

## **The Relationship between Iranian EFL learners' Perceptual Learning Styles and their Teachers' Teaching Styles**

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**ABSTRACT:** This study was an attempt to shed light on the relationship between perceptual learning styles and perceptual teaching styles of Iranian EFL learners and teachers. It further investigated the relationship between perceptual learning style and the age, gender, and proficiency of Iranian EFL learners. A total of 112 students and 23 teachers participated in this study. The data was collected using a modified version of Reid's (1987) perceptual learning/teaching style questionnaire. Then a comparison was made between the reported learning styles and teaching styles of all participants. Statistical analysis revealed that there was a significant relationship between perceptual learning style and perceptual teaching style. The analysis also showed that the learners' major learning style was kinesthetic and the teachers' major teaching style was group teaching. An observational analysis, however, did not corroborate these findings. As for the relationship between the learners' learning style and other independent variables, a significant relationship was found between perceptual learning style and the age of the learners.

**Keywords:** perceptual learning/teaching style, visual, auditory, kinesthetic, tactile, group/ individual styles

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As far back as the early 1970s, researchers recognized that learners actively participate in the process of language learning. This observation led to an interest in the concept of learner differences and how these differences affect language learning process (Yorio, 1976). More recently, it is recognized that this variability is not confined to students. Teachers also vary and the whole classroom dynamic is influenced by the interaction of learners and teachers who approach the teaching and learning experience based on their own perspective (Ehrman, Leaver & Oxford, 2003).

The study of learning styles captures this variation in learners and teachers. Learning style refers to an individual's habitual and preferred way of absorbing, processing and retaining new information and skills (Reid, 1995). According to Capretz (2006) each learning style has its own strengths and weaknesses and therefore a person who sticks to one style is never going to be an ideal learner.

Language learning styles have attracted a great deal of attention and have been the focus of a number of L2 studies since Reid's influential work in 1987. Reid (1995) categorized the learning styles into three major categories: sensory or perceptual learning style, cognitive learning style, and affective/temperament learning style. Sensory or perceptual learning style lends itself to the physical environment in which we learn, and involves using our senses in order to perceive data. Reid categorized perceptual learning styles into six major types: Visual

(visual learners prefer seeing things in writing), Auditory (these learners learn best when they listen), Kinesthetic (these learners prefer active participation), Tactile (these learners prefer hands-on

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work), Group (these learners like to participate in group activities), and Individual (these learners learn best when they are alone).

It should be noted that these categories of learning styles are relevant to both learners and teachers. According to Griffiths (2012), an awareness of learning styles allows learners to maximize their potential for learning. These styles also allow teachers to provide their students with methodologies that are appropriate for their style preferences. The constructivist nature of learning highlights the need for teachers to draw on different teaching styles (Ladd & Rubby, 1999). Teaching styles are teacher's natural, habitual and preferred ways of teaching new information and skills in the classroom (Peacock, 2001). Teaching and learning styles serve as the basis for behaviors or actions that teachers and learners demonstrate in a pedagogic environment.

Griffiths (2012) describes learning style as "a wonderful tool" in the hands of language teachers. This tool seems to function more like a double-edged sword. On the plus side, students tend to learn better when teachers nurture their learning styles (Cohen & Weaver, 2006). On the downside, when students' learning styles are not fully "in sync" with the teachers' teaching styles, their learning may be hampered. Oxford, Ehrman, and Lavine (1991) described a number of situations where such teaching-learning-style conflicts can emerge. Other scholars have suggested that teachers accommodate to such style differences by providing opportunities for learners to learn in different ways (Dörnyei, 2005). It seems that handling this "wonderful tool" is a delicate job that requires conscious attention and reflection by the teachers.

Against this background, this study seeks to identify the interaction between the learning style of Iranian EFL learners, and their teachers' teaching style. The study also investigates the impact of other moderating variables, including the learners' age, gender and proficiency on their learning style. Therefore, the following four research questions are addressed in this study:

1. Is there any relationship between learners' learning style and teachers' teaching style?
2. Is there any relationship between learning styles and age of learners?
3. Is there any relationship between learning styles and gender of learners?
4. Is there any relationship between learning styles and language proficiency of learners?

## Method

### *Participants*

The participants of this study were studying/teaching general English courses at several language institutes in Tehran. At the outset, 115 students and 25 teachers participated in this research. The participants were seventy-four males (46.3%) and eighty-six females (53.8%). The age range of the students was between 16 and 50 and the age range of the teachers was between 22 and 40. Some participants were excluded from the study due to the fact that they refused to answer the questionnaires or forgot to write their names on the papers. Therefore, the final number of participants reduced to 112 students and 23 teachers.

### *Research design*

An *ex-post facto* design was used to undertake this study. It should be noted that this study did not involve any treatment and the researchers had no control over the independent variables as the nature of the study required the researchers to look for the degree of relationship between the variables rather than a cause-effect relationship.

## Measures

### *Perceptual learning style preference questionnaire (PLSPQ):*

In this study, Reid's (1987) PLSP Questionnaire was used to collect the data. PLSPQ is a self-report questionnaire which is developed to help foreign language learners to identify the ways they learn best. In this study, the students were asked to indicate how much they agreed with thirty statements of the questionnaire. It should be noted that these questions corresponded with Reid's six categories of learning styles.

This questionnaire is meant to assess the preferred styles of the students based on how they learn using their four perceptual preferences: *visual*, *auditory*, *kinesthetic*, and *tactile*, and two social

preferences: *group* and *individual*. In Reid's questionnaire, these 6 learning styles are rated as 'major', 'minor', or 'negative'. Major style refers to a preferred learning style; minor style is one in which learners can still function well; negative means they may have difficulty learning that way. According to Reid, a student's score on a learning style is considered negative or negligible if it is below the 50% of the maximum possible score on that leaning style, minor if it is between 50% and 74%, and major if it is above 74%.

According to PLSPQ, visual learners are most comfortable with pictures, images and graphs while studying and retaining information. Auditory learners learn best when hearing the information and, perhaps, listening to lectures. Kinesthetic learners prefer active participation experiences such as drama, role-play or moving around. Tactile learners prefer hands-on activities like handling materials or taking notes. Group learners prefer studying with others through interactive activities. Individual learners prefer studying alone and independently.

### ***Perceptual teaching style preference questionnaire (PTSPQ):***

Data on language teaching styles was collected using a modified version of the Perceptual Learning Style Preference Questionnaire. In this questionnaire the teachers were asked to respond to thirty statements using a five point scale similar to that of the learner version of PLSQ, except that this time the statements were designed to address their teaching style. Again, the teaching styles were classified as major, minor or negative using the same criteria for the learner questionnaire.

### ***Observation checklist***

A checklist was prepared by the researchers to collect necessary information during the observation stage. The checklist was used to investigate the evidence for the students' learning styles, teachers' teaching style and the degree of association between them.

### ***Procedure***

In this study the researchers investigated the following areas: (1) the learning styles of the students, (2) the teaching styles of the teachers, and (3) the degree of association between learners' learning styles and teachers' teaching styles and (4) the relationship between learners' learning styles on one hand, and their age, gender and proficiency level, on the other. The following steps were taken to address the research questions:

### ***Pilot study***

Before conducting the actual research, a pilot study was run. The participants in this phase of study were 9 students and 3 teachers.

### ***Administration of questionnaires***

The first step in the actual study was the administration of the student-version of the questionnaire. The students responded to 30 statements by choosing the statements which matched their learning styles. The students were also asked to provide their demographic information. Later, it was the teachers' turn to respond to the teacher-version of the questionnaire. Altogether, the data was collected from 112 students and 23 teachers.

### ***Extracting learner' proficiency scores based on their profiles***

In order to obtain an estimate of the learners' foreign language proficiency the researchers used the average of final exam scores (current term and previous term) of students. The students' scores were taken from their profiles at the institute and were used as an index of their proficiency level. Then, based on their final exam scores the learners were assigned to two groups of high and low proficiency. The students who scored below 70 out of 100 were considered as low proficiency and those who scored over 70 were considered as high proficiency group.

### ***Observation***

The researchers also observed some classes to obtain further support for the study. For this purpose, a number of classes were directly observed using a specially developed checklist. Finally, the findings

of the observation were compared with the data that was obtained through the questionnaire.

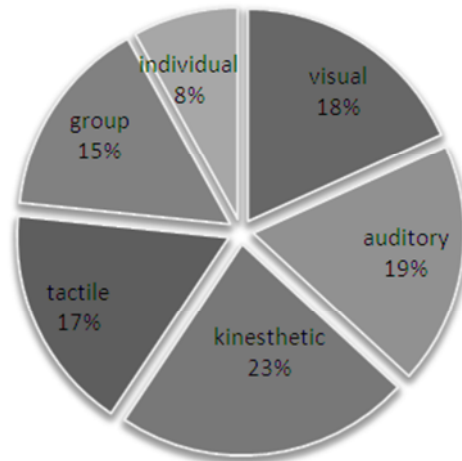
**Results**

**Data analysis**

To measure the degree of consistency of the instruments, the reliability of both questionnaires was estimated through *Cronbach alpha*. Later, the researchers compared the learners’ learning styles and the teachers’ teaching styles. A qualitative analysis was run to compare the differences between the learning and teaching styles. During this stage, the major learning and teaching style preferences for both students and teachers were considered. Chi-square analysis was also used to identify the relationship between the perceptual learning styles of the students and the students' gender, age, proficiency as well as the perceptual teaching styles of the teachers.

**Descriptive statistics for students’ PLSPQ**

The results of the student questionnaire revealed that: 60.7% of the students were visual learners; 61.6% had auditory tendencies; 75% were kinesthetic; 57.14% were tactile; 50.90% were group learners and 26.80% preferred individual learning. The reliability of the student version of the questionnaire using *Cronbach alpha* turned out to be 0.79. Figure1 illustrates the distribution of each perceptual learning style.



**Figure 1.** The distribution of perceptual learning styles

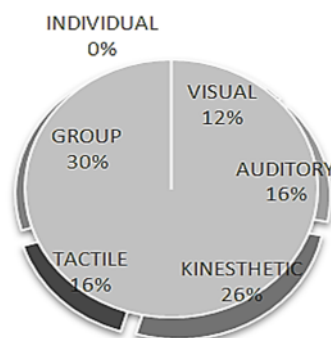
As this figure indicates, the kinesthetic style is the major learning style that learners use. The following table shows the learners’ preferences.

**Table 1.** Students’ Perceptual Learning Style

Style	Visual	Auditory	Kinesthetic	Tactile	Group	Individual
Students	%60.71	%61.60	%75	%57.14	%50.90	%26.80
Type	Minor	Minor	Major	Minor	Minor	Negligible

**Descriptive statistics for teachers’ PLSPQ**

The results of the teachers’ questionnaire indicated that among the six major teaching styles, 34.8% of the teachers favored visual style, 43.5% preferred auditory styles 73.9% were kinesthetic, 43.50% had tactile tendencies, 82.6% favored group teaching styles, and none of them preferred individual teaching style. As indicated in this figure, we can see that the major perceptual teaching style was group learning (82.6%), and the individual teaching style (0%) was overwhelmingly disfavored by the teachers. The reliability of the teacher-version of the PLSPQ was estimated to be 0.81. Figure 2 shows the distribution of each perceptual learning style.



**Figure 2.** The distribution of perceptual teaching styles

This data is also presented in the following table. As it is indicated in this table, the major teaching style that teachers use is group learning (82.60%).

**Table 2.** Teacher Perceptual Teaching Style

Style	Visual	Auditory	Kinesthetic	Tactile	Group	Individual
Teachers	34.8	43.50	73.90	43.50	82.60	0
Type	Minor	Minor	Minor	Minor	Major	Negligible

Note. Major Perceptual learning style =74% and above, Minor perceptual learning style=50% to 74%, Negligible = 50% or less

### Learning style versus teaching style

In order to identify the relationship between the perceptual learning style of the learners and teachers, a *chi-square* analysis was employed. The results of the analysis revealed that there was a significant relationship between perceptual learning style and perceptual teaching style. In all these cases the relationship between perceptual learning and teaching style is significant (Table 3).

**Table 3.** Chi-Square Analysis of Learning Style and Teaching Style

Style	Value	Df	Asymp. Sig. (2-sided)
Visual	5.215	1	.022
Auditory	11.235	2	.004
kinesthetic	0.412	2	.014
Tactile	3.93	2	.041
Group	8.843	2	.012
Individual	10.396	2	.006

### Age and learning style

Another independent variable of the present study was age. The participants' age ranged between 19 and 50 and they were classified into four age groups (Table 4). Most of the participants belonged to 19-26 years group (48%). This was followed by those who were 27-33 years (40%), 34-40 years (7%) and 41-50 years (5%).

**Table 4.** Different Age Groups of Students

Age Group	Frequency	Percent
19-26	54	48%
27-33	45	40%
34-40	8	7%
41-50	5	5%
Total	112	100%

In order to identify the relationship between the age and learning style of the learners, a *chi-square* analysis was employed. The analysis revealed that there was a significant relationship between the age and perceptual learning style of the learners (Table 5).

**Table 5.** *Chi-Square Analysis of Age and Learning Style*

Style	Value	df	Asymp. Sig. (2-sided)
Visual	7.138(a)	3	.0461
Auditory	6.962(a)	3	.0389
kinesthetic	121.132(a)	6	.0498
Tactile	10.821(a)	6	.0433
Group	12.943(a)	6	.0319
Individual	13.653(a)	6	.0401

**Gender and learning style**

As for the gender factor, 46% of learners who took part in this study were male and 54% were female. The preferred learning styles for male students were kinesthetic (82.35%) and auditory (70.58%), and for female students were kinesthetic (68.85%) and visual (62.29). The individual learning style was shown to be negligible for both genders. The interaction of learning style preferences with the gender factor is shown in table 6.

**Table 6.** *Perceptual Learning Style and Gender*

Style	Visual	Auditory	Kinesthetic	Tactile	Group	Individual
Male	58.82	70.58	82.35	60.78	50.98	27.45
Type	Minor	Major	Major	Minor	Minor	Negligible
FEMALE	62.29	54.09	68.85	54.09	50.81	26.22
Type	Minor	Minor	Minor	Minor	Minor	Negligible

*Note.* Major Perceptual learning style =74% and above, Minor perceptual learning style=50% to 74%, Negligible = 50% or less

A *Chi-square* analysis was run to determine whether there was a relationship between the perceptual learning style and gender of learners. It should be noted that the analysis failed to detect a significant correlation between the two variables (Table 7).

**Table 7.** *Chi-square Analysis of Perceptual Learning Style and Gender*

Style	Value	df	Asymp. Sig. (2-sided)
Visual	.140(b)	1	.708
Auditory	3.193(b)	1	.074
kinesthetic	3.438(a)	2	.179
Tactile	1.968(a)	2	.374
Group	.147(a)	2	.929
Individual	.702(a)	2	.704

**Proficiency and learning style**

A *chi-square* analysis was performed to find out whether there was a relationship between learners' levels of proficiency and their perceptual learning style,. The data indicated that there wasn't a significant relationship between perceptual learning style and proficiency (Table 8).

**Table 8.** *Chi-Square Analysis between Proficiency and Perceptual Learning Style*

Style	Value	df	Asymp. Sig. (2-sided)
Visual	.770(b)	1	.380
Auditory	2.378	1	.123
kinesthetic	1.534(a)	2	.464
Tactile	1.466(a)	2	.481
Group	.746(a)	2	.689
Individual	9.382(a)	2	.091

## Discussion

In the past, the role of education in general and language instruction in particular was limited to successful transmission of information and skills to learners. It was assumed that teachers knew what the students needed to learn; it was also believed that with an adequate level of motivation all learners could learn. However, these beliefs were questioned in the 1970s and scholars began to propose other hypotheses to describe language learning process. These scholars claimed that learners may approach the learning process differently depending on their preferences and styles and that for many learners the mode of instruction does make a difference (Levin *et al.* 1974 cited in Larsen-Freeman & Long 1991).

Subsequent studies (e.g., McDonough, 1981) supported the notion that learners responded differently to instructional methods. With this realization an effort was made to improve language teaching methodology by considering the inter-learner variability. This concept is now represented in 'styles and strategies-based instruction' (Cohen & Dörnyei, 2002; McDonough, 1999). The styles and strategies-based instruction highlights the need for individualization by helping students become aware of their own preferences, styles, strengths, and weaknesses.

Today, thanks to a respectable stockpile of SLA research, there is a greater recognition of our need to gain a deeper understanding of our students, their learning differences, learning styles, learning difficulties and their predisposition to certain types of tasks to achieve their goals successfully (Pawlak, 2012). Moreover, there is a great deal of evidence that a mismatch between students' learning styles and teacher's instructional style may have a negative impact on classroom learning (Felder & Henriques, 1995; Mulalic, Mohd Shah & Ahmad, 2009; Oxford *et al.*, 1991). Iranian EFL learners are no exception to this rule; they are perhaps facing even more difficulties due to the mismatch between teaching and learning styles. Many Iranian teachers who are the product of a traditional educational system (Menashri, 1992), do not seem to be aware of their students' styles and just try to draw upon a limited number of teaching styles within their comfort zone. It should be noted that few studies have addressed the relationship between perceptual learning and teaching styles in Iran (e.g., Alemi, Daftari & Tobolcea, 2011; Azizi-Pajoh, 2007; Hayati, 2008; Koshki, 2004; Masoomifar, 2007).

In keeping with this purpose, this study made an attempt to shed light on the interaction between the learning style of Iranian EFL learners, and the teaching style of their teachers as well as the relationship between EFL learners' learning style, age, gender and proficiency. This attempt to answer the research questions of this study yielded the following results:

As for the first research question, the obtained result from the observation and questionnaire analysis was inconclusive. The data collected from the questionnaires supported the existence of a significant relationship between the perceptual learning styles of learners and perceptual teaching styles of teachers. However, the data collected from the video-taped observations failed to verify this relationship (verifying Peacock, 2001). In fact, despite the teachers' reported preference for 'group teaching', the observation proved that they were indeed relying heavily on 'auditory' mode.

This inconsistency may relate to the fact that teachers are aware of the value of group work, but they simply don't know how to implement it. Another explanation can be that despite their willingness to embrace 'group learning', the teachers do not get the chance to do so. In spite of the fact that the majority of English institutes in Iran use modern syllabuses, traditional teacher-fronted methods of instruction still prevail. In such teaching milieus, the teachers' job is to cover the curriculum rather than venturing the unfamiliar. Yet another explanation may be rooted in the learning style of the teachers themselves. Teachers by the virtue of their learning experience have developed certain learning styles which gradually become their preferred teaching styles. This assumption is consistent with Mulalic *et al.*'s (2009) claim that suggests lecturers have their own teaching preferences that are influenced by their learning preferences.

As for the second research question, the current study found a significant relationship between learning style and age. The results revealed that the age groups 19-26 and 27-33 were likely to be kinesthetic. The results of this study opposed Dorsey and Pierson (1984, cited in Reid, 1987) who discovered that students particularly after the age of 33 learn better by doing (kinesthetic learning style). In this study, the results indicated that the age groups above 33 were more visual than

kinesthetic. Of course, these results need to be treated with caution as the distribution of students within different age groups was far from balanced.

The third research question regarding the relationship between learning styles and gender did not show a significant correlation between the two variables. The results of the study indicated that for both male and female students kinesthetic learning style was the most frequent. However, females turned out to be more visual compared to their male counterparts. This finding clearly contradicts Price's (1996) conclusion that women are more kinesthetic than men.

The fourth research question concerning the connection between learning style and proficiency level did not reveal a significant relationship between the two variables. This finding is in keeping with previous studies by Castro and Peck (2005), Hayati (2008), and Tight (2007). Nevertheless, our finding is not consistent with Azizi-Pajoh (2007) who found a significant relationship between proficiency and learning style of Iranian EFL learners. Interestingly, however, based on the statistical analysis, more proficient students (high level) were likely to use multiple learning styles, which may be interpreted as the reason behind their success in language learning process.

## Conclusion

The results of this study can provide a rationale for implementing a need-based approach to language teaching, teacher training, and materials development in Iranian educational and academic contexts. By considering the results of this study, teachers can take care of the students' differences by implementing more diverse teaching styles. The EFL learners can also be encouraged to take more responsibility of their own learning and try to be more flexible by engaging in 'style-stretching'.

The findings are especially instructive for teachers to find out more about their own teaching style and to be able to understand how their preferred teaching style might affect students' learning. Also, the findings encourage the teachers to adopt a reflective approach in tune with contemporary ideas of professional training. This, of course entails that the teachers become more aware of their teaching style and reflect on classroom practices to obtain better results.

The obtained results of this study can have some implications for language teaching establishments in Iran. This research encourages the instructors and administrators to consider potential style mismatches in classroom practices and motivates them to devise more efficient ways to reduce the incompatibility of teaching and learning styles. This is in line with other studies that consider the compatibility of teacher's instructional style and students' learning styles as a significant factor for the success of learning process (Carrell & Monroe, 1993; Dunn, Griggs, Olson, Gorman & Beasley, 1995).

To reduce teacher-student style conflicts, the researchers wish to suggest that the students be divided into groups that seem to have similar learning styles prior to the opening day of class. This is in line with the strands of research that advocate the compatibility of the teaching and learning styles (e.g. Dunn *et al.*, 1995; Smith & Renzulli, 1984; Charkins *et al.*, 1985 cited in Zhenhui, 2001), especially in foreign language instruction (e.g. Oxford *et al.*, 1991; Wallace & Oxford, 1992, Mulalic *et al.*, 2009, p 105).

This study also advises the teachers to find better materials for the learners with diverse learning styles. Teachers can use a variety of techniques in their lessons so that they can reach a maximum number of students with a variety of style preferences. For example, they can choose a mixture of group work and individual work. The teachers can also modify students' learning styles if they cannot alter the materials or the instruction, or do not want to do so. It is necessary for teachers to train students to be more flexible and try to use multiple styles which can lead to better performance. In order to do so, teachers can identify the learner techniques which might prevent them from reaching their highest potential and use particular activities to compensate for certain style weaknesses. Brown (2007) has prescribed several tasks to help learners overcome typical cognitive style problems. This is also in line with the suggestion that learners should attempt to 'stretch' their styles for better learning (Dörnyei, 2005; Yamauchi, 2008).

One of the major implications of this study is that both learners and teachers should be given the opportunity to recognize their learning/teaching styles. Students need to understand not only what they can learn in the language classroom, but also *how* they can learn more efficiently. In order to do so, students should be helped to become more aware of the kinds of strategies that are available to them,



understand how to organize and use strategies systematically given their learning-style preferences, and learn how to transfer the strategies to new contexts. In this process they need to distinguish between styles that work for them and those that may work against them. Teachers also need to gain a better understanding of their teaching styles. The inconclusive results of the present study with respect to the first research question were most likely the consequence of teachers being 'unaware' of their actual styles, and therefore reporting them inaccurately. A number of options are available for helping learners and teachers to raise their awareness of their styles. The most common method is a self-check questionnaire, similar to the one used in this study. This is where the learners respond to various questions along a scale of points of agreement and disagreement (Oxford, 1989). This technique is in agreement with those scholars who advocate the development of metacognitive awareness among learners (Lightbown & Spada, 2000).

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## Author:

**Dennis Moradkhan** is an assistant professor at Islamic Azad University, North Tehran Branch. During the past 16 years, he has chaired several research studies, authored and translated four books and several articles and contributed to a number of national and international conferences. His areas of interest within the field of applied linguistics are fairly diverse, ranging from conference interpretation and Business English to teaching pronunciation. As a certified full IELTS examiner, he has also been actively engaged in performance analysis and assessment.

**Appendix A**

Name ----- age----- sex: female--- male---

Please respond to the statements below as they apply to your study of English. Decide whether you **strongly agree (5), agree (4), are undecided(3), disagree (2), or strongly disagree(1)**. Circle the appropriate number. Please respond to each statement quickly and try not to change your responses.

- |                                                                                |   |   |   |   |   |
|--------------------------------------------------------------------------------|---|---|---|---|---|
| 1. I understand it better when the teacher gives me the instructions verbally. | 5 | 4 | 3 | 2 | 1 |
| 2. I prefer to learn by doing something in class.                              | 5 | 4 | 3 | 2 | 1 |
| 3. I get more work done when I work with others.                               | 5 | 4 | 3 | 2 | 1 |
| 4. I learn more work when I study with a group.                                | 5 | 4 | 3 | 2 | 1 |
| 5. In class, I learn more when I study with a group.                           | 5 | 4 | 3 | 2 | 1 |
| 6. I learn better by reading what the teacher writes on the board.             | 5 | 4 | 3 | 2 | 1 |
| 7. I learn it better when someone tells me how to do something.                | 5 | 4 | 3 | 2 | 1 |
| 8. I learn it better when I do things in class.                                | 5 | 4 | 3 | 2 | 1 |
| 9. I remember things I have heard in class better than things I have read.     | 5 | 4 | 3 | 2 | 1 |
| 10. I remember things better when I read instructions.                         | 5 | 4 | 3 | 2 | 1 |
| 11. I learn more when I can make a model of something.                         | 5 | 4 | 3 | 2 | 1 |
| 12. I understand better when I can read the instructions.                      | 5 | 4 | 3 | 2 | 1 |
| 13. I remember things better when I study alone.                               | 5 | 4 | 3 | 2 | 1 |
| 14. I learn better when I make something for a class project.                  | 5 | 4 | 3 | 2 | 1 |
| 15. I enjoy learning in class by doing experiments.                            | 5 | 4 | 3 | 2 | 1 |
| 16. I learn better when I make drawings as I study.                            | 5 | 4 | 3 | 2 | 1 |
| 17. I learn better in class when the teacher gives me a lecture.               | 5 | 4 | 3 | 2 | 1 |
| 18. I learn better when I work alone.                                          | 5 | 4 | 3 | 2 | 1 |
| 19. I understand things better when I role play in class.                      | 5 | 4 | 3 | 2 | 1 |
| 20. I learn better when I listen to someone in class.                          | 5 | 4 | 3 | 2 | 1 |
| 21. I enjoy working on an assignment with two or three classmates.             | 5 | 4 | 3 | 2 | 1 |
| 22. When I build something I remember what I have learned better.              | 5 | 4 | 3 | 2 | 1 |
| 23. I prefer to study with others.                                             | 5 | 4 | 3 | 2 | 1 |
| 24. I learn better by reading than by listening to someone.                    | 5 | 4 | 3 | 2 | 1 |
| 25. I enjoy making something for a class project.                              | 5 | 4 | 3 | 2 | 1 |
| 26. I learn best in class when I can participate in related activities.        | 5 | 4 | 3 | 2 | 1 |
| 27. In class, I work better when I am alone.                                   | 5 | 4 | 3 | 2 | 1 |
| 28. I prefer working on projects by myself.                                    | 5 | 4 | 3 | 2 | 1 |
| 29. I learn more by reading textbooks than by listening to lectures.           | 5 | 4 | 3 | 2 | 1 |
| 30. I prefer to work by myself.                                                | 5 | 4 | 3 | 2 | 1 |

**Appendix B**

NAME -----

Please respond to the statements below as they apply to your teaching of English. Decide whether you **strongly agree (5), agree (4), are undecided(3), disagree (2), or strongly disagree(1)**. Circle the appropriate number. Please respond to each statement quickly and try not to change your responses.

- |                                                                                                                |   |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. When I give the instructions to my students, they understand better.                                        | 5 | 4 | 3 | 2 | 1 |
| 2. I prefer to teach students by asking them to do something in class.                                         | 5 | 4 | 3 | 2 | 1 |
| 3. My students get more work done when I ask them to work with each other.                                     | 5 | 4 | 3 | 2 | 1 |
| 4. When I ask my students to study in a group, they learn better.                                              | 5 | 4 | 3 | 2 | 1 |
| 5. In class, my students learn more when they study with a group.                                              | 5 | 4 | 3 | 2 | 1 |
| 6. My students learn better by reading what I write on the board.                                              | 5 | 4 | 3 | 2 | 1 |
| 7. When I tell the students how to do something, they learn better.                                            | 5 | 4 | 3 | 2 | 1 |
| 8. When I ask my students to do things in class, they learn better.                                            | 5 | 4 | 3 | 2 | 1 |
| 9. When I explain something in class my students remember it better compared with when they read the material. | 5 | 4 | 3 | 2 | 1 |

10. My students remember things better when they read the instructions. 5 4 3 2 1
11. My students learn more when I ask them to make a model of something. 5 4 3 2 1
12. When I ask my student to read the instructions they understand them better . 5 4 3 2 1
13. When I ask my students to study alone, they remember things better. 5 4 3 2 1
14. My students learn better when I ask them to make something for a class project. 5 4 3 2 1
15. My students enjoy learning in class by doing experiments. 5 4 3 2 1
16. When I ask my students to make drawings as they study they seem to learn better. 5 4 3 2 1
17. In class when I give a lecture my students learn better. 5 4 3 2 1
18. My students learn better when they work individually. 5 4 3 2 1
19. My students understand better in class when I ask them to engage in role play. 5 4 3 2 1
20. My students learn better in class when they listen to each other. 5 4 3 2 1
21. My students enjoy working on an assignment with two or three classmates. 5 4 3 2 1
22. When I ask my students to build something they remember what they have learned better. 5 4 3 2 1
23. My students prefer to study with each other. 5 4 3 2 1
24. My students learn better by reading than by listening to someone. 5 4 3 2 1
25. My students enjoy making something for a class project. 5 4 3 2 1
26. I think my students learn best when I ask them to participate in related activities. 5 4 3 2 1
27. In class, students work better when they are alone. 5 4 3 2 1
28. My students learn better when they work on projects on their own. 5 4 3 2 1
29. My students learn better by reading textbooks than by listening to lectures. 5 4 3 2 1
30. My students prefer to work alone. 5 4 3 2 1