismatching of the teaching and learning styles concerning the length of the time spent with the teachers. Various students were observed to point out preferred teachers who even spend a limited amount of time with them because they successfully matched their learning styles. When there is a significant gap between the learning and teaching styles, students spend a considerable amount of time to extend their learning styles. It is possible that teaching and learning styles might not be congruent with each other at the beginning. During the interviews, one of the teachers replied:

Teacher1: *"When I read the feedback forms from my students, I changed my styles to fit their needs. I believe that students must be exposed to a variety of teaching styles to identify the learning styles that suits them the most. However, I find, students with low self-esteem find it difficult to learn under some learning styles. For example, I wanted my students to ask doubts whenever they had issues but the students were expecting me to approach them. I tried that for a while but ultimately gave up."*

However, the learning and the teaching styles might change when they are seen to interact with various factors like the educational experiences and the cultural environment. The students with low self-esteem did not actively participate in the classroom and did not even take a risk for developing or changing their learning styles to the more significant challenge as compared to the proficient learners and take a longer time to adopt new teaching styles.

4.3.2.1 Interview and Observation Analysis

On conducting the questionnaire, the third-grade teachers were asked about their experiences in EAL teaching and dealing with EAL students. It was observed that most of the teachers had more than five years' experience. Therefore, it can be established that the teachers were highly qualified and experienced enough to understand, assess and evaluate the learning styles of the students and focus on them individually.

According to the teachers, in the absence of the EAL students, there is a possibility to encounter learners with varying capabilities and language skills. However, due to the EAL students, there is a plethora of differences between the students' language and capabilities skills. Therefore, the teachers engaged in differentiating between the students excelling in the class and pupils having difficulties in the classroom. Therefore, in a classroom with EAL students, the teachers had to encourage the weaker students and provide them with production time as compared to the active members of the class.

From the interviews, it was found that the third-grade students used the compensation strategy. The compensation strategy is related to guessing intelligently which reflects upon the learning of English words and phrases by giving them a thorough thought. Furthermore, the students also overcame their limitations in writing and speaking. This approach belongs to the right strategies and helps in supporting as well as managing the language learning without directly involving the target language.

The students reported spending a considerable amount of time and effort taking responsibility for their learning. The most used approach was the compensation strategy which was frequently used by the participants in the study.

S3: *"When I come across a new word, I always try to guess the meaning and then check whether I guessed it correctly or not."*

This emphasized on students' deep guessing sense towards their learning processes. Another frequently used strategy was the social strategy, where the students were highly open towards obtaining immediate help and assistance from their teachers and friends and were also open towards helping their friends.

S4: *"I do not feel embarrassed while asking doubts from my friends or teachers. I believe they are here to help me".*

This strategy helped the students to socialize and improve their language learning along with gaining greater cultural understanding. Furthermore, this strategy of language learning helped the students to increase their interaction levels, helping them to shape their personality. This particular strategy emphasizes increasing the empathy and interaction in the communication of the students and increasing their awareness. Furthermore, while committing any mistakes, the students were seen to talk about it to their teachers to use the information to help them to perform better in the future. The students reported how important it was for them to obtain help from their teachers and fellow students with high English proficiency.

The social strategy was seen to help the students to reach clarity, as the students were seen to ask for explanations and giving a definition of information that was not understood in the whole language learning process. Furthermore, this strategy helped the students to obtain confirmation regarding knowledge, and the students were able to learn from their mistakes. Additionally, the approach was seen to establish cooperation in bringing the target language into the learning process of the students across the whole process of language learning. This helped in establishing enhanced bonds in order to gain enough knowledge and skills in their target language. Lastly, the students of the class were seen to make attempts to learn the language and to correlate with the feelings and thoughts of their friends, who belonged to different cultures.

S5: *"By asking questions and finding answers with my friends, I was able to make them my friends and learn a lot from them."*

Overall, there was a correlation between the results from the learning strategies and learning styles (Rossi-Le, 1995). The students inclined towards visual learning selected visualization as their strategy while learning the new language. Moreover, these students were reported to learn quickly by the use of flashcards, whereas the tactile and kinaesthetic learners were seen to prefer communicating with native English speakers or others.

Furthermore, it was seen that the students adopting the group learning styles were seen to favour the social as well as interactive strategies as their learning strategies, such as "asking for correction" or "requesting clarification." The results of the report were seen to be in congruence with the study by Rossi-Le (1995). Additionally, the results were coherent with the survey performed by

Ehrman and Oxford (1989). Both studies used the Myers-Briggs Type Indicator (Myers, 1962) and Strategy Inventory for Language Learning (Oxford, 1990) to identify the relationship between language learning styles and strategies. The extroverts used social strategies more often when compared to introverts. Similarly, the students who were adjourned as thinkers in their learning styles were seen to adopt the meta-cognitive strategies more when compared to the feelers. Therefore, various research studies depict the language learning styles and strategies. Indicating that learners efficiently use different language learning strategies and the whole language learning process can easily promote and facilitate the completion of tasks (Chamot, 2001; Cohen 1998; Oxford, 2003; Samida, n.d.). Furthermore, the interview-derived data demonstrated that students have some expectations of their teachers. These are listed below in figure 10:
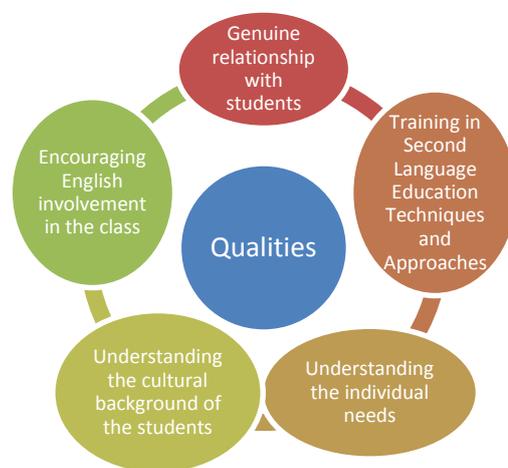
4.3.2.2 Teachers' Qualities:

1. A Genuine Relationship with all the Students

The teachers who were genuinely interested in the students were caring about the students' attitudes, motivation, and behavior. When the teachers were seen to have a good rapport with their students, the students were bound to work harder and become more successful learners. These students will learn English faster and will automatically display stronger skills. Therefore, one of the essential factors is the relationship between the EAL teachers and students.

2. Understanding the Students Cultural Background

When the teacher can accept the cultural differences among students, they can enjoy acceptance by the school environment. Also, when the students feel valued, they are able to assimilate easily into

the English-speaking culture and therefore become exposed to use English more easily increased opportunities.

3. **Training in Second Language Education Techniques and Approaches**

According to the participated teachers, quality professional training and development opportunities must be given to the teachers to help them teach better culturally and linguistically diverse students. The teachers must be exposed to the whole array of learning formats from short workshops to one-time in services and online classes. Furthermore, the teachers must be provided with free or low-cost opportunities.

4.   Understanding the Students Individual Needs

There is an assessment required for students' language proficiency and educational history. Furthermore, the classroom designed lessons has to be individualized to focus on the students functional English level, especially in the listening, speaking, reading and writing skills.

5. Encouraging English Conversations and Involvement outside the Classroom

Students must be encouraged to actively engage outside the classroom, especially during extracurricular or community activities for cultivating friendships and interests, thereby helping in the language acquisition broadening. They must be invited to another school-and community-related activity by the students' interests.

Various questions were posed from the questionnaire, observation, and the interview to identify information related to learning strategies which range from meta-cognitive, memory, cognitive, compensation, effective and social strategies. The questionnaire and the interview were related to these strategies and focused on the learning preferences of the inventory (the content of the statements and the questionnaire on the learning styles are detailed in the Appendix section below).

4.3.3 Research Question 3

Interview and Questionnaire

The students were assessed by using a questionnaire after they underwent an interview session to check their learning strategies awareness. The interview proved that students were aware of their educational settings learning and could identify learning utilized strategies. Furthermore, the questionnaire emphasized the interview reliability and provided a student's applied strategies detailed version.

1- What do you do when you come across a problematic English terminology or word?

Learning Strategies - Figure 11

Strategy	Memorize	Analyze it	Guess the meaning	Encourage yourself	Ask others	centre your learning
Strategy	10	8	12	16	8	6
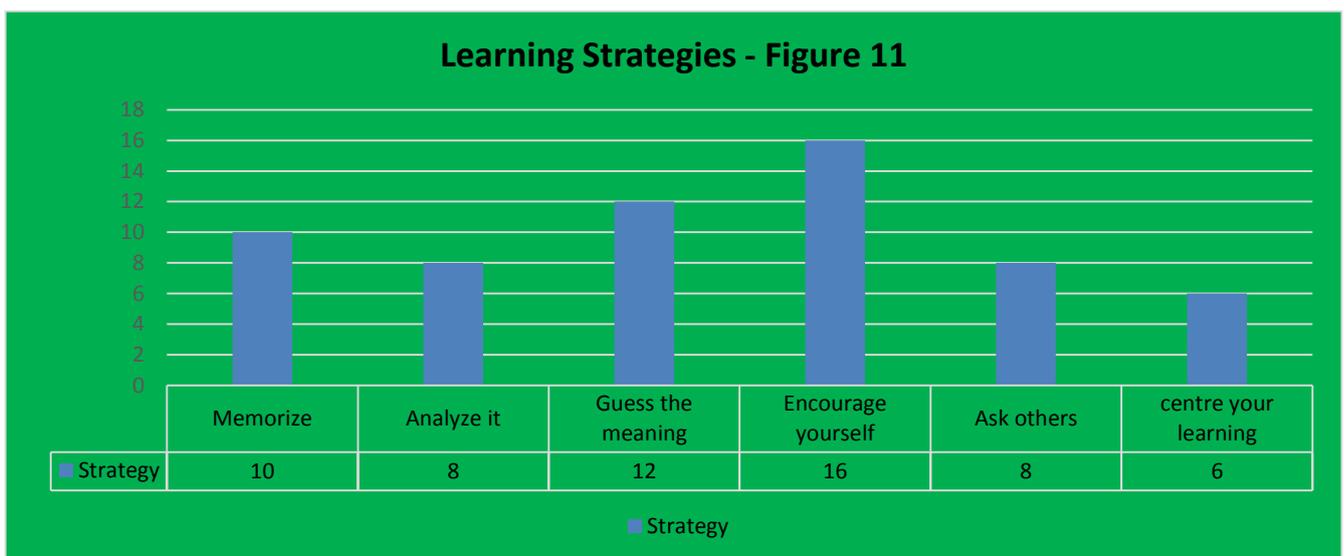
Figure 11 shows encouragement strategy was used by 16 students which was higher than guessing the meaning of the word or the phrase strategy that was used by 12 students. When students found struggling with a new word or phrase in English depicting that most of the students used the effective strategy to enhance their learning skills. Moreover, the memorizing of word strategy was used by ten students which was higher than both analyzing it strategy ten students inequality to ask another strategy that was used by eight students also. Therefore, the students were seen to adapt themselves to the compensation strategy. The lowest used strategy by students was centre by learning 6 students. Consequently, the responses in figure 10 show that most students in the third grade employed the effective strategy and the compensation strategy. The students of this age group seemed

to be involved with guessing the words and encouraging themselves in order to learn English techniques and words.

2- Do you put words in the group in order to remember them?
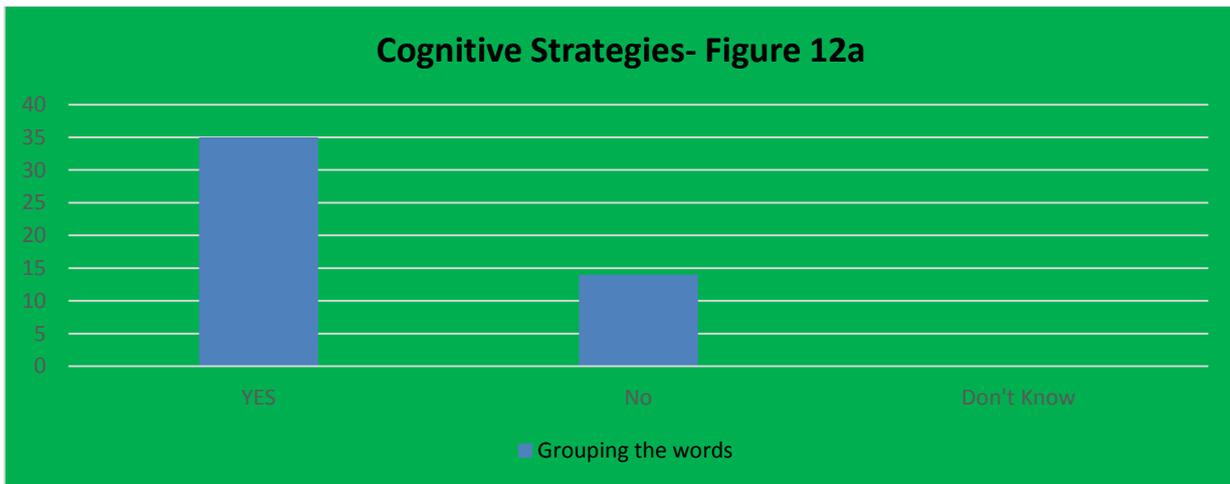
According to Figure 12a students who use grouping, the words answered with Yes were 35 students higher than students who do not use grouping the words and answered with No were 14 students. The students were young, belonging to grade three and therefore they preferred learning words using the most accessible strategy of guessing and encouraging themselves. Most students adopted the cognitive strategies.

3- Do you consciously apply the rules of English language when using the language in new situations?

Figure 12b below shows 38 students applied cognitive strategies which was higher than the students declined the application of English rules in new situations were ten students and who Don't know that were three students. Therefore, a majority of the students were seen to adopt the cognitive strategies while learning a new language.
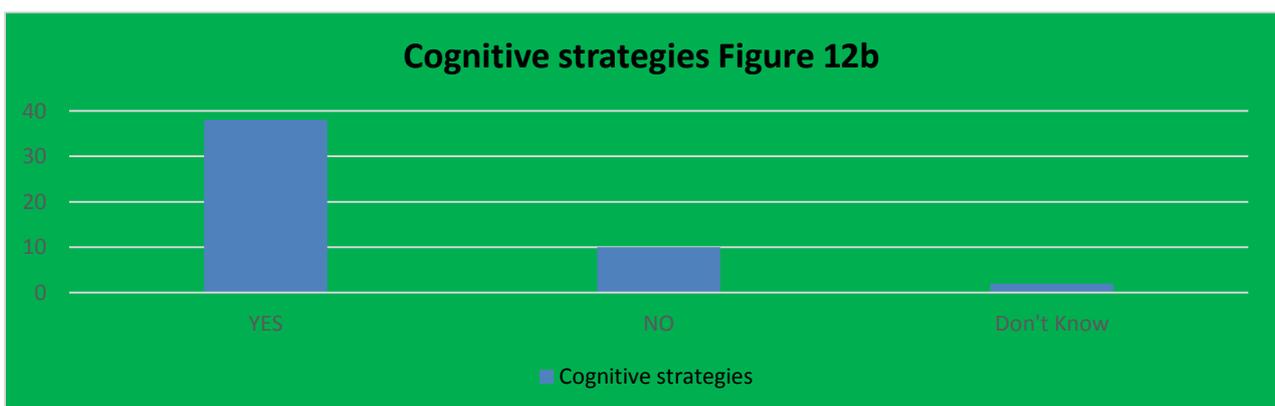
4- Do you prefer to listen to the word or the phrase several times before putting it into use?

Metacognitive- Figure 13
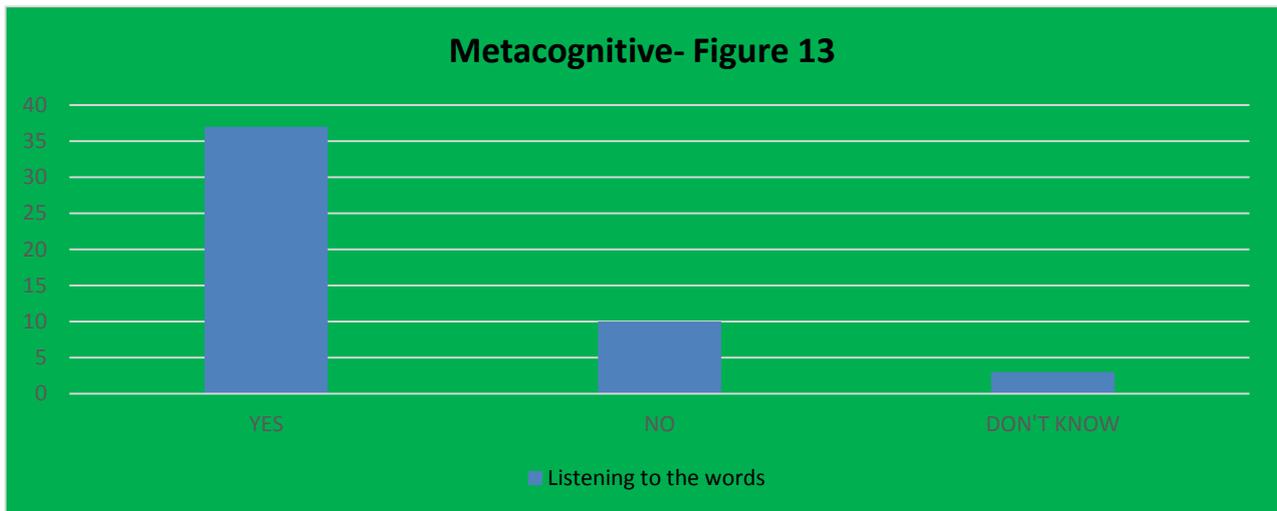
According to Figure 13 students who preferred to listen to the words, they come across for the first time and even do the same while putting it into direct use responded with Yes were 35 students who were higher than their mates who answered No that were ten students and Don't know four students. Consequently, the majority of students were seen to employ the meta-cognitive strategies while learning the English language.

5- Do you set your priorities in learning English as per your own language needs? Yes/No (meta-cognitive)

METACOGNITIVE STRATEGIES- Figure 14
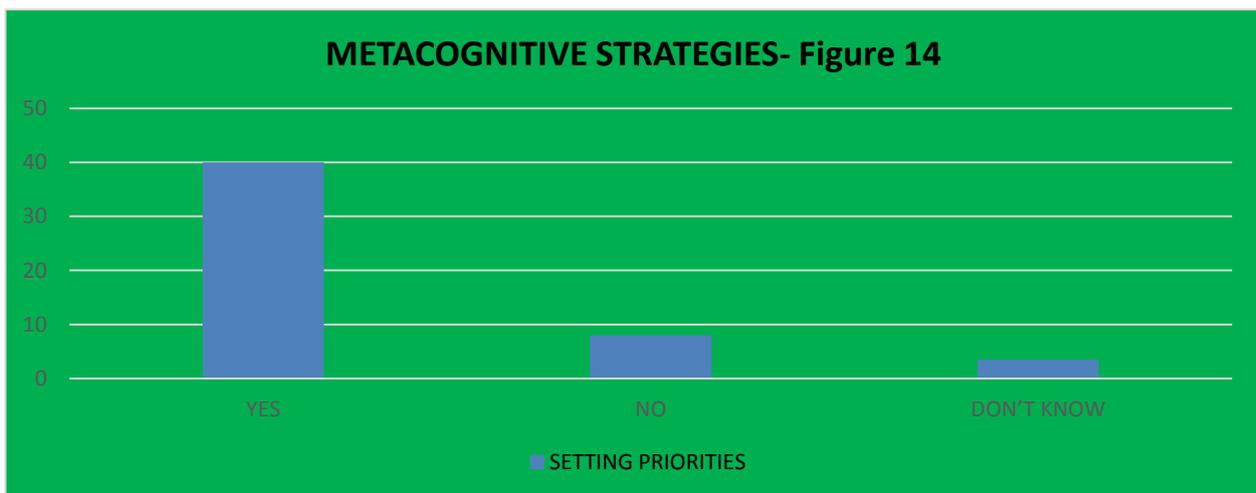
Figure 14 shows students who set their priorities were the highest in answering with Yes 40 students who were the highest rather than the students who do not set their priorities and answered with No were eight students and Don't know were four students. Therefore, the students were seen to

employ meta-cognitive strategies for planning, monitoring and even evaluating themselves throughout their learning efforts. However, there was a fraction of students who were not aware of their learning strategy.

6- Do you use special and unique techniques like deep breathing for reducing anxiety level in the English class?

AFFECTIVE STRATEGIES- Fugure 15a
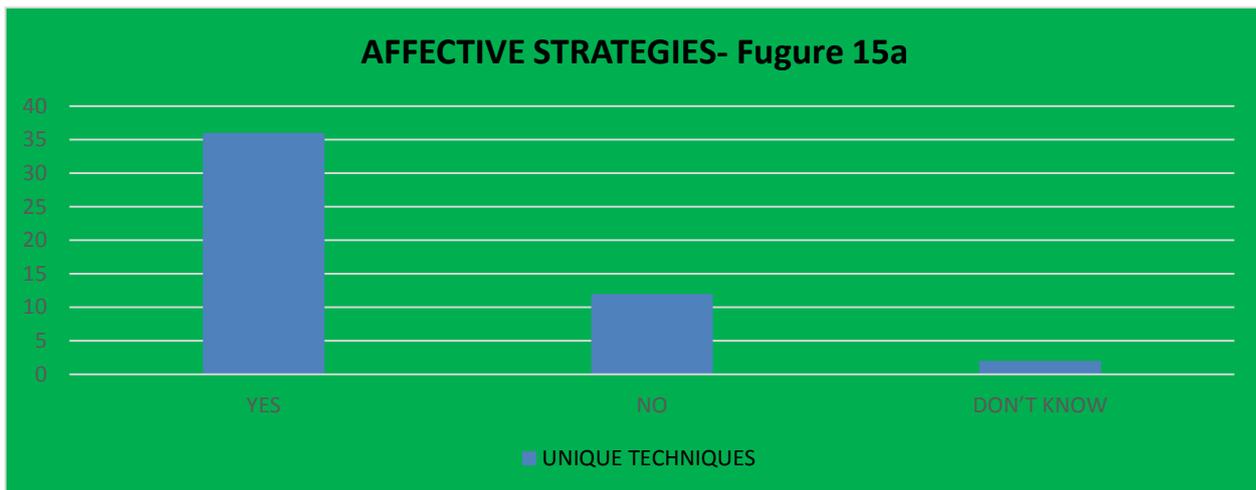
According to Figure 15a, the students who were engaging themselves in unique techniques answered with Yes were 37 students who were higher than who did not use the unique techniques answered with No were 12 students and who Don't know were three students. This activity proved that most of the students related to the active strategy during English language learning.

7- Do you motivate yourself when you learn a new technique or new word in English or English grammar?

AFFECTIVE STRATEGIES Figure 15b
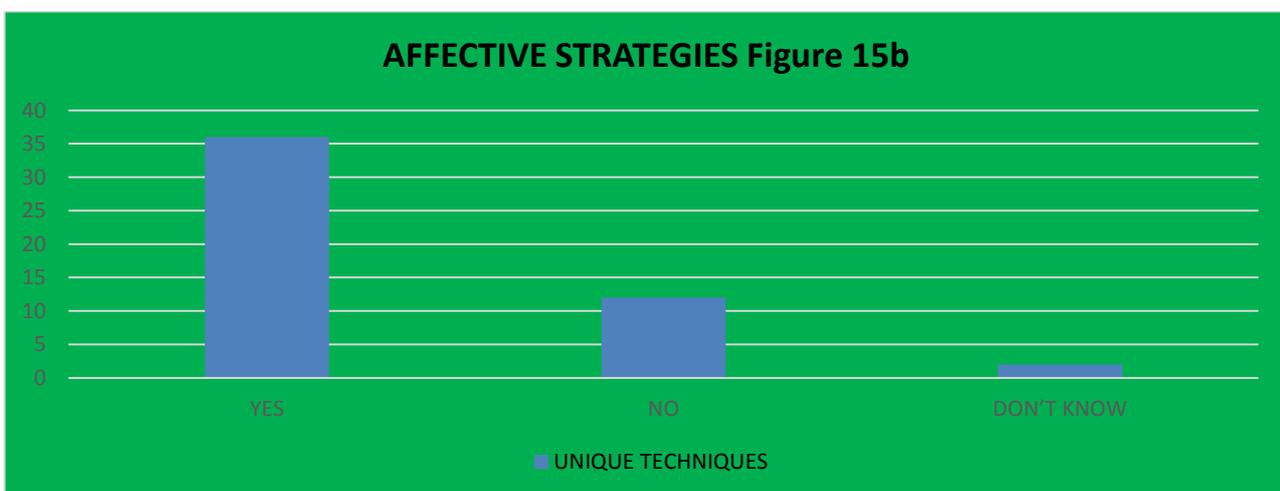
Figure 15b clarified that students with low esteem were identified to motivate themselves while learning a new English word or phrase. Which helped them in performing better in their English classes answered with Yes and were 36 students who were higher than students who do not motivate themselves answered with No were 12 students and who Don't know were two students. Consequently, the students performed the activities boost their confidence and lower their anxiety levels. This was performed purposely to encourage themselves and to control their emotional temperature.

8- *Do you guess the meaning of the word or sentence when you come across it for the first time?*

Figure 16 below shows that students who could understand the word or sentence meaning by guessing on meeting the first time and they answered with Yes were 11 students. Which is higher than who did not know how to guess the meaning and answered with No were ten students and who did not know the guessing strategy and answered with Don't know were four students. This suggested that the students found it easier to learn new words by guessing their meanings.

COMPENSATION- Figure 16
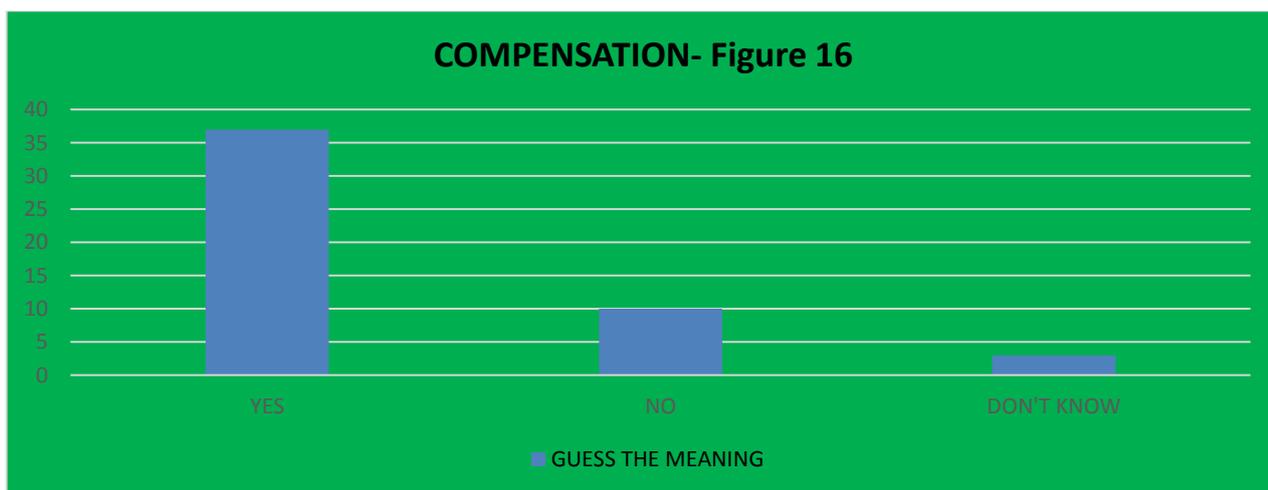
9- *Do you talk about the missing word either by writing or speaking about it in public?*

Compensation Strategies- Figure 17
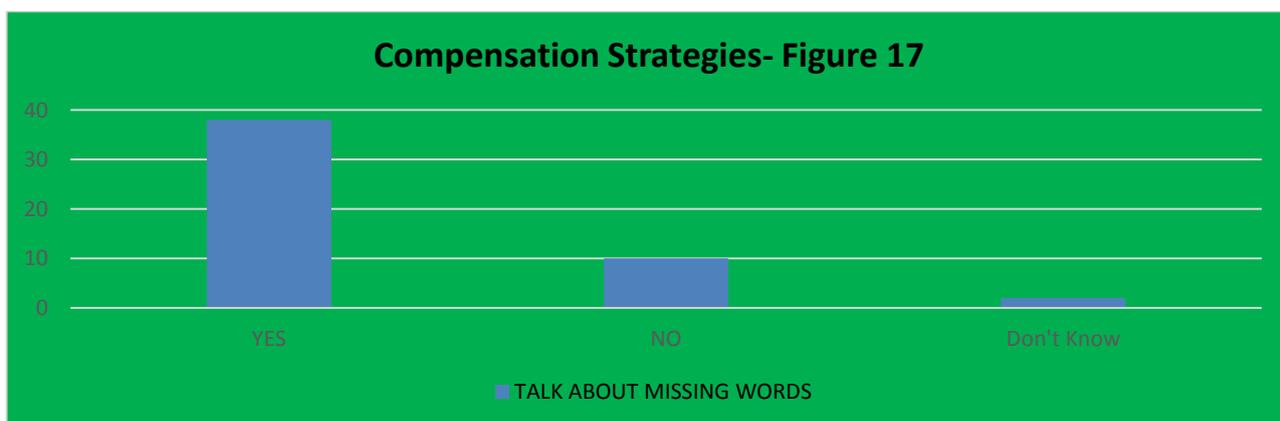
Figure 17 shows the students who use the compensation strategy as they answer with Yes were 38 students who were higher than students who did not use the compensation strategy answered with No were 10 and who do not know the strategy answered with Don't know were two students. The answers to both questions indicated that the students used compensation strategies to understand the meaning of the missing or new word

10- Do you convey your doubts to others or your teachers?

Social Strategies Figure 18a
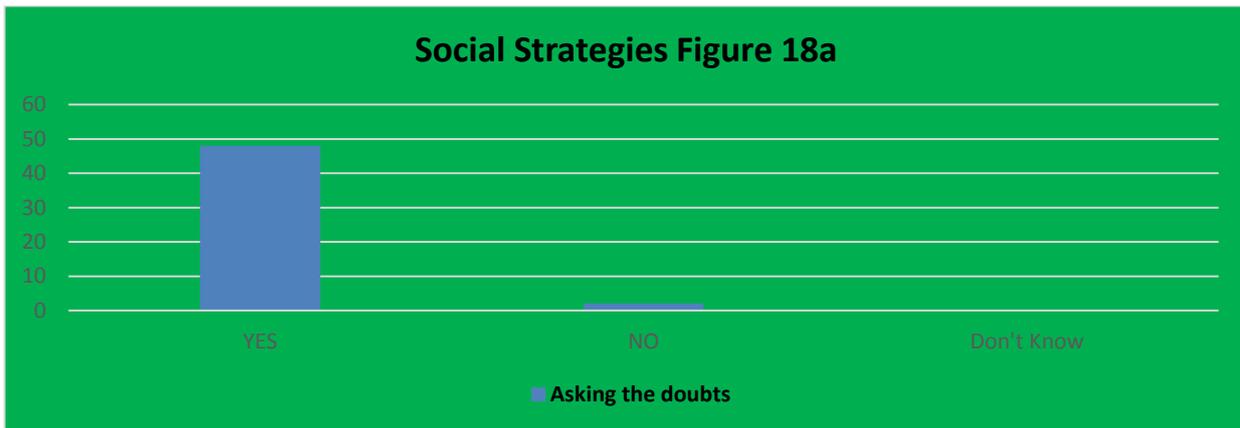
According to Figure 18a, the students who were bound to take assistance from their teachers and naturally used the social strategies answered with Yes were the highest 49 higher than their counterparts who do not use this strategy answered with No were two students and. The students of this age group are highly dependent on their teachers and therefore have social strategies in their learning styles as they solely depend on their teachers. Almost every child was seen to employ this strategy in their learning strategies.

11- Do you cooperate with others where their English problems are concerned?

The Figure 18b below shows students who have social strategies like open to help their friends whenever they faced problems concerned with English words, phrases or even sentences and they answered with Yes were 37 students higher than students who do not help other were ten students and who do not know about social strategies were four students.

Social Strategies- Figure 18b
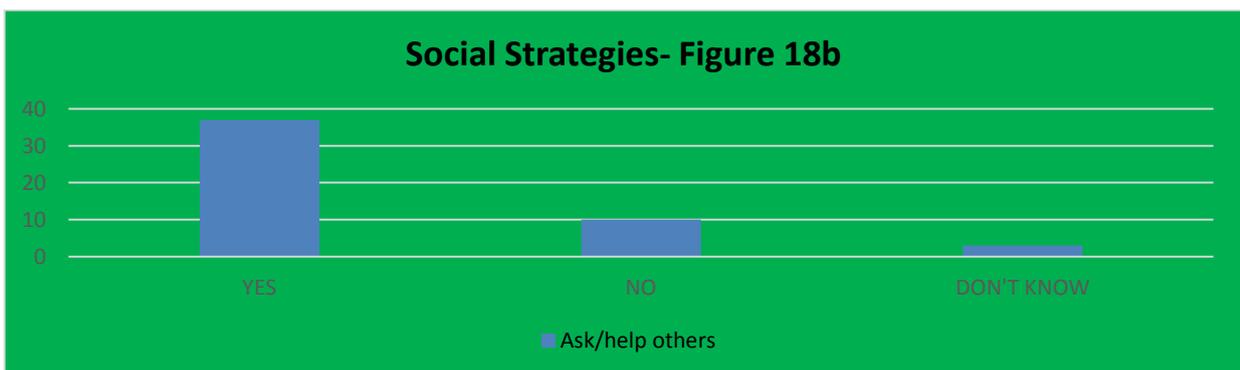
Chapter 5: DISCUSSION

5.1 Discussion of the Results

The researcher conducted this study on the learning styles and strategies regarding the various models of perceptual learning styles. The classroom-based study showed the fact that it is possible to evaluate the various learning styles inventory reliability and for examining multiple responses toward teaching. There were numerous questions asked in the questionnaire and the interview in three parts, namely the teaching related, students related and finally the classroom related. The research paper individually analyzed the preferred learning style and the learning strategies and presented the findings as per the classroom-based, teaching-based, and the student-based information and the results were interpreted as per the categories.

On answering the first research question about if identifying the learning styles of the EAL students in the mainstream classrooms helps the teachers, the questionnaire results showed that the students were aware of their learning styles and had knowledge about almost every learning style. Moreover, most of the students of the selected age group were identified to be visual learners. Furthermore, the students admitted to learning more when their lessons were accompanied with the visual learning means, like images and videos. Also, the students were visual learners and used various pictures, colors and other aids for helping people to learn. The samples like to incorporate imagery into the visualizations and enjoy reading and learning English through visualizing the taught words.

Regarding the sensory preferences, the students preferred kinaesthetic and the visual learning styles. Furthermore, the students were identified to be highly extroverted and actively engaged themselves in the group and team member activities. Upon the discussion of the students' personality types, the students had sensing-sequential types as compared to the intuitive-random. Most of the EAL students were extroverted as compared to being introverted. Most of the students were auditory learners who preferred to learn by listening. Finally, there was an equal proportion of the students with the closure-oriented/judging vs. open/perceiving personality types. That meant that the students were clear, settled and strived for closure along with an equal mixture of people who were more impulsive. There were equal proportions of students working on the tasks laid-out for them and the people working on the discovery-type tasks. Similarly, the students were the same number who favored the formal, structured task and the informal, problem-solving tasks. These students are considered goal-oriented as compared to the more open-ended, go-with-the-flow kind-of-person.

The learning styles questionnaire shows most of the students' skills in identifying themselves as specific learners. On being aware of preferred learning style, it will help them explain the various aspect of their language learning, which might be more comfortable for people, as compared to others, making the process of learning to be highly enjoyable. Only a small proportion of the kids were unaware of their learning styles.

The kids enjoyed their English classes and adapting their learning styles was smooth. This reflected that teachers were able to help children to recognize their learning styles and motivate them. However, it can be estimated that the students' method might vary according to the language task and the learning situation. This was further asked in the interview session.

5.2 Ethical Consideration

The code of ethics is maintained throughout the study. The researcher focused on the samples voluntary participation. The researcher avoided any external influence on the participants. The researcher tried to collect the related application process data in an accurate possible form. Careful planning and attention were required during the data collection process with the children, to avoid some of the difficulties during the process.

5.3 The Limitations of the Study

1. The children were reacting differently to the data collection methods connected to their age.
2. They were on the verge of getting bored during the data collection process and losing all concentration during the data collection method.
3. There was a risk that the children might not be interested and might refuse to contribute to the data collection process.
4. The children might not understand the importance of the research and might not respond in the way the researcher was expecting.

Moreover, there were some limitations, and issues lead the researcher and the teachers to hesitate during data collection such as; the children were observed through their English classes with

a clear idea of what they did in the class and how they interpret their classes. Thus, the international students were interviewed in their native language for overcoming the misunderstandings because of the foreign language limited knowledge with using a translator to help. Furthermore, the students were asked various questions and what did they think about the questionnaire and the observation. Moreover, the participants' interviews were noted.

The English language learning styles of the students vary owing to the differences in educational backgrounds, English language proficiency, and other related factors. The observed mainstream classrooms had a range of 19 to 25 students. Therefore, it is vital for the students to have the opportunity to be taught in a class with a smaller number of students. According to the observation, teachers with large class size were not able to cater to their needs by varying teaching and learning styles. Also, students experienced difficulty in adjusting to the teaching styles of the teachers in the case of large class sizes. The researcher noticed that there is a relationship found between the class size and students' achievements, motivation, attitudes, and progress.

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CHAPTER 6: CONCLUSION

6.1 Discussion

From the results and analysis of the data that was collected, it can be seen that the whole study worked towards providing educational suggestions and their impact on teaching and learning in the EAL classroom. This study will help in espousing the potential contributions in this particular educational field, specifically in the UAE. Furthermore, the limitations of the research are included in this study. Finally, the last section will deal with the recommendations for future research.

While investigating the relationship between the learning styles, teaching styles and the learning strategies it is clear that there was a flexibility of learning styles. Moreover, throughout the study, the learners who had higher English language proficiency had a large extent of flexibility towards accepting unfamiliar teaching styles. Contrastingly, the learners with a lower extent of English language proficiency experienced trouble towards adapting to new teaching styles. This was because these students had to spend much more effort towards covering the language barriers along with adjusting to the new teaching styles.

Additionally, when given more time, the students had higher chances of accepting unfamiliar teaching styles. This is a clear indication of the fact that the teachers must try to approach the students and attempt to know their respective learning abilities and their flexibility.

The participants of the study, however, were seen to reflect that the amount of time spent learning with their teachers and their English language proficiency had a direct relation to their acceptability of new teaching styles. Additionally, the study helped in highlighting the importance of the cultural backgrounds of the participants on the development of the learning styles of the students.

It was observed that students who were educated under a particular culture and education system took a considerable amount of time to get used to the new teaching style. This particular set of students were seen to experience anxiety, and whenever they were not receiving enough support, the mismatch was bound to happen, especially in the case where they had previously learned through familiar teaching styles for an extended period. Whenever the students were given sufficient opportunities to direct their learning and designing all their learning tasks, they were unable to do it alone without detailed instructions. Furthermore, these students were initially seen to be highly uncomfortable due to the clash between their own cultural beliefs, especially regarding the education provision. However, with a considerable amount of time being

spent with their teachers, it was noted that the students were able to adapt to the new teaching styles. Therefore, time and support were the only factors that were able to help the learners accept the new teaching styles and be following such unfamiliar teaching styles.

Therefore, it was seen that the teachers must be supportive and have a good understanding of the cultural and educational backgrounds of the learners. Furthermore, they must also be aware of the various factors that can help the student to develop new learning styles and must encourage them to be inclined towards the English language and do their best in finding the mismatch between learning styles and teaching styles

6.2 Contributions of the Research

The notion of the learning styles, learning strategies and the teaching styles and the relationship between the three can be considered as a controversial topic in the research field of second language acquisition and educational psychology. The study used qualitative data related to the learning styles of EAL students and even analyzed the relationship between learning styles and various factors. From the quantitative data, the relationship between the learning styles and the teaching styles can be explained adequately. This particular study helped in providing a comprehensive analysis of the various learning styles, learning strategies and the teaching styles in English language classrooms from qualitative research.

Some students said that they had difficulty in adapting to the teaching style of the new teacher and difficulty in adapting to the new learning environment after every year. Once the students became used to the teaching styles of their teachers they were made to switch to another teacher in the next semester who had a new teaching style.

The flexibility for accepting the difference and mismatch between the learning and the teaching styles was reduced due to the limited time spent with their English teachers. Therefore, it was suggested that the students might encounter more flexibility for accepting the mismatch of the teaching and learning styles if they could learn with a teacher over a longer duration. This study was not able to identify the relationship with the enhancement of the language learning of the students and the deliberate match or mismatch between the learning and teaching styles. However, it was observed that the students were able to change their learning styles and then adapt to the new learning style due to the new teaching style and new learning environment with respect to the time being spent with their teachers and their English language proficiency.

Furthermore, the study confirmed that all the students sharing their preferred styles with the teachers

were more enthusiastic about attending the class. However, there was a lack of research that measured the flexibility of the learning style of the students, their preferences and investigating factors which were related to the acceptance of the new teaching styles.

Therefore, the study helped in suggesting that the learning styles of the students at such a young age is highly flexible and can easily be altered or changed when they are bound to interact with factors such as the change of English teacher after every year, varying teaching styles and so on. Furthermore, the study suggested that there are various potential limitations of using surveys and questionnaires in order evaluate and examine the teaching styles of the teachers. The study depicted that just like the learning styles of the students, the teachers also change their teaching styles as per the needs of the students and, therefore, due to this flexible nature, their teaching styles can be changed when interacting with students who have varying needs and English language proficiency. As a result of this particular reason, the teaching styles of the teachers cannot be measured accurately by using surveys and questionnaires.

6.3 Recommendations for Future Research

Researchers must utilize an integrated approach towards the learning styles and learning strategies associated with the teaching styles for the English language classroom. The study helped in indicating that there is a need of interplay for various factors for developing the learning styles, learning strategies, and the teaching styles. As depicted in the study, the relationship between the three styles in the classroom learning is highly complex. Various questionnaires, surveys, and interviews were conducted and used to explore the learning styles, learning strategies and the teaching styles among the students. Various other research methods must be used in future research to investigate the learning styles and learning strategies along with their relationship with the teaching styles in-depth. Additionally, the study was able to determine the limitations of the surveys and the questionnaires.

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Appendix 1

Observation Form

teacher observed		class/ section	

Theme/objective	time/module	date

teaching practice	observed	comments

Appendix 2
What's your learning style?

- I prefer visual aids such as pictures, diagrams and charts.

Yes	No	Don't know

- I learn things better if I can see them. Therefore I remember visual details.

Yes	No	Don't know

- I prefer to do practical activities and games in which I move, act, stand up and use my body.

Yes	No	Don't know

- I remember things more easily if I say them out loud.

Yes	No	Don't know

- I like to touch things in order to learn about them such as doing puzzles, or preparing activities by doing it.

Yes	No	Don't know

- I want to actually do whatever is being talked about or learned.

Yes	No	Don't know

- It helps if someone explains something to me.

Yes	No	Don't know

- I feel comfortable to guide others whenever I think I am right.

Yes	No	Don't know

- When I am listening, it helps if I doodle on a piece of paper.

Yes	No	Don't know

- I sometimes find it difficult to follow written instructions.

Yes	No	Don't know

- I sometimes find it difficult to follow discussions.

Yes	No	Don't know

- I like to move around while I am listening or talking.

| Yes | No | Don't know |

- I sometimes talk to myself when I'm learning something new.

| Yes | No | Don't know |

- I can understand something more easily if there is a diagram to explain it.

| Yes | No | Don't know |

- I think I learn better by speaking and having communicative activities.

| Yes | No | Don't know |

- I like to work in a team (group work) as I feel more comfortable.

| Yes | No | Don't know |

- I like to work in pairs with a buddy who can help me.

| Yes | No | Don't know |

- I like to work independently to show my work.

| Yes | No | Don't know |

- I take into considerations the feelings and contributions made by others.

| Yes | No | Don't know |

- I can work on timed activities and finish given work on time.

| Yes | No | Don't know |

Appendix 3
TEACHER INTERVIEW FORM

DATE:_____
POSITON: _____

Teacher related questions

1) How long have you been teaching EAL students?

Months _____   Years_____

2) Do you think EAL students should be put in one class with a specialized EAL teacher?
  A) Agree   B) Disagree   D) Not sure

3) What strategy would you recommend for other mainstream teachers to use with EAL students?

    _____

    _____

4) Give an example of a challenge that you faced while teaching EAL students? And what strategy did help you to over- come it?

    _____

    _____

Class related questions

  1) How do you seat the EAL students in the class?

    Front ☐   Back ☐   Between other students ☐   Near you ☐   Others ☐

  2) Do you think this seating arrangement is beneficial for the students and helps your strategies to be beneficial?

  A) Agree   B) Disagree   C) Not sure

  3) Which   strategy   do   you   find   is   more   effective   and   why?
    _____

    Pull outs ☐   In-class EAL sessions ☐

  4) Provide strategies that help your EAL students enhance the content of your teaching topic?

    _____
    _____

Teaching related questions

1) What daily, weekly or monthly assessment strategies do you rely on and how is it recorded? (Example: Observation, tests, work sheets….)

S.NO	DAILY	WEEKLY	MONTHLY	RECORDED

2) What teaching method do you think EAL students work best with?

   One on one ☐   Small groups ☐   Partners and group work ☐

3) What strategy do you work on developing in EAL students?

   _____

   _____

4) What strategy you have learnt new as a teacher and thought that this should be shared with all teachers to help them in teaching EAL students?

   _____

   _____

   _____

Appendix 4
Information Sheet

Dear Parent/Guardian,

As part of my professional development, I am pursuing a Master's Degree in TESOL from The British University of Dubai (UAE). The aim of this project is to carry out research for my Thesis.

My research topic is: Towards an Effective Learning Styles and Strategies for English Additional Language Students: An Investigative Case Study Regarding Learning Styles among EAL Primary Pupils in an International School in Dubai

In order to collect data for this study, I will use different methods such as interviews, class observations and document analysis.This research and its findings are important to help accomplish the purpose to insure student understands and better teaching practices in the future.

The names of the students, the name of the school and results of the study will be kept confidential and the children involved will have the right to withdraw from participation at any stage during the process, should they wish. After completion of the study, the recordings will be destroyed.

For any further information please do not hesitate to contact me at:

nalsheikh-1@hotmail.co.uk

Thank you for your cooperation.

 EAL teacher Nora Nour Sheikh

Appendix 5

Parent/Guardian consent form

I (name) _____ agree / disagree for my child _____ participating in the above-mentioned research.

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree for my child to take part in it.
- I understand the purpose of the research project and my Child's involvement in it.
- I understand that I may withdraw my child from the research project at any stage and that this will not affect my child's status now or in the future.
- I understand that while information gained during the study may be published, my child's personal results will remain confidential.
- I understand that my child might be audio recorded during the case study.
- I understand that data will be stored as an audio recording during the research and parts of it will be transcribed in the research paper.
- I understand that I may contact the researcher if I require further information about the research, and that I may contact the management of the School, if I wish to make a complaint relating to my child's involvement in the research.

Name of the Guardian of the participant: _____

Signature: _____

Date: _____