

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

8 MAI 1945 UNIVERSITY / GUELMA

جامعة 8 ماي 1945 قالمة

FACULTY OF LETTERS AND LANGUAGES

كلية الآداب و اللغات

DEPARTMENT OF LETTERS & ENGLISH LANGUAGE

قسم الآداب و اللغة الانجليزية



Option: Linguistics

The Suitability of the Language Classroom in Appealing to Learners'

Learning Styles

The Case of Third Year Students at the University of 08 Mai 1945, Guelma

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Anglophone Language, Literatures,
and Civilizations.**

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2016-2017

Dedication

This dissertation was completed with the grace of God and the help and support of the kind souls mentioned below.

My deep appreciation to my parents who instilled in me the values that made me into what I am today. My heartfelt gratitude to my beloved mother “Lyamna” who patiently tolerated all my misgivings with a smile and stood by me in times of despair. Her prayers, moral support and kind words were of great inspiration during my piece of research. My dear father “Mohammed” who has been my model for hard work, persistence and personal sacrifices.

Thank you my dear parents for your patience and steadfast support.

Next, my heartfelt gratitude goes to all my family members for their constant help, support and love, and for always being there for me each time I felt powerless to finish my work in due time.

To my lovely sister Hanan, her husband “Daoued” and her little and wonderful angel:

Maysouma

To my sympathetic brother Issam, his wife “Meriem” and their lovely and sweet kids

Rahef and AbdEl Rahmen.

To the most precious people to my heart, to the ones who gave me strength and hope, my dearest and thoughtful sisters: Rana, Leila, and Nounou

To my best, adorable, and sympathetic brothers Farouk, Nabil, and Oussama.

To my dear aunt “Khadidja” and her husband “Djami”

To my lovely cousins Nacer, Hamdi and Abd El Rahmen

To the people whom I have the honor to be their friend because they are everything in my life:

Latifa, Besma, Amina, Hanane, Imen and khawla.

Acknowledgement

Above all, I thank Allah, the almighty for having given me the strength and patience to undertake and complete this work Glory and Praise for Him.

First and foremost, my heartfelt gratitude to my kind and charming supervisor *Mrs. CHERIET Meryem* who did not only give me much guidance in the process of writing this dissertation, but was also the source of my inspiration in a most critical period. I would forever be thankful for her timely inception, persistent guidance and words of encouragement. I would like to express my deepest thanks to *Mrs. CHEKKAT and Mr. ZEMMOURI* for having accepted to be the jury members. Thanks for devoting your time and reading the present dissertation.

Profound thanks to all the teachers of English department, special thanks to *MRS.*

LASSOUED, who has contributed in our education during the five years

Special thanks to the students and teachers (our sample) for their immense help, and participation in the accomplishment of this study.

To all members of Department of English of 08 May 1945 University of Geulma

Abstract

The aim of this dissertation is to evaluate whether the language classroom components appeal to all learners' learning styles or not. The main problem underlying this work is that most of teachers teach (use materials, design courses, organizing seating arrangements, grouping students...) with no awareness whether they meet all students' preferences or not. Moreover, ministry's lack of responsibility to equip all classrooms with the needed materials, and above all designers' lack of knowledge about students' needs. The research hypothesizes that the language classroom does not appeal to all learners' LS. In order to test this hypothesis both quantitative and qualitative methods were adopted and an observation took place with third year LMD students and two questionnaires were administrated as data gathering tools, one devoted to teachers and another for third year students in the department of English at Guelma University, to explore their attitudes about the suitability of the language classroom to learners' LS. The results obtained show that the language classroom does not appeal and suit all students' preferences. On the light of these results, the above mentioned hypothesis was confirmed. Thus the ministry, the designers, and the teachers should take into consideration students' preferences to ensure better academic achievements.

List of Abbreviations

=: percentage

e.g.: For example

i.e.: That is

LS: Learning style

LSs: Learning Styles

MBTI: Myers-Briggs Type Indicator

Vs: Versus

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General Introduction

2. Statement of the problem

3. Research Question

4. Aims of the Study

5. Research Hypothesis

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General Introduction

Learning styles are one of the most important individual differences that teachers should take into consideration in their teaching process. These preferences serve as stable indicators of how learners respond to the learning environment. They can be affected by different variables (factors), consequently; learners' academic achievement will be affected either positively or negatively. In this respect, a wide range of studies and researches have tackled the concept of LS in relation to different variables such as students' age, teaching styles...etc. The language classroom is also a vital variable that can affect learners' LS.

The language classroom is one of the most important critical variables that should appeal to learners learning styles, because a classroom that include an effective teacher who is well trained and skillful, in addition to a well prepared, organized and equipped classroom (good quality of furniture, materials...etc) may help in creating a good environment that can empower students LSs, develop a sense of interaction among students and increase their motivation. Moreover, it is believed that a physically comfortable classroom (mobility, design, size, temperature and light) may result a total integration of the learner in the teaching-learning process, so they will learn more easily and fast. MacAuly and Savage (2000, 2001) reported respectively that a well structured classroom leads to the improvement of students academic results and the physical arrangement of the classroom has a great impact on both teachers and students performance. Furthermore, it is important for learners to receive learning in a classroom suitable for their LSs because to learn in a classroom that do not suit your LS as student may frustrate your motivation.

Scholars have made relations between LSs and other variables such as students' age, gender, and culture and personality types. However, little attention was given to the Language Classroom and its components as an important variable that has a considerable affect on

students' LSs. In our dissertation we will try to explore the link between the two variables and investigate the suitability of the Language Classroom to learners' LS.

2. Statement of the problem:

The majority of learners have their preferable way of learning some are visual others are auditory, and others have kinesthetic preference. These ways vary from one another naturally.

The Classroom seems to be the only place where students meet their teachers and interact with each other. It is highly important for a learner to be provided with a suitable and appropriate classroom (good teacher, needed materials, suitable seating arrangements and above all physically inviting classroom...etc) that can appeal to their learning styles; unless the teaching-learning process will fail. Regardless to teachers' competence and proficiency and their importance in fulfilling their roles as facilitator, organizer, prompter...etc, classroom environment (mobility, size, design...etc) may create an obstacle for learners, since they do not fit their LSs.

The English classrooms do not appeal to learners learning styles. Teachers in an English classroom tend to depend on the conventional methods of teaching mainly due to the lack of materials; they enter the classroom and start to explaining the whole lesson orally and sometimes writing some points on the board without using any visual support or demonstrations, other rely on dictation; yet the learning process will be blocked as a result of total ignorance of learners' LS. As mentioned above learners have their preferable way of learning, some take in and decipher information with their eyes which means that they finding it easier to learn by reading and studying written words; other rely heavily on their ears as opposed to their eyes for taking in and comprehending relevant information. Thus, the Language Classroom including teachers, materials and the physical environment should be chosen and designed to meet the needs of learners whose learning style are neglected.

2.1. Research Question:

The research attempts to answer the following questions:

1. Does the Language Classroom appeal to all learners LSs?
2. How can the classroom environment (teachers, materials, seating arrangement, sound, temperature and light) affect these preferences?

3. Aims of the study:

The present study aims at investigating whether the Language Classroom appeal to all learners' LSs or not. Moreover, it aims at showing how exactly the Language Classroom affects these preferences.

4. Hypothesis:

This study hypothesizes that:

The Language Classroom may not appeal to all learners' Learning Styles.

5. Research Methodology and Design:

5.1. Population of the study:

The population of the present study consists of two samples. The first sample is third year LMD students at the English department of Guelma University; it is composed of two groups who are selected randomly from the overall population that consists of seven groups, since they are aware of the teaching methods and materials that suit their LS. In addition to another selected sample that include fifteen teachers of third year.

5.2. Research Method:

Our research encompassed a setting where the case study is conducted at the University of 08 May 1945, faculty of letters and languages in the English Department, Guelma. The study would be purely based on both qualitative and quantitative descriptive method.

5.3. Data gathering tools:

To prove the research hypothesis, two questionnaires will be distributed one directed to the randomly chosen sample of students and the other devoted to the selected sample of the teachers, In addition to an observation took place with third year LMD students. Students' and teachers' questionnaires would provide us with valuable information about whether the Language Classroom appeals to all learners LS. In addition to the observation that would provide us with alive data.

6. Structure of the dissertation:

This dissertation is divided into five chapters in addition to the general introduction and general conclusion. The first two chapters are devoted to the theoretical part. Chapter one entitled *Learning Styles* will explore the concept of learning style as an important individual difference through certain setups such as providing different definitions of the concept, its major types and some of the best known LS theories (Dunn and Dunn model, Kolb's model, MBTI, and Grasha-Reichmann model) which were selected on the basis of their possible application in the educational system. Moreover, it is concerned with the identification of its major advantages and above all factors that influence LS. Chapter two devoted to the Language Classroom concept. It will discuss the concept of English as a foreign language in addition to the well known methods of teaching. Moreover, it will present both teachers' and learners' roles that have a substantial impact in the success of the learning-teaching process. Furthermore, it will explore the concept of classroom management (designing lessons,

managing time, and organizing seating arrangement, and grouping students...etc) and its possible influence in addition to its importance. Finally, it will shed light on the central role that the physical environment plays to ensure an attractive and inviting teaching-learning process. The three remain chapters are devoted to the case study, mainly data collection its analysis, discussion and results. Finally, the research questions, some implication and a general conclusion would state the main findings of the research.

Chapter One: The Learning Style

Introduction

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6.2.4. Facilitators

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7. The main factors influencing learning styles

8. The advantages of identifying Learning Styles

Conclusion

Introduction

In the early 20th century there was a shift from how to teach (teacher centered approach) to how to learn (learner centered approach). The shift has led researchers to pay a closer attention to some factors related to learners' individual differences, among which the more salient ones are Learning Styles. Consequently, there were an increased number of studies carried out regarding the concept of learning styles and its possible influence. This chapter will explore the concept of learning style as an important individual difference through certain setups such as providing different definitions of the concept, its major types and some of the best known LS theories (Dunn and Dunn model, Kolb's model, MBTI, and Grasha-Reichmann model) which were selected on the basis of their possible application in the educational system. Moreover, it is concerned with the identification of its major advantages and above all factors that influence LS.

1. Definition of Learning Styles

Some researchers have defined LS according to their unique perspective and understanding while others have defined them according to their researches' findings, thus several definitions and views have been presented during the last two decades regarding the learning style concept. Each definition and each view focuses on a specific aspect.

The concept of Learning Styles can be defined as how individuals learn or their fixed way of responding to the new information. Simply put, learning styles are different methods and ways of learning or understanding information as Kolb stated in his theory LSI (1984) that LS is a method of personal choice to perceive and process information, for him it is closely related to personality. According to Keef (1979) Learning styles are "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to learning environment" (p.4). Dunn and Dunn also (1979 as cited in Reid,

1987) define LS as a term that describes the differences among students in using one or more ways of comprehending, organizing and storing information. In fact LS are not really concerned with what learners learn but rather how they prefer to learn or under which circumstances they prefer to learn. For example, Stewart and Felicetti (1992) define LS as “those educational conditions under which a student is most likely to learn” (p.5)

Carob (1986) pinpointed that a learning style is the way learners are used to learn and it can be affected at any age by their immediate environment, sociological needs and psychological state. Jordan (2000, p.95) also sees that learners’ particular way of learning is shaped by the educational system, personality traits, and the socio- cultural environment.

There are different features that characterize the LS. Carver (1984) attributes some of them including cognitive, perceptual, interactive, personal, and intellectual characteristics. The first refers to whether the learner is inductive or deductive, and whether s/he is an abstract or concrete conceptualizer. The second is concerned with identifying learners’ way of learning whether s/he visual, auditory, or kinesthetic learner. The third refers to learners preferred mode of learning, individually, in pair or in group. The last deals with personality and intellectual features as whether the learner needs external or internal control, a competitive or cooperative learner, confident, ... etc

2. Major types of learning styles:

There are different types of learning styles; three of the most popular ones are auditory, visual, and kinesthetic. Learners differ from one another in their preferences. The VAK is to be the first classical theory in the educational field that covers the three types.

2.1. Auditory:

Auditory learners need to hear whilst learning. They prefer to learn by listening and they have a good auditory memory. They tend to enjoy activities which emphasize discussion,

storytelling, or some speaking activities. They can be easily distracted by noise and often need to work where it is relatively quiet. According to Banner (2000) auditory learners often achieve good pronunciation.

2.2. Visual:

Visual learning style is a way in which the information is visualized in learners' mind. Visual learners find it easier to visualize information rather than hear about it. They store and remember facts and concepts that are associated with graphics, images, diagrams, and maps. They also prefer reading over listening and they face problems in understanding information which is given in lecture without any visual support, it is a need for them to see what they are learning. They can be easily distracted by movement or action in the classroom. Moreover; they tend to be unaware of noise. Visual preference can be divided into linguistic and spatial, visual linguistic are those who prefer to learn through written language they remember best if they can learn from written texts. Unlike visual linguistic, visual spatial learners have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. According to Banner (2000, p. 40) visual learners have been classified as students who are typically proficient in pattern recognition. A study conducted by Willis and Hadson (1999) using the VAK theory determined that 29% of elementary and high school learners are visual; another study on the Dunns model (1978) found that 40% are visual learners.

2.3. Kinesthetic:

Students who have a kinesthetic strength or preference learn best if they can move, touch, or manipulate objects. They also prefer to do rather than watch or listen; usually they find it extremely difficult to concentrate if no movement is involved. Moreover, they recall information through remembering actions rather than words. According to Scarcella (1990),

kinesthetic learners like movement and frequent break; they also like to involve all of their body in learning.

3. The Dunn and Dunn model:

One of the most widely used approaches to learning style is that proposed by Rita and Kenneth in 1979, The Dunn and Dunn model. It was of a great importance because of its comprehensiveness, award winning, and above all it was clinically tested and proven as stated by Given (1997) that the Dunn and Dunn model ‘includes greater comprehensiveness, is more extensively researched, and demonstrates higher level of consistent effectiveness’ According to Dunn and Dunn(1979) the model is based on the principal that each learner has his her unique combination of preferences or ways of learning It indicates a range of variables proven to influence the achievements of individuals, these variables can be summarized and organized into four major element or stimuli:

3.1. Environment stimuli:

Dunns noted that learners are affected by the class environment or elements including the internal surroundings such as seating arrangement, temperature, lightening, and sounds

3.2. Emotional stimuli:

It refers to the motivational support that the learner needs to learn effectively, student’s responsibility or ability to work on task or activity alone, and her/his persistence.

3.3. Sociological stimuli:

Refers to the preferable way of learners’ learning whether s/he prefers to learn alone, or with colleagues, or in team, or in a variety of ways, or in a routine pattern

3.4. Psychological stimuli:

It shows how the learners respond to and processes new information. Global learners need to grasp the whole image before they deal with the detail. They are interested in the whole meaning and the end results (Grenfell, 1999). Analytical learners prefer to deal with details first than covering the whole. Once they know all the details then they put them into a complete picture. Left brain dominance students are more analytic and sequential learners, whereas right brain dominance students are more associated with global learners. The impulsive or reflective category is associated with the pace of student's thinking. Impulsive learners tend to make a quick guess when faced with uncertainty; their decisions are based on their feelings. Reflective learners need time to think before making a conclusion.

3.5. Physiological stimuli:

This preference shows the best way for the individual to recall the information. Some students remember better if they see the material, some prefer just to listen to a spoken word (listening to tapes, music, and lecture) others are tactual types who need some kinesthetic involvement. Visual, Auditory, Tactile, and Kinesthetic types all fall into a category of perceptual element. The intake element is concerned with a student's need for instance to eat or drink during the lesson in order to sustain energy level that rise and fall throughout the day. The time element describes the most suitable time of the day for an individual to study. The mobility element expresses the need to either move or stay still whilst working on some task.

4. Kolb's Model:

In the 20th century scholars gave experience a central role in their theories of learning and development. David Kolb is one among the most influential researchers in the field of experiential learning.

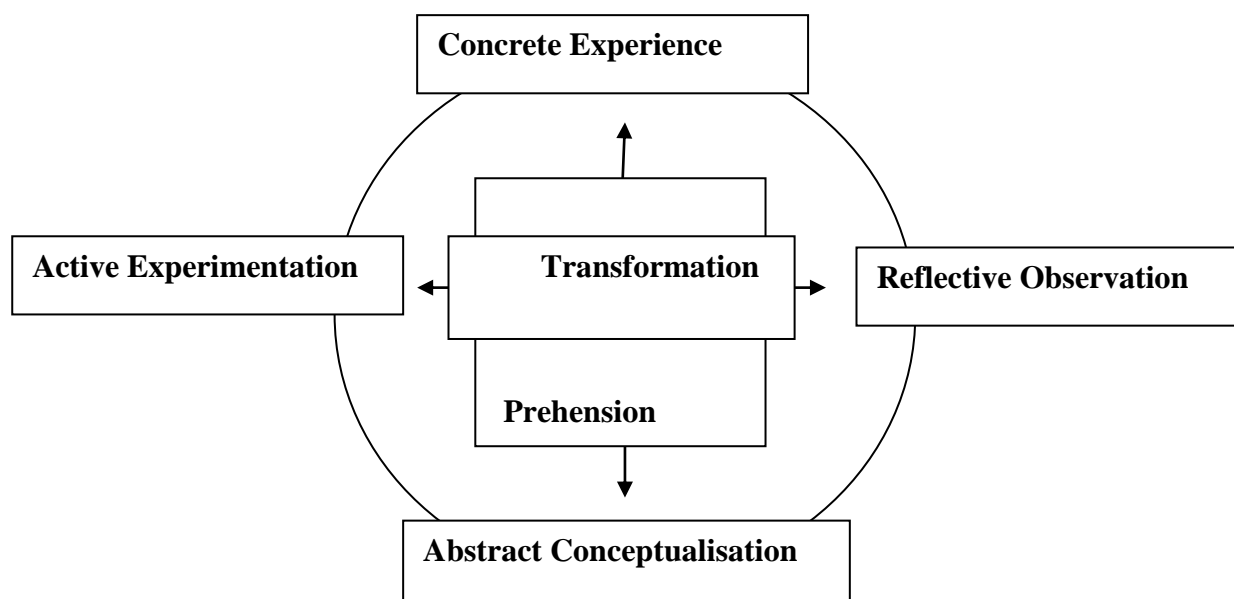
Having developed the model over many years prior Kolb, D (1984) published his learning style model; the experiential learning theory is so named to highlight the role experience plays

in the learning process. Kolb's work was based on Lewin's, Dewey's and Piaget's model. It was developed to describe how adult learn. Kolb (1984) stated that the model was designed to evaluate how individuals perceive and process information and more focus was given to how learn through experience. Simply put, it offers both a way to understand individuals different preferences and of experiential learning. Kolb (1984) described that the learning process is a cycle whereby knowledge is a result of the transformation of experience. The theory involves four main stages: concrete experience (CE), Reflective observation (RO), Abstract conceptualization (AC) and finally Active experimentation. Consequently, to learn something learners first have to observe and reflect, then formulate concepts and finally experience them in different situations .Moreover, he describes four basic learning styles: accommodative, assimilative, divergent and finally convergent and each LS is a combination of two of the four modes.

4.1. Kolb's Learning Modes:

According to Kohonen (2005), Kolb's theory includes two main dimensions: prehension and transformation. The first dimension shows the way learners grasp the information. The second dimension involves the transformation of experience through the reflective observation and active experimentation. As a result, four orientations have emerged CE, RO, AC, and AE (Figure1).

Figure 1: Kolb's *Experiential Learning Cycle* (1984) (cited in Kohonen, 2005, p. 3)



CE learners in this mode learn by intuition, they prefer to feel rather than to think. Next, RO learners of this mode are characterized by their careful observation of ideas and situations. They depend more on their thoughts and judgments to understand how things happen. Then AC refers to learning by meticulous thinking. It involves hypothesis, generalization and conclusion for the experience made; it also emphasizes definitions and classification of abstract ideas and concepts. The last orientation, AE which is learning by action, gives learners an opportunity to master the new understanding and to predict future actions and influence or change them whenever necessary.

4.2. Kolb's Learning Styles:

In his model Kolb describes four main learning styles: assimilative, divergent, accommodative and convergent and each LS is a combination of two of the four mentioned modes.

4.2.1. Assimilative learners:

Individuals of this kind of learning style give more importance to ideas and abstracts rather than people and social interaction. For them, well organized ideas and information are helpful tips that help in creating a motivational learning atmosphere. They also have the ability to reason inductively. Moreover, they need time to think while dealing with tasks and activities. They are also able to create theoretical models. Kolb (1984) suggested that one of the assimilator's greatest abilities is "to create theoretical models....." (p.78). Furthermore, they learn better when they are provided with theories that include logical concepts. They incorporate the learning modes of RO and AC.

4.2.2. Divergent learners:

This kind of learners prefers to watch rather than do. For them, being well motivated and well integrated in the learning process requires being allowed to observe events rather than participate in them. According to Kolb (1984, p.77) divergent learners depend heavily on feelings and imagination in solving problems, that is why they prefer tasks that require the use of both feelings and imagination. They are also considered as emotionally oriented learners and they tend to be creative. Moreover, gathering information and generating ideas is their preferable way to grasp information. Furthermore, they prefer to work in groups, peers that is why they focus more on people. Divergent learners consider brainstorming as a crucial technique that guarantees a successful learning. In this respect, Kolb (1984) stated that this type of learners is considered to be "brain stormers".

4.2.3. Accommodative learners:

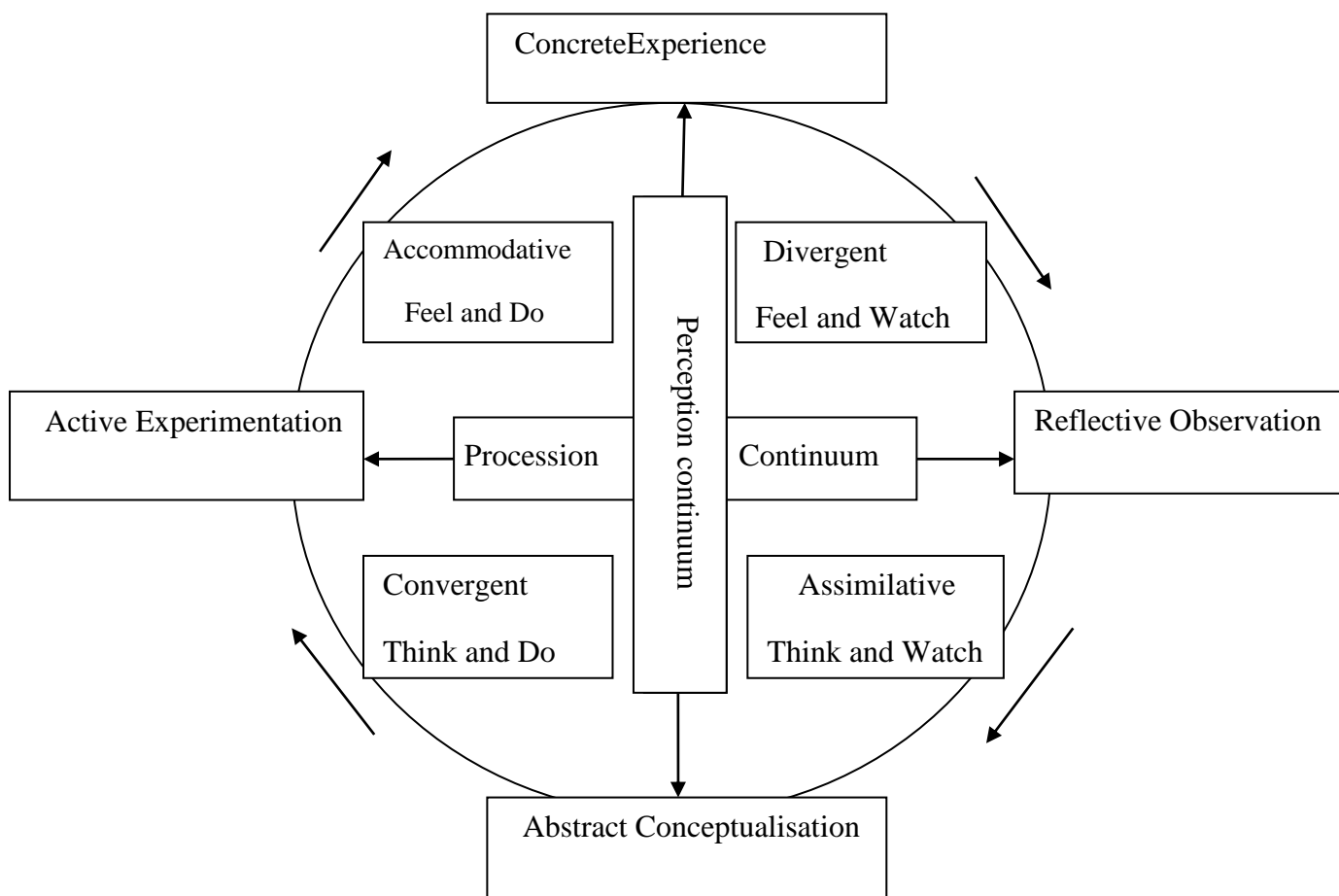
A learner with an accommodative style has CE and AE as dominant abilities. They perceive information concretely and process them actively. They prefer learning that includes opportunities of setting goals, planning and participating in new experiences (they seek new

experiences). They enjoy learning more whenever they are provided with practical opportunities of concepts and theories. Flexibility and risk taking are their major characteristics as learners. Moreover, this type of learners bases their learning on intuition rather than careful analysis.

4.2.4. Convergent learners:

Individuals with this style have AE and AC as dominant abilities. They learn better when they are provided with tasks and activities that include technical issues. They face difficulties when dealing with tasks that include social or interpersonal issues. Kolb (1984) stated that convergent learners are characterized by their strong ability to solve problems (Figure two summarizes Kolb's learning cycle).

Figure 2: Kolb's Experiential Learning Cycle (1984)



5. Myers and Briggs Type Indicator:

The MBTI model was developed by Izabal Briggs Myers and Katherine C. Briggs in 1940's .It was based on Jung's principals and theories (psychological types). MBTI is considered as one of the most valid and perhaps the most well known personality assessment tool in the world. It is also a well researched and documented work that is why it is reliable and widely used in the educational field. It focuses mainly on how learners' personality traits affect their LS. MBTI is composed of four dichotomies which are used to determine learners' preferable preference. According to Myers and Biggs (1940) the four functional dichotomies are: Sensing Vs Intuition (S Vs I), Thinking Vs Feeling (T Vs F), Extroversion Vs Introversion (E Vs I), and finally Judging Vs Perceiving (J Vs P).

5.1. Four MBTI Dichotomies:

The term preference used to refer to learners' favorable way of learning. Understanding our preference is very important since it determines our personalities and allows us to see things differently. According to MBTI test (1940's) all people fall somewhere in a continuum of four different dimensions as clarified in Prem. K (2005) in the following table:

Table 1:*Four MBTI dichotomies*

Extroversion- Introversion E-I Dichotomy	Where does the individual focus his energy inwardly or outwardly?
Sensing-Intuition S-N Dichotomy	How does the person favor to get his information using his senses or his intuition?
Thinking-Feeling T-F Dichotomy	How usually does the person make decisions?
Judging-Perceiving J-P Dichotomy	How does the individual deal with the outside?

5.1.1. Sensing Vs Intuition:

Sensors depend on their senses while learning. They prefer to collect, observe, analyze, remember and understand information through the use of their five senses. Clark (2000) stated that sensors enjoy more learning when information is presented in a well organized, chronological and structured way. They focus more on details, they are detailed oriented. Moreover, they are characterized by their ability to memorize, and their precise and careful work. Furthermore, they give more importance to facts and neglect the imaginative side. Whereas people with intuitive preference prefer abstract things in which they gather and understand the information through the use of the sixth sense, they are more imaginative. In contrast to sensors, intuitive learners are concept- oriented; details are of less importance for them.

5.1.2. Thinking Vs Feeling:

Thinkers are objective and prefer to solve their problems with reasoning. Their decisions are based on deep analysis of the situation with a combination of both logic and rules. Theories and facts are of great importance for them. In contrast to thinkers, feelers are subjective in their judgments; their decisions are guided by the personal and humanistic values. Moreover, they seek harmony and prefer to work in places where they feel comfortable.

5.1.3. Extroversion Vs Introversion:

This dichotomy describes where a person direct his or her energy whether outside the world or in the inner world. Extrovert learners prefer to discover new things. They also tend to enjoy social interaction that is why they prefer group and pair works. Whereas introvert learners are described as isolated and self contained (self sufficient learners); they prefer to do activities and tasks alone. They prefer to reflect rather than act. Moreover, they perform better in written activities and assignments. According to Jung (as cited in Sharp, 1936) introversion “is normally characterized by a hesitant reflective, retiring nature that keeps itself to itself, shrinks from objects and is always slightly on the defensive”(p.13).

5.1.4. Judging Vs Perceiving:

It is a life style that shows how people relate to the world around them. On one hand, people who prefer judgment preference tend to be well arranged and structured. Clark (2000) pointed out that judgmental people are organized, systematic and self regimented. On the other hand, people with perceptual style are considered to be spontaneous, flexible and adaptable. They are not organized rather they prefer to work in random way.

Table2 :

Jung's Psychological Types (Kolb, 1984, p.80)

Mode of relation to the world	E Extrovert Type Oriented toward external world of other people and things	I Introvert Type Oriented towards inner world of ideas and feelings
Mode of decision making	J Judging Type Emphasizes on order through reaching decision and revolving ideas	P Perceiving Type Emphasizes on gathering information and obtaining as much data as possible
Mode of perceiving	S Sensing Type Emphasizes on sense, perception, on facts, details, and concrete events	I Intuition Type Emphasizes on possibilities, imagination, meaning, and seeing things as a whole
Mode of judging	T Thinking Type Emphasizes on analysis using logic and rationality	F Feeling Type Emphasizes on human values, establishing personal friendships, decisions made mainly on beliefs and likes

6. Grasha-Reichmann Learning Style Model:

The model was developed by Anthony Grasha and Sheryl Reichmann in 1974. It was designed to identify college students' styles. It also focuses on students' attitudes toward classroom

activities, tasks, teachers and their peers. The instrument give less attention to students' achievements and it focuses more on how a learner can resort to different styles when it is needed; simply put, how learners can change their learning style whenever teachers' method is altered. Grasha (1974) stated that learners have the capacity to select the most appropriate style that serves them in a particular situation. The inventory identifies six main personality dimensions or learning styles presented with five main teachers' styles as they are an integral part of the learning process as a whole.

6.1. Grasha-Reichmann Learning Styles:

According to Grasha-Reichmann model there are six main Learning styles:

6.1.1. Individual with avoidant Style:

This type of learners is best known by their lack of both participation and interaction. They feel if they are subjugated by the learning situation. Moreover they tend to be uninterested and prefer absenteeism.

6.1.2. Participative Style:

Unlike the avoidant style, learners with participative preference prefer the learning environment that includes discussion, interaction between their classmates and their teacher. Furthermore, they enjoy learning whenever they are motivated. Moreover, they are characterized by their active participation in the classroom.

6.1.3. Collaborative Style:

Being a collaborative learner requires being involved in a small group discussion; consequently. Learners will share and exchange ideas, opinions, and views unconsciously with their classmates and even with the teacher. They enjoy working harmoniously with their

peers. Moreover collaborative work is a successful way that teachers use to motivate their learners to participate in learning through the use of groups or pair work. Richard and Rodgers (1986) suggested a definition for the term:

Cooperative is working together to accomplish shared goals. Within cooperative situation, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal. (p.195)

6.1.4. Independent Learners:

This kind of learners prefer to work alone, they are less dependent on the teacher. They are described as autonomous, responsible, decision makers, and self directed learners. They are hard workers who prefer to expand their own understanding through discovering new concepts and ideas. Moreover, they have the capacity to identify their needs, wants, and lacks.

6.1.5. Dependent Learners:

They are characterized by their total dependence on teachers' guidance; in other words, they prefer to have an authority figure to direct them. They consider both teachers and colleagues as a source of information .in addition they do not make efforts to learn or discover new things; they are just limited to what is required. In this respect, studies conducted by Grasha (1996) shows that younger students below 25 years of age are more dependent than those over the age of 25.

6.1.6. Competitive Learner:

In this preference the learning process based on learners' competition. They compete their classmates to ensure better performance, positive reward, and better grades.

6.2. Grasha-Reichmann Teaching Styles:

According to Gracha (1996) each teacher possesses a combination of styles that characterize her/ his way and role of teaching. The unconscious change of teachers' styles while teaching affects learners' preferences and results a natural and automatic change in their styles. Grasha stated the following five main teaching styles:

6.2.1. Expert

Expert teachers are considered to be well informed and skillful. Their status as experts is build upon their deep and rich background. They are concerned with transferring information and ensuring that learners have acquired what is needed .Their ultimate goal is to enhance learners' competence.

6.2.2. Formal Authority:

In this preference teacher is the only responsible authority that can provide students' with both positive and negative feedback. They also take the responsibility of setting goals. Moreover, they are concerned with providing learners by the appropriate and practical tips that help in facilitating the learning process.

6.2.3. Personal Model:

Teachers who operate under the personal model are those who showing students how to access and comprehend information. Teachers of this model base their teaching process on

concrete and personal examples to ensure simplicity and make ambiguous ideas and concepts clear and understood. They also tend to direct and guide learners while learning.

6.2.4. Facilitators:

The term facilitator refers to teachers who are skillful in the use of teaching methods and techniques. A facilitator teacher has the ability to involve learners easily in the learning process. They actively studies and pay a closer attention to the psychological atmosphere and the learning process as a whole. Their ultimate aim is to enable learners to be a self dependent and more responsible.

6.2.5. Delegator:

In this preference teachers are responsible for developing students' abilities to act as autonomous and self directed learners through encouraging them to depend on themselves. In this orientation the teacher acts only as a resource in which s/he offers students only with small guidelines such as answering questions, guiding learners to use resources such as the internet, books to make learning easier for them. Simply put, teachers act passively. The ultimate goal of this type of teachers is to activate and engage learners in participation.

7. The main factors influencing learning styles

It is believed that learning styles have an active role and an important part in learner's learning. It is also believed that these tendencies can be affected by different factors. As a result there were an increased number of studies carried out regarding factors that may influence them.

Studies show that age is one of the main factors that affect individuals' LS. Griggs (1991) and Price (1980) stated that whenever individual grows old his LS will be changed. Social interaction is also another variable that can deeply affect once preference. Mares (1998, p.18)

pointed out that person's style is shaped through his different interactions with the surrounding members such as parents, teachers, siblings...etc. Moreover, gender is another reason that contributes to the modification of learner's preferred way of learning. As Greb (1999) and Pizzo (1990) stated that males and females learn differently, males tend to be more visual and kinesthetic, they also prefer informal environment. Unlike males, females tend to be more auditory. Furthermore, culture should be taken into consideration. Zou (2006, p.53) stated that, it is believed that culture and thoughts are deeply linked; consequently, cultural values and needs affect and alter the LS. Oxford (1992) also identifies that culture is one among the six reasons behind the misunderstanding and conflicts that occur between teachers and students.

8. The advantages of identifying Learning Styles:

It is highly important for a learner to know and understand her/ his learning style. The identification of once LS will help him to know how to meet the needs of his own preference that is why teachers should consider the identification of LS as an essential part in the learning process. Identifying persons' preferences has many advantages and benefits. When learners know their LS they will

- A. Be responsible, autonomous, self regulated learners, self confidence and above all an effective problem solver.
- B. Perform better in the classroom through processing the information effectively and efficiently.
- C. Integrate in the learning process and learn more easily. Moreover, it will help them to control their own learning
- D. Be curious to learn new things .Fidan (1986) stated that being aware of LS will motivate learners to learn and discover new concepts and ideas.

- E. Discover the best methods that can help them to perform better.
- F. Overcome limitations in the classroom.

Conclusion:

It is universally agreed that learning styles have a great impact in learners' academic achievement and the learning process as a whole. These preferences can be affected both positively and negatively by different factors including culture, gender, age, noise, setting arrangement... Etc. In this respect, teachers should take into consideration those factors and pay a closer attention to the factors that are related to the classroom environment and its surroundings to ensure better learning and overcome possible problems that may face both teachers and students.

Chapter Two: The Language Classroom

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Introduction:

The language classroom is a broad term that refers to different things related to the classroom including teachers' and students' roles, the physical environment of the classroom...etc. It is proved that the language classroom has a significant impact on both students' and teachers' performance. This chapter will explore the main key elements of the language classroom and will figure out how these elements play an effective role in ensuring better teaching-learning process. The chapter will discuss the concept of English as a foreign language in addition to the well known methods of teaching. Moreover, it will present both teachers' and learners' roles that have a substantial impact in the success of the learning-teaching process. Furthermore, it will explore the concept of classroom management (designing lessons, managing time, and organizing seating arrangement, and grouping students...etc) and its possible influence in addition to its importance. Finally, it will shed light on the central role that the physical environment plays to ensure an attractive and inviting teaching-learning process.

1. English as a foreign language

English language has been quickly spread thanks to economic development and technological advancements. Nowadays, English is the most important and widely used language all over the world as it plays a crucial role in many fields such as economy, technology, and politics...etc. Teaching English as a foreign language has become a necessity because it is one of the languages of advanced sciences which is needed by students mainly those who want to travel abroad to start or to continue their university studies, and above all it is one of the languages needed to build business relationships with other countries. It was of great difficulty for teachers who teach English as a foreign language to find out the appropriate and effective method of teaching that is why there were an increased number of

studies carried out concerning the most suitable and practical methods of teaching that can help students to acquire and develop their abilities in foreign languages. In this respect, many teaching methods have developed to ensure the success of the teaching-learning process. Grammar translation methods, direct method, the audio-visual method, the natural approach and the Audio-lingual method are considered as the most influential methods.

1.1. Grammar Translation Method:

Grammar translation method is one of the earliest teaching methods. The aim of this method is to learn the foreign language through a set of grammar rules. Translation and memorization are essential parts of this method. More focus was given to the written language and students' accuracy in translation at the expense of oral language and real communication.

1.2. Direct Method:

It came as a reaction to GTM. It focuses more on the listening skill. Its aim was to develop oral communication. In this model students are exposed to simple discourses with asking-answering question technique. Extensive listening and imitation were practiced. There was a total exclusion of translation method. It was of great success in private schools and it was difficult to be implemented in public ones (since it requires fluent teachers and it was time consuming method.)

1.3. The Audio-lingual method:

The Audio-lingual method or the army method is based on structuralism and behaviorism. It is the product of world war two. It aims at providing soldiers with the basics of communication. It is based on the imitation technique in which teachers provide students with a model to repeat. The army method gives priority to the oral skill.

1.4. The Audio-Visual Method:

It was developed in the 1950s in France. It was based on the spoken language. It aims at increasing students' ability to communicate and build linguistic habits. Both reading and writing are neglected. Video and audio tapes are the most used techniques of exposure to the native speakers of English.

1.5. The Natural Approach:

It was developed in the United States in 1977. It emphasizes the idea of exposure rather than practice. It also aims at developing the communicative ability of the learner.

1.6. The Eclectic Approach:

It emerged as a combination of the methods mentioned above. It is based on the idea that no method is enough to meet the needs of effective teaching. It stresses the idea of combining more than one method to ensure a successful teaching process that meets all students' needs.

2. Teachers' Role:

In English language teaching, the teacher carries with him a big responsibility of his class. He has various roles to play inside the classroom. Teachers are not obliged to follow the educational plan or the designed teaching syllabus, rather they can move from one role to another depending on the requirements of the class and students' needs to create more motivational and successful learning process. Hedge (2000) identifies the most important roles that the teacher can play in the classroom by mentioning the teacher's ability to change his roles according to the students needs. In this sense, she states:

As a controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words [...]; as organizer in giving instruction for the pair work, initiating it, and organizing feedback; as prompter while students are working together; and as resource if students need help with words and structures during the pair work. (pp. 26-27)

2.1. Teacher as a controller:

One of the most essential roles of the teacher is to establish a suitable amount of control over the classroom. A controller teacher is the one who is responsible for the transmission of knowledge, the organization of drills, activities and questions...etc. According to Harmer (2007, p.58) this is to be the most suitable and comfortable role for teachers, since it focuses on teachers' transmission of knowledge. Moreover, teachers control students' behavior to ensure a smooth and efficient running of activities and tasks.

2.2. Teacher as an assessor:

It is believed that one of the most important roles of the teacher is to assess students' work and performance as Whiteman and Schwenk (1984) suggested that "The assessment of students is an integral part of teaching"(p.30). The process of assessment based on the correction of students' mistakes in a way that can not affect them negatively. It can be informal through classroom observation or formal through quizzes, exams, home works and tests. Mapstone (1996) stated that good teachers know how to assess their students.

2.3. Teacher as an organizer:

One of the most effective functions that teachers have to play is that of organizing students to do various activities. The process requires grouping students (pair and group work) , providing them with information about the way they are going to do activities and keep guiding them to ensure that activities run smoothly and efficiently.

2.4. Teacher as a prompter:

Students' lack of vocabulary may put them in difficult situations; sometimes they do not find words when they are talking to their teachers or their classmates. In this case, it is teachers' task to prompt their students when they get lost and cannot think of what to say next. Harmer (2007, p.60) claims that teachers can encourage their students through prompting them if they forget words and phrases during their performance.

2.5. Teacher as a resource:

Acting as a resource means offering help to students through answering their questions, guiding them to look for other resources such as dictionaries, books, internet... etc to make them more independent, active and engaged participant in their learning. Harmer (2001) stated that "Instead of answering every question about what a word or phrase means we can instead direct students to a good monolingual dictionary" (p.61). This role helps students to improve both spoken and written production. Teachers also may provide learners with significant techniques that guide them to solve their problems in different situation.

3. Characteristics of good teacher:

There are different characteristics that characterize good teachers including:

- a. Flexibility in using a combination of various methods to meet all students' needs.
- b. Building good relationships with her/his students.
- c. The ability to maintain order and having an over control of the class.
- d. The ability to motivate students and involve them in class discussion.
- e. The one who can manage the classroom effectively.

4. Learners' Role:

Students as an important part of the classroom have different roles that can help in ensuring productive and positive learning environment. It is teachers' job to encourage learners to perform their roles through engaging them in the designing of the rules such as choosing the

appropriate materials, types of activities that can suit them, and the preferred seating arrangement for them. Moreover, it is believed that negotiating rules to be set with students affects not only their behavior but also the way they perform. Students' contributions in the designing of procedures help them to be more independent, responsible and self regulated learners who can learn by their own. Furthermore; learners will be competitive, curious and seek to know and to discover new concepts and ideas. Consequently, the teaching-learning process will be fostered.

5. Characteristics of a Good Learner:

Students as the most significant part in the classroom, have an essential role in the effective teaching-learning process especially if they possess some characteristics. Harmer (2001) asserts these characteristics as follows:

- a. A good learner has the opportunity to hear the teacher's instructions, not just listen to her/his expressions but also to focus on the language s/he uses.
- b. S/He is always ready to take risks, tries to do things and sees how it works.
- c. Successful learner can ask questions when s/he has the chance. Also, s/he judges when it is appropriate to do and when it is not.
- d. The learner thinks about how to learn. S/he uses the best way to write, to read..., etc. The learner has the ability and the opportunity to invent new ways and techniques for her/his own.
- e. Willingness to accept correction, good learners are prepared to be corrected, if it helps them.

6. Classroom Management:

Classroom management is one of the most important roles played by the teacher. It is a complex process that involves dealing with the social, intellectual and physical structure of the classroom i.e. designing courses and activities, organizing seating arrangements, choosing appropriate materials, managing time and grouping students. Considering learners' needs and

styles while managing the classroom is an essential step that can dramatically increase students' performance. Moreover, effective classroom managers do not impose rules on students; rather they engage them in the design of the rules. It is also believed that negotiating how the classroom is going to be managed with your students affects not only their behavior but also their academic achievements. Simply put, teachers should explore the concept of classroom management deeply as it plays a pivotal role in creating and establishing a motivational environment without disruptive behaviors.

6.1. Definition of Classroom Management:

Different conditions should be provided to ensure the achievement of the teaching goals and improving the learning process as a whole. One of these conditions is "classroom management" which is considered as one of the most critical variables that has a great impact on both teachers and students performance. It is teachers' role to be effective managers of the classroom. The effectiveness of the classroom manager lies in her/ his use of various practices and techniques to create respectful and responsible learners as well as an inviting and productive classroom environment. Lawrence and Dworkin (2009, p.751) defined classroom management as the use of various methods that help in creating pleasant atmosphere where lessons and activities run smoothly and where learners' behave in a good way. Another definition was provided by Wong, Wont, Roger and Brooks (2012) stating that "Classroom management refers to all things teachers do to organize students, space; time, and materials so that students can take place" (p.61). Other researchers related classroom management to students' behavior as Brown (2003) who mentioned that classroom management is closely related to issues including students' respect.

6.2. Components of Classroom Management:

6.2.1. Lesson Plan:

Planning is one of the most important tasks that teachers do. It gives a frame work and an overall plan to the lesson. Moreover, planning an interesting lesson that fits students' needs is considered as an effective classroom management strategy. While planning teachers should think about students' preferences, interests and needs because lesson plan determines content; types of materials to be used, types of activities and above all timing which has a deep impact on students' styles of learning and achievements. The process of planning aims at engaging students and making them active participants. It helps both teachers and students. It helps teachers to think about what they intended to do especially when they momentarily forget, and also gives students ideas about the coming lessons. Dunbar (2004) explains that "Well developed lesson plans to help ensure effective instruction techniques are Incorporated into your lessons" (p.13).

6.2.2. Time Management:

Effective time management is one of the necessary strategies for maintaining a successful teaching- learning process. It is an important variable that help students to achieve learning goals and develop personal habits. The best teacher is the one who effectively manage time through indicating the estimated amount of time required for each lesson's components with consideration of students' needs and capacities of understanding. There are different factors that affect the use of time including non instructional routines, lack of students' motivation, administrative issues, setting up of materials, transition between activities, and arranging settings...etc. It is teachers' task to deal with such issues to ensure better use of time as well as ensuring students' engagement in the learning process during the course. Moreover, teachers have to set objectives that can be achieved reasonably in the available time.

6.2.3. Materials:

Materials are considered as a supporting device for learning and teaching the English language. Well designed materials play a remarkable role in increasing students' motivation

and enhancing their performance. One of the most essential factors that teachers should take into account while designing materials is learners' needs. It is said that any consideration of syllabi; courses, and materials design must begin with a needs analysis. Moreover, it is universally agreed that learners have different levels and various learning styles (visual, auditory, and kinesthetic) .It is teachers' task to meet all those preferences through the use of different types of materials such as data shows, video tapes, computers, boards, and books...etc.

6.2.4. Seating arrangement:

Seating arrangement is one of the most significant tips that help in creating an effective classroom management. Moreover, a suitable seating can facilitate the interaction among students and the teacher and influence the success of the learning process. It has a great impact on students' academic achievements and behavior. Richard (2006) showed that seating arrangement can affect students' academic performance and can decrease disruptive behaviors in the classroom. There are different types of seating; each has its own advantages and instructional goals. Finding the appropriate and suitable seating arrangement is a difficult task because one seating arrangement cannot fit all students' needs as well as activities' requirements. It is teachers' task to choose the best seating that fits both students' and activities' necessities on the basis of students' reaction to each type.

6.2.4.1. Type of Seating Arrangements:

a. Raw Seating Arrangement:

It is the well known and traditional seating which is widely used mainly in universities. McCorsky and McVetta (1978) revealed that 90% of classrooms in universities have traditional seating. It is believed that students act passively when seating are arranged in raw. It is difficult for them to be engaged in class discussion mainly for those who are seating in the back. Moreover, students with disabilities such as those with poor vision(less eye contact

with the teacher and classmates) and hearing impairment will be less motivated as well as less interested. Consequently, row seating arrangement does not fit all students' needs. But it is, good and workable mainly in cases of exams, quizzes, and tests because it prevents cheating and minimizes disruptive behaviors.

b. U shape seating arrangement (Horseshoe Seating):

The U seating arrangement is considered as the most preferred seating. Applying this type of seating make students more active participant and increase their motivation. Moreover, it gives teacher the opportunity to move easily in the center and control the classroom. Papalia (1994) stated that this type of seating allows students to see the teacher and make eye contact with him and with their classmates easily and allows teachers to have control over the classroom and students. It is of a great effect mainly when there are activities that require discussion and interaction such as debates, audio and visual presentations.

c. Cluster Seating Arrangement:

This type of seating helps in creating an interactional environment among students. It strengthens students' relationships. Furthermore, it helps in overcoming various issues such as problems of cultural and social differences, in addition to gender's issues. It is useful mainly when there is collaborative learning. According to Papalia (1994), cluster seating increase students' participation in activities and promotes peer assistance among students.

6.2.5. Grouping Students:

One of the most effective strategies teachers may use to manage the classroom is to group students (pair work, group work). Through this process teachers can maximize students' participation and raise their achievements. Grouping students has various benefits such as building positive relationships among students who have different cultural and social background and gender, exchanging ideas and opinions, promoting interaction, and help

students to be more competitive and collaborative. While grouping students teachers should take into consideration time factor and available resources.

4.2.5.1. Types of Students' Grouping:

a. Pair Work:

Pair work includes two students work together in a specific activity or task. This type of grouping helps students to increase their communicative abilities. Moreover, it allows students to exchange their ideas and opinions. It promotes a relaxed atmosphere that enables learners to be more responsible and competent. In this respect Tuanand Nhu(2010) argue that through pair work students practice the speaking skill easily and efficiently more than with the whole class.

b. Group Work:

It is one of the strategies teachers use to group students. It is very useful in allowing students to practice, share and improve specific skills. It helps in creating a suitable, motivational and above all an interactional learning environment. Teachers' choice of students' number depends on the type of the activity. This activity helps in deepening and strengthening students' relationship.

Individual work also has great impact on students learning. Teachers make students work on their own to be more independent and autonomous learners who find out things by themselves using different sources. It has many benefits such as providing calm environment.

6.2.6. Factors influence Classroom Management:

Classroom management has a great impact on both teaching and learning process. This importance can be affected either positively or negatively by various factors. These factors can be related to students, teachers, and even the classroom environment.

6.2.6.1. Factors Concerning Students:

Students are the most important and dynamic part in the classroom. They have an effective role in both teaching and learning process. They are considered as the core of all changes that occur in the educational setting which aims at ensuring and creating an inviting environment that suits all types of students. Students differ from one another in terms of needs, styles, and interests.

a. Learning styles:

Learning style is a critical variable that teachers' should take into account while managing the classroom. Teachers' choice of materials, types of activities, appropriate seating arrangement, time management, and teaching methods should depend on learners' learning styles to ensure a successful teaching and learning process.

b. Age:

It is another variable that has an impact on classroom management that is why teachers have to consider it while managing as Harmer (2007) stated that "The age of our students is a major factor in our decision about how and what to teach. People of different ages have different needs, competences, and cognitive skills" (p.37).

c. Personality:

It refers to students behavioral traits which contribute in a way or another in the process of management as a whole. It is an essential factor that teachers should consider and pay a closer attention to it while managing.

There are other different variables that may affect the process of management including attitudes, multiple intelligence factor, and motivation...etc.

6.2.6.2. Factors Concerning Teachers:

6.2.6.2.1. Basics of Effective Teaching:

a. Lesson Plan:

Effectiveness of the teacher depends on her/his role in designing the lesson because a well designed lesson is the key factor for successful classroom management, since the lesson plan determines the content, types of materials, type of activities, seating arrangements and time management...etc.

b. Motivation:

It is the most essential desire of any teacher. Teachers' main task is to enhance students' motivation through using interesting materials, activities and suitable and inviting setting arrangement that promote interactional environment.

c. Feedback:

It is a significant factor that can make students more productive and teachers aware of areas of difficulty that needs revising and improvement. A well managed classroom has no positive effect on students' achievements if negative feedback is used to correct students' mistakes. Teachers have to correct students' errors in a way that pushes students to improve their performance.

d. Voice and Body language:

Both variables have an influence in the way learners learn and interact. It is teachers' responsibility to make their voices clear and heard. The use of gestures and body language can help in conveying the message more easily and clearly.

6.2.6.2.2. Awareness of classroom management techniques:

Effective classroom managers are those who are experienced and skillful enough. It is needed if not compulsory for the teacher to be trained about effective techniques and procedures that are used to promote a good management of the class. Poor managers should develop their abilities and skills to ensure an effective and practical management.

6.2.6.3. Understanding the concept of classroom management:

It is essential for the teacher to understand the concept of classroom management and its principals through knowing how to deal with students' behaviors; choice of materials, activities, time management, course content, and seating arrangement and how to meet these variables to students' needs.

6.2.6.4. Factors Concerning Classroom environment:

A well prepared, organized and equipped classroom may help in creating a good environment that empower students' participation and increase their motivation .It also makes students feel more relaxed. This includes suitable temperature, a good light, and comfortable furniture.

6.2.7. The Importance of Classroom Management:

- a. It aims at improving both the teaching and learning process.
- b. It aims at creating an environment that fits students' needs and make them feel comfortable to be more responsible, autonomous, and self regulated.
- c. A well organized and managed classroom help in involving students in all classroom activities and tasks.
- d. It gives teachers the opportunity to control students' behaviors.
- e. It gives chances to all students of different needs, interests and styles to be engaged actively in the classroom discussion.
- f. It can help in decreasing students' disruptive behaviors dramatically.

7. The Physical Environment of the Classroom:

The physical environment of the classroom refers to the combination of different things (chairs, desks, boards, light, temperature, walls, noise and room size...).Studies have shown that the physical environment has a considerable impact on both teachers' and students' performance. Moreover, it is believed that various physical facilities are considered as one of

the stimulating factors that play a significant role in improving students' academic achievements. Maslow and Mintz(1956) claim that students in unattractive learning environment feel uncomfortable and less motivated whereas students who learn in a beautiful learning environment feel more comfortable and motivated. It is designers' task to consider the physical elements of the classroom to guarantee and to create more attractive and inviting environment for both teachers and learners. Noise, temperature and light are to be the most affecting factors.

a. Light:

It is an important factor that has a great impact on students' learning. It refers to the quality of lighting in classrooms which should be enough to allow students to see and to write the important points that teachers write in the board. Designers while locating rooms have to consider both natural and artificial light.

b. Noise:

It is another variable that has a negative effect on both students and teachers. It should be avoided through separating classrooms from both external and internal sources of noise.

c. Temperature:

The degree of temperature is considered as one of the most critical variables that has a remarkable impact on the classroom learning environment. Too hot or too cold classroom negatively affects students' concentration as well as motivation as they feel uncomfortable in such condition.

Conclusion:

A high quality of the language classroom requires effective teachers who have the ability to be flexible and to cope easily with different situations, teachers who can help students to use their efforts in order to perform better, and above all experienced and skillful teachers who are aware of best techniques that can be used to create a successful management of the

classroom. Moreover, it requires expert designers who are aware about the impact of the used furniture, walls' colors, and the light...etc on both students' and teachers' performance.

ChapterThree: Students' Questionnaire

Introduction:

1. Students' Questionnaire

1.1. Population and sampling

1.2. Description of the Questionnaire

1.2. Analysis of the Results

1.3. Interpretation of the Results

Conclusion

Introduction:

The present chapter sets to evaluate whether the language classroom appeals to learners' LS or not. Its main aim is to know whether the components (materials, teachers' way of managing the classroom, the classroom environment...etc) of the language classroom suit the way learners learn or not. To carry out this research, a questionnaire is administrated to students at the Department of English University of Guelam. The informants' views are very significant and helpful in the current investigation.

Students' Questionnaire:

The students' questionnaire is one of the three data gathering tools used in this research. It aims at investigating students views concerning the suitability of the language classroom to their LS.

1.1. Population and Sampling:

The sixty (60) students who responded to the questionnaire were chosen randomly from the total number of third year LMD students' population (176) at the University of Guelma. The selection was based on the consideration that third year students are aware of their learning styles and aware of factors that can affect them.

1.2. Description of the Questionnaire:

This questionnaire is largely conceptualized on the basis of the review described in the theoretical part of the present research. It consists of eighteen (18) questions in three major sections. Most questions are closed-ended in which respondents are asked to choose from the pre-determined options. In addition to this type, we have used follow-up questions in the form of clarification such as "please specify". This type of questions helps obtaining clear and complete responses to open questions so that the number of ambiguous responses is reduced.

The first section (General Information) consists of two questions which represent background information about the informants. Section two consists of six questions aims at finding out students' views about their learning style and its importance in the learning process. Section three which is entitled "The suitability of the language classroom to learners' learning styles" includes ten questions. The designed questions seek information about students' attitudes about whether the language classroom appeals to their learning styles or not.

Section One: General Information

This section contains two questions that were devoted to students' background information. Informants were asked to specify their gender and to mention the years spend in studying English.

Section Two: Learning Styles

This section is consisted of (6) questions from (3) to (8). In question (3) students are asked to choose the appropriate definition for the concept of learning styles. The next question (4) is about whether students know their learning styles or not. The (5) question was designed to know students preferable way of learning. In question (6) students were asked about if their awareness of LS can help them to be more motivated, a good performer...etc. Question (7) was put to know how it is important for them when teachers appeal to their LS. The last question (8) was devoted to know what kind of difficulties students can face when teachers do not appeal to their LS.

Section Three: the suitability of the Language Classroom to learners Learning Styles

It consists of ten questions; starting from question nine (9) to question eighteen (18). In question nine (9) participants were questioned about how often teachers ask question to check their understanding. Regarding question ten (10), students were asked to choose strategy (es)

that their teachers used to follow while teaching. Concerning the eleventh (11) question informants were interrogated about whether their teachers vary in the use of materials or not while teaching. In relation to question twelve (12) and thirteen (13) students were asked if they face problems with the chosen materials or not and if yes, how often they face such problems. In the next questions (14), (15), and (16) informants were questioned about how can the classroom environment influence their learning styles and which factors has the most impact on their LS, in addition they were asked to provide other suggestions if they have. Question seventeen (17) was about how often they face such problems. The last question (18); students were asked about whether the allocated time for each lesson is enough or not.

1.2. Analysis of the Results:

1.2.1 Analysis of Results and Findings from Students' Questionnaire

Section One: Learners' background Knowledge

Q1.Students' Gender

Table03.

Students' Gender

	Number	Percentage
Male	10	16,66%
Female	50	83,33%
Total	60	100%

It is obvious that there is a huge difference between the number of male and female. The male participants formed only (10) of the whole sample with a percentage of (16, 66%) and the female were (50) with a percentage of (83, 33%).

Q2. How long have you been studying English?

Table4.*Students' years of studying English*

Number		Percentage
10 years	60	100%
11 years	00	0%
12 years	00	0%
Total	60	100%

Concerning the years for studying English, all the students (100%) opted for eleven years.

Section Tow: Learning Styles

Q3. What is meant by learning style?

Table5.*The meaning of Learning Styles*

Number		Percentage
-The way... to learn.	17	28,33%
-New concept...to learn.	11	18,33%
-A method ...knowledge.	32	53,33%
-Total	60	100%

The collected answers revealed that the majority of the students (32) defined LS as a method that anyone can use or follow to grasp knowledge. While (17) of them said that LS is the way learners' prefer to learn. The remaining students chose "New concept that describes how individuals learn" as the appropriate definition for the concept.

Q4. Do you know your learning style?

Table6.*Students' awareness of their learning styles*

	Number	Percentage
Yes	55	91,66%
No	5	8,33%
Total	60	100%

One can easily notice throughout the results shown above that; (91, 66%) of students are aware of their learning style, however (8, 33%) of them do not know their learning styles.

Q5.If yes, what is your learning style

Table7.*Students' Learning Styles*

	Number	Percentage
Auditory	11	18,33
Visual	25	41, 66%
Kinesthetic	9	15%
Auditory- Visual	3	5%
Auditory-Kinesthetic	1	1, 66%
All of them	6	10%
Total	55	100

According to the data collected above the highest percentage (41, 66%) of the sample shows that most of the students have a visual learning style. Whereas, (18, 33%) of the informants have an auditory learning style, and only (15%) stated that they have a kinesthetic preference. The remaining participants showed that they have a multi learning styles, (10%) of them have the three styles audio-visual and kinesthetic learning styles, (5%) of learners have audio-visual LS, and only (1, 66%) have auditory and kinesthetic LS.

Q6. Do you think that being aware of your LS as student can help you to be?

Table8.

The impact of students' awareness of their LS

	Number	Percentage
More motivated	21	53, 33%
A good performer	11	18, 33%
An autonomous learner	2	3, 33%
All of them	26	25%
Total	60	100%

With regard to the results tabulated above, one can easily notice that most of the students (53, 33%) think that being aware of their LS can help them to be more motivated; and (25%) claimed that being aware of their LS help them to be more motivated, a good performer, and an autonomous learner. While (18, 33%) of participants indicated that to be aware of their LS aid them to be a good performers. Only few informants (3, 33%) answered that being aware of their LS help them to be an autonomous learners.

Other suggestions:

Only few students have added some suggestions which are summarized as follow:

-Feel more confident.

-More organized and disciplined learner.

-More integrated in the learning process

-I will become an active participant and more competitive learner.

Q7.How important is it for you when teachers appeal to your LS?

Table9.

The importance of appealing to students' LS

	Number	Percentage
Very important	54	90%
Less important	5	8, 33%
Not at all	1	1, 66%
Total	60	100%

Concerning students' views about how is it important for them when teachers appeal to their LS, the majority of students (90%) answered by «Very important». So, learners acknowledge the importance of LS. Only (8, 33%) of students claimed that it is of less importance for them when teachers appeal to their LS. Whereas, (1, 66%) of students stated that there is no importance or advantage when teachers appeal to their LS.

Q8.What kind of difficulty (es) do you face when teachers' methods do not appeal to your LS during the learning process?

Table10.

Students' difficulties when teachers' methods do not appeal to their LS

	Number	Percentage
a. Lack of concentration	13	21,66%
b. Lack of motivation	17	28, 33%
c. Lack of confidence	5	8, 33%
d. Hesitation and confusion	8	13, 33%
a and b	2	3, 33%
a and d	5	8, 33%
c and d	3	5%
b and d	2	3, 33%
a and b , and d	4	6, 66%
Total	59	100%

Concerning the difficulties that students may face when teachers' methods do not appeal to their LS, most of the students (28, 33%) chose lack of motivation as a common difficulty. Only thirteen (13) informants considered lack of concentration as an obstacle. Whereas, (13, 33%) answered that hesitation and confusion are the most common difficulties that may face them when teachers do not appeal to their LS. While (5) students stated that lack of confidence is one of the most issues they may face whenever teachers' method does not appeal to their LS. In addition, the same numbers of students asserted that the most common problems that may face are lack of concentration, hesitation, and confusion. Two students believed that the most significant obstacles that may encounter if teachers do not appeal to their LS are lack of both concentration and motivation, the same number of informants declared that lack of motivation, hesitation and confusion are the most popular issues that a student may face when her/his LS do not covered by the teacher. Three of the students selected

lack of confidence, hesitation and confusion. Whereas, only four students (6, 66%) stated that lack of motivation, lack of concentration, hesitation and confusion are to be the most difficulties that learners may face when teachers do not appeal to their LS.

Other suggestion,

Only few students responded to this question, their responses can be summarized as follow:

- Misunderstanding of the teacher, feels bored, and hates the learning process
- Feeling unable to interact or to exchange ideas and losing the desire for participation.

Section Three: The Suitability of the Language Classroom in appealing to students LS

Q9. How often does your teacher ask questions to check your understanding?

Table11.

Checking students' understanding

	Number	Percentage
Always	4	6, 66%
Usually	12	20%
Often	8	13, 33%
Sometimes	28	46, 66%
Rarely	8	13, 33%
Never	0	00%
Total	60	100%

(46, 66%) of the students stated that their teacher check their understanding “sometimes”, while (20%) of the informants indicated that teachers usually do so. Others (13, 33%)

responded that their teachers check their understanding “often”, the same number of participants (8) revealed that teachers rarely do so.

Q10. Which among the following strategies does your teacher use to explain the lesson?

Table12.

Teachers’ strategies of explaining the lesson

	Number	Percentage
a. Explain the lesson and speak it aloud	27	45%
b. Use pictures, diagrams, and handouts	8	33%
c. Do things and hand-on experience	3	5%
a and b	16	26, 66%
All of them	9	
Total	60	100%

When asking students about which strategies the teacher uses to explain the lesson, the majority of the students (45%) chose “Explain the lesson and speak it aloud”. Whereas, (26, 66%) of students said that the most used strategies that the teacher uses to explain the lesson are “Explain the lesson and speak it aloud” and “Use pictures, diagrams and handouts”. Nine (9) students indicated that the teacher while explaining the lesson uses various strategies including “Explain the lesson and speak it aloud”, “Use pictures, diagrams and handouts” and “Do things and hand- on experience”. Only (8, 33%) of the students claimed that teachers use “Use pictures, diagrams, and handouts” as method for explaining the lesson. Other few students said that the teacher follows «Do things and hand-on experience” as a strategy to teach.

Q11. Does your teacher use a variety of materials?

Table13.*The use of variety of materials*

	Number	Percentage
Yes	17	28, 33%
No	43	71, 66%
Total	60	100%

This question is designed to know students views regarding teacher use of materials and whether they use various materials while teaching or not. The majority (43) of the students assumed that teachers do not use a variety of materials while teaching. Whereas, only (17) informants claimed that teachers vary in the use of materials.

Q12. Do you face problems with the chosen materials?

Table14.*Students' problems with the chosen materials*

	Number	Percentage
Yes	25	41, 66%
No	35	58, 33%
Total	60	100%

According to the results obtained, the majority of students (58, 33%) stated that they do not face problems with the chosen materials. The remaining students (41, 66%) of the sample claimed that they face problems with the chosen materials the chosen materials.

Q13.If yes, how often?

Table15.

The frequency of facing problems with the chosen materials

	Number	Percentage
Always	1	4%
Usually	3	12%
Often	4	16%
Sometimes	15	60%
Rarely	2	8%
Never	0	0%
Total	25	100%

(60%) of the students answered the question of “How often they face problems with the used materials” by choosing “*Sometimes*”. Others (16%) stated that they *often* face problems with chosen materials. Whereas; three students (12%) reported that they *usually* face obstacles with used materials. Moreover, (8%) of the students maintained that they *rarely* face problems with the used materials.

Q14. In your opinion, how can the classroom environment influence your way of learning?

Table16.

The influence of classroom environment on learners' way of learning

	Number	Percentage
Very positively	8	13, 33%
Positively	12	20%
Neither positively nor negatively	10	16, 66%
Negatively	24	40%
Very negatively	6	10%
Total	60	100%

By this question we asked students to answer the question by choosing the appropriate degree that reflects the influence of the classroom environment on the way they learn. Most of them exactly (40%) said that the classroom environment has a *negative* effect on their way of learning. 20% of them confirmed that the classroom environment has a *positive* impact on their way of learning. Whereas, ten students revealed that the classroom environment has *neither negative nor positive* impact on their way of learning. Moreover, eight students, making up (13, 33%) stated that the classroom environment has a *very positive* influence. Only 10% of the participants argued that the classroom environment has a *very negative* influence on their way of learning.

Q15.Which among the following factors has the most impact on your way of learning?

Table17.

Factors that have the most impact on students' way of learning.

	Number	Percentage
Noise	12	20%
Time constrain	3	5%
Crowdedness	18	30%
Seating arrangement	7	11, 66%
All of them	20	33, 33%
Total	60	100%

Students' answers show that the majority of them pick all the choices with a percentage of (33, 33. Eighteen students considered *crowdedness* as a major factor that has a considerable impact on learners' way of learning. Other students with a percentage of 20% saw that *noise* is the most known variable that affects students' way of learning in a negative way. Whereas, seven participants confirmed that *seating arrangement* is another factor that can affect students' way of learning. Only three students, making up (5%) indicated that *time constrain* is one of the essential factors that affect students' way of learning.

Q16.Do you have any suggestion to provide? Please feel free to write them below.

Different responses provided by participants concerning other factors that may affect students' way of learning. It can be summarized as follow:

- Lack of materials.
- Bored seating arrangement.
- Teachers' methods of teaching.

- Teachers' lack of control which results noise.
- Not interested and bored topics.
- Lack of practice.
- Attendance of students from different classes results uncomfortable and crowded classrooms.
- Students number should be reduced to ensure better learning.
- The temperature of the classroom.

Q17. How often do you face such factors (noise, crowdedness, seating arrangement...etc) while learning?

Table18.

The frequency of facing such problems

	Number	Percentage
Always	17	28, 33%
Usually	13	21, 66%
Often	7	11, 66%
Sometimes	17	28, 33%
Rarely	6	10%
Never	0	0%
Total	60	100%

We asked students how often they face problems of the noise, crowdedness...etc, the majority of them said *always* which resembles (28, 33%), a similar percentage said

sometimes. About (21, 66%) of the students stated that they *usually* face such problems. Other seven students chose *often*. Only six students claimed that they rarely face problems of noise, crowdedness...etc.

Explanation,

Only few numbers of students explain why they face such problems, similar responses provided by them including:

- Over crowded classes 32 to 35 students per class which results noise and crowdedness.
- Teachers' lack of control (commenting, some of them).
- Concerning time constrain they state that some contents need more than one session to be explained but teacher explain it in one session and this results in misunderstanding of students mainly those who have average levels.
- They also state that seating arrangements do not suit all of them mainly when there are a discussions and debates (commenting that they cannot see or even hear to their classmates and teachers). Moreover, they state that it is arranged in a very bored, fixed way.

Q18. Is the allocated time for each course?

Table19.

The allocated time for each course

	Number	Percentage
Very sufficient	11	18, 33%
Sufficient	24	40%
Insufficient	25	41, 66%
Total	60	100%

Table 18 shows that participants' opinions are extremely different. The majority of them (41, 66%) said that the allocated time for each course is *not sufficient*. 40% said that it is *sufficient*. While, only eleven (11) students stated that the devoted time for each course is *very sufficient*.

Explanation,

Students who say *insufficient* justify their answers by:

- The content of the lesson needs more time to be explained.
- Not all students have the same level, some students need more time to understand and claim that one hour and half is insufficient for each course.
- Some say that it is impossible to cover both theoretical and practical part in one course.
- taking into account some time consuming factors such as administrative issues, setting up of materials.

Students, who say *sufficient* and *very sufficient*, justify their answers by:

- Because we used to finish the lesson at the given time.

1.3. Interpretation of the Results:

Based on the data gathered and analyzed from students' questionnaire above, some facts were revealed concerning whether the language classroom appeals to their learning styles or not.

First of all, in section one which is devoted to students' background knowledge, results reveal that; according to the results of question one which is devoted to know students' gender since it is considered as one of the most significant factors that can influence students' way of learning. We can observe that female students outnumber males. In fact, we have found just 17% of English students are males, however; 83% of them are female. Q2 is about the students years in studying the English language ;results confirm that the whole sample 100% study English for ten years; which are believed to be the normal years to reach the expected academic level.

In section two which is devoted to learners' learning style, starting by the results obtained in Q3, we can see that all the definition provided are correct and students' responses were mixture and this reveals that all of them know the concept of LS. The results obtained in Q4 indicate that the majority of the students are aware of what can suit their LS (teachers' method, materials, activities...etc) and what cannot suit them. According to the data collected in Q5, they could be interpreted as follows: most of the learners prefer to learn visually because they feel more motivated when they see the information presented in front of them and they can achieve better results. The remaining students opted for different LS. This indicates that these learners can use different LS and can cope easily with different teaching methods. Regarding the results obtained concerning Q6, they could be interpreted as follows: it is highly important for them to be aware of their learning style. It also indicates that LS has an essential role in improving students' performance and their academic achievements.

Concerning the suggestions that students asked to add, the majority of them agreed that being aware of their learning styles is a central factor in improving their learning. Students' suggestions ensure the significant role that LS plays in the learning process. The results obtained in question seven Q7; they could be interpreted as follows: students ignore the considerable value of LS and its positive impact on their learning when teachers appeal to it while teaching. The results obtained in the last question (Q8) could be interpreted as follows: all students consider teaching methods that suit their LS as a significant factor that can dramatically increase their motivation. So, it is highly important for them when the teachers appeal their LS. Concerning other suggestions that students provided, misunderstanding of the teacher, feel bored, and hates the learning process. Moreover, we feel unable to interact or to exchange ideas and losing the desire for participation.

Finally, the last section which is entitled "the Suitability of the Language Classroom to Learners' Learning Styles". Regarding the results obtained in Q9, they could be interpreted as follows: some teachers are aware of students' differences and their levels and ways of understanding. On the basis of students' answers concerning Q10, one can easily notice that the majority of teachers do not vary in the use of teaching methods that is why the majority of students used to face various difficulties while learning including lack of comprehension and motivation. In this case teachers have to vary the use of teaching methods to meet all students' preferences and to overcome possible problems that can affect the learning process. Only few teachers use multiple methods of teaching. This proves that not all teachers follow and base their teaching on one specific method. There are teachers who use a variety of teaching methods but only few of them. Question (11) recorded (71, 66%) as the biggest percentage in this sample in which students stated that teachers do not vary in the use of materials while teaching. This indicates that teachers are not interested in the way learners learn as well as they are not aware of the central role that materials can play in increasing

students' motivation, because it is proved that the use of various types of materials that meet all students' modalities can play a remarkable role in increasing students' motivation and enhancing their performance. Only (17) informants; making up (28, 33%) claimed that teachers vary in the use of materials. This reveals that only few of teachers are aware of the importance of the use of different materials in the learning-teaching process but steel only few number. The results obtained in question (12), shows that teachers are not interested on students' impression or the mastering of the materials but rather they base their choices on lessons' needs without taking into consideration students' tendencies. Regarding the second part; students who said "yes" were asked to indicate the frequency of facing problems. The majority of the students have opted for *sometimes*. This indicates that the chosen materials are not suitable for most learners. On the basis of students' answers concerning Q14, the results show clearly that there are factors related to the classroom environment have a negative impact on students' way of learning. The results obtained in question (15), they show that it is not enough for the teacher to be flexible in her/his teaching to promote a better learning but rather he has to consider such factors while teaching to ensure the creation of motivational and inviting environment that makes students more comfortable and active. In question (17) which is designed to know other factors that student consider them as obstacles for their learning. Students' answers reveal that there many factors face them while learning. This reveals that there are a lot of variables that can negatively affect students learning styles. In relation to the (17) question the results reveals that students bad results can be justified or are results of such inconsiderable factors that teacher do not take into account while teaching. Concerning students' explanations, similar responses provided by them including: Overcrowded classes 32 to 35 students per class which results noise and crowdedness, teachers' lack of control (commenting, some of them). Concerning time constrain they state that some contents need more than one session to be explained but teacher explain it in one

session and this results misunderstanding of students mainly those who have average levels, they also state that seating arrangements do not suit all of them mainly when there are a discussions and debates (commenting that they cannot see or even hear to their classmates and teachers). Moreover, they state that it is arranged in a very bored, fixed way. This indicates clearly that learners face serious problems that can easily affect their way of learning negatively. Finally, coming to the last question which is designed to know whether the allocated time for each course is sufficient or not; students' responses revealed that the allocated time is sufficient with a percentage of about (58, 33%); and (41, 66%) which is considered as a considerable percentage argued that the devoted time for each session is insufficient. This also may indicate that teachers do not manage their time on the basis of students' needs. Concerning the explanations, there were different arguments and justifications. Students who say *insufficient* justify their answers by:

- The content of the lesson need more time to be explained.

- Not all students have the same level, some students need more time to understand and claim that one hour and half is insufficient for each course.

- Some say that it is impossible to cover both theoretical and practical part in one course.

- taking into account some time consuming factors such as administrative issues, setting up of materials.

Students, who say *sufficient* and *very sufficient*, justify their answers by:

- Because we used to finish the lesson at the given time.

Conclusion

To sum up, based on the current research findings in students' questionnaire, it is revealed

that the language classroom components do not fit all students' learning styles. The language classroom does not suit the way learners learn as it has a negative impact on their learning including unsuitable teaching methods, types of materials, noise, crowdedness...etc.

Chapter Four: Teachers' Questionnaire

Introduction

1. Teachers' Questionnaire

1.1. Population and sampling

1.2. Administration of the questionnaire

1.3. Description of the questionnaire

1.4. Analysis of the Results:

1.5. Interpretation of the Results

Conclusion

Introduction:

The present chapter aims at evaluating whether the language classroom appeals to learners' LS or not. The present questionnaire aims at investigating the teachers' attitudes about whether the language classroom appeals to all learners' learning styles or not. Throughout this chapter, the data collected from the administrated teachers' questionnaire will be analyzed and interpreted.

1. Teachers' Questionnaire:

Teachers' questionnaire is an instrument or a data gathering tool used to collect information about whether components of the language classroom appeal to all learners learning styles or not. It is designed in an attempt to answer the research questions and to fulfill the research aim.

1.1. Population and Sampling:

The participants in the questionnaire were eighteen (18) EFL teachers from the department of English Language, University of Guelma. However, only fifteen (15) questionnaires were answered back. The selection of such sample was based on the consideration that the majority of teachers teach third year students the concept of LS (i.e. related to the sample of the students' questionnaire). Furthermore, since they are aware of possible problems that may face students and its main reasons.

1.2. Administration of the questionnaire:

The questionnaire has been administered to teachers of English department at Guelma University during the second semester of the academic year 2016-2017, precisely at the end of the second semester. The eighteen (18) copies are distributed to teachers at random and the

procedures took about three days and we received just fifteen (15). Teachers' responses are collected to be analyzed and interpreted.

1.3. Description of the questionnaire:

Teachers' questionnaire consist of twenty (20) questions, which comprises of two types of questions; closed questions where teachers are requested to choose the appropriate answer from the suggested choices, and open questions; requiring from the teachers to make a full statement, suggesting other alternatives, or justifying their answers . The questionnaire is divided into three main sections, the first section concerned with teachers' background information, while the second section is devoted to "Learning Styles" and how teachers do consider them, and the last section which is entitled: *The suitability of the Language classroom to learners' Learning Style*. It aims at investigating the impact of the language classroom components on students LS through teachers' responses.

Section One: Teachers' Background Knowledge

This section is dedicated to obtain general background information about the participant teachers in the study. It contains two questions which mainly represent teachers' personal profile. It attempts to give a general overview about teachers' qualification and number of years that they have been teaching English language.

Section Tow: Learning Styles

This part contains nine (9) questions from three to eleven (3-11). It is devoted to know whether teachers consider learners preferences while teaching and to what extent is it important for learners when teachers consider their tendencies. First of all, in question three (3) teachers are asked about whether they consider the heterogeneity of classroom while teaching or not. Then, in question four (4) respondents are questioned about their frequency in

checking their students' understanding. Question five (5) was designed to know whether teachers make sure that their students feel good about their teaching or not, the second part of this question is devoted to teachers' explanation. The next question (6) is about whether teachers are interested in knowing students way of learning or not. Question seven was devoted to know teachers' opinion about the statement "if students do not learn the way you teach, teach them the way they learn" whether they agree or not. Question eight was put to know teachers' opinions concerning consideration of learners' LS in classrooms. Regarding question nine (9), teachers were asked to pick the most appropriate word that suit the given expression. While in question ten (10) teachers were asked about what things need to know to consider students LS while teaching. The last question in this section was devoted to know whether teachers check students' LS at the beginning of year or not.

Section Three: The suitability of the language classroom to learners' learning styles

This section, from question twelve (Q12) to question (Q20), is designed to know whether the language classroom components appeals to learners' LS or not. Teachers' responses will determine whether the language classroom suits all students' tendencies or not. First of all, do teachers consider students' LS while designing a lesson? Then, on which basis they choose materials. Also, teachers were asked about whether the students face problems with the chosen materials or not, they also asked to state the frequency of facing problems. While, in the sixteen question teachers were asked about the method that they follow while teaching. Then in question seventeen(Q17) participants were asked whether the classroom environment affect their way of teaching or not, the second part of the question was about teachers opinion about whether students can affected as well. In question nineteen teachers were asked to state among the given choices which one(s) has the most impact on students' LS. Moreover, they were asked to add or to specify other suggestions. Finally, in question twenty (Q20) teachers

were asked to add further suggestion concerning the suitability of the language classroom to learners' LS.

1.4. Analysis of the Results:

1.4.1. Section One: Teachers' Background Knowledge

Q1. What is your academic level?

Table20.

Teachers' degree

	Number	Percentage
License	0	0%
Magister	12	80%
Doctorate	2	13, 33%
Professor	1	6, 66%
Total	15	100%

One can notice from the results shown above that the majority of teachers (80%) have a magister degree. However, two teachers; making up (13, 33%); have a doctorate degree. Only one teacher has a professor degree.

Q2.For how long have you been teaching English at the university?

able21.*Teachers' teaching experience*

	Number	Percentage
3-10	11	73, 33%
11-17	3	20%
18-20	1	6, 66%
Total	15	100%

From the results, it can be easily deduced that the majority of the teachers; making up (100%) have a long teaching experience, since they have spent from three (3) to (20) years in this profession.

Section Two: Learning Styles

Q3. As a teacher, do you consider the heterogeneity of the classroom while teaching?

Table22.*Teachers' consideration of classroom heterogeneity while teaching*

	Number	Percentage
Yes	14	93, 33%
No	1	6, 66%
Total	15	100%

The results gained indicate that fourteen (14) teachers stated that they consider the heterogeneity of the classroom while teaching; only one teacher indicated that s/he does not consider the classroom heterogeneity while teaching.

Q4. How often do check your students' understanding?

Table23.

Checking students' understanding

	Number	Percentage
Always	10	66, 66%
Often	2	13, 33%
Sometimes	3	20%
Rarely	0	0%
Never	0	0%
Total	15	100%

The majority of respondents (66, 66%) opted for *always*. Whereas, two (2) teachers; making up (13, 33%) have chosen *often*. Only one teacher stated that s/he checks her/his students' understanding *sometimes*.

Q5. Do you make sure that your students feel good about your way of teaching?

Table24.

Teacher view regarding "making students feel good about their teaching"

	Number	Percentage
Yes	15	0%
No	0	0%
Total	15	100%

The entire sample (100%) claims that they make sure that all students feel good about their way of teaching. Concerning teachers' explanations; only thirteen teachers out of the whole sample (15) answered. There were a variety of explanations that can be summarized as follows:

-I ask them about it, about the exercises and the way we do them if they appeal to them or if they prefer something else.

-Since I give students different pieces to be done, then we have a collaborative correction, I understand that my way of teaching is taken into consideration.

-I always make sure that all students understand well everything concerning the lecture, following them and try to judge myself each session whether or not the used strategy fitted with such group.

-I always ask my learners whether they have or face problems with my way of explanation. I also ask them whether they have problems with the module.

-I ask them if the teaching strategy that I am using is ok or not.

-I ask those who are not interested to leave the class to create more relaxing environment and I vary in the way I teach (fun, cinema, movies, and discussion).

-The ultimate goal of any teacher is to contribute to his students' motivation; understanding and knowledge.

-I usually ask them about their satisfaction, and about understanding.

-Because most of them follow and ask questions, so the ways I teach suit them.

- If they understand better, it appears in their way of interaction and asking the questions.

-I directly ask them if the teaching method or way suits them, if they can follow adequately and understand, if they prefer to take notes or to have handouts, if I am going too fast or not, and if I should add or repeat...etc.

-I try to vary my teaching methods from time to time and I ask my students which one they like more.

Q6. Are you interested in knowing how your students prefer to learn?

Table25.

Teachers view on their interest in how students learn

	Number	Percentage
Yes	15	0%
No	0	0%
Total	15	100%

The above table indicates that all teachers (100%) are interested in knowing how their students prefer to learn.

Q7. Do you agree with the statement “if students do not learn the way you teach, teach them the way they learn?”

Table26.

Over all Teachers' view on "teachers should adopt their teaching based on students' learning styles"

	Number	Percentage
Strongly agree	7	46, 66%
Agree	4	26, 66%
Partially agree	2	13, 33%
Disagree	2	13, 33%
Strongly agree	0	0%
Total	15	100%

On other hand, participants were asked about their idea regarding changing of teaching styles according to the learning styles of students and as expected, majority of teachers (46, 66%) strongly agreed on it. Four teachers stated that they *agree* with the mentioned statement. Whereas, two participants partially *agreed* about the idea of adopting their teaching methods to students' way of learning. Yet there is a very small portion (13, 33%) of teachers who disagreed to change their teaching based on students' LS.

Q8. Do you agree that considering LS in classroom will motivate learning process?

Table27.

The consideration of students' LS and its role

	Number	Percentage
Strongly agree	5	33, 33%
Agree	8	53, 33%
Partially agree	2	13, 33%
Disagree	0	0%
Strongly disagree	0	0%
Total	15	100%

The obtained results identifies that most of the teachers (8) declared that they *strongly agree* with the idea that considering LS in classroom will motivate the learning process, and only five (5) teachers opted for the option of *agree*. The remaining participants have chosen *partially agree* as an appropriate answer. Concerning *disagree* and *strongly disagree* there were no teacher who opted for them.

Q9. To maximize learning and increase engagement in classroom, it is?

Table28

	Number	Percentage
Important to understand students' LS	7	46, 66%
Compulsory to understand students' LS	2	13, 33%
Needed to understand students' LS	3	20%
Optional to understand students' LS	3	20%
Total	15	100%

From the results obtained in the table above, it is noticeable that the majority of teachers (46, 66%) chose “important” as the appropriate answer. Whereas, only two participants responded by choosing “compulsory”. Three teachers chose “needed” as the most appropriate option, similar number of participants answered that to maximize learning and increase engagement in classrooms ,it is optional for them to understand students’ LS.

Q10. In your opinion, what thing(s) teachers need to know in order to consider LS in the classroom?

Table29.

Things teacher need to know to consider LS in the classroom

Number	Percentage	
Understand the concept of LS	1	6, 66%
Understand the role of LS in learning	6	40%
Understand different LS	8	53, 33%
Total	15	100%

From the above table, it is clear that the majority of teachers (53, 33%) opted for *understanding different LS*. Whereas, (40%) participants chose the second option which is “understands the role of LS”. Only one teacher answered that they need to *understand the concept of LS*.

Q11. Do you check your learners’ LS at the beginning of the year?

Table30.*Checking learners' LS*

	Number	Percentage
Yes	3	20%
No	12	80%
Total	15	100%

The previous table shows that the majority of teachers (80) do not check students' LS. Only three teachers stated that they check their students' LS.

Section Three: The suitability of language classroom to learners LS.

Q12. When you make a lesson plan, do you your learners' LS?

Table31.*The consideration of LS while designing a lesson plan*

	Number	Percentage
Yes	10	66, 66%
No	5	33, 33%
Total	15	100%

One can easily notice that throughout the results shown above that; (66, 66%) of the teachers opted for "yes", however (33, 33%) of them stated that they do not consider learners' learning styles when making a lesson plan.

Q13. Do you choose materials on the basis of?

Table32.

The basics that teachers follow to choose materials

	Number	Percentage
Randomly	1	6, 66%
Students' needs	2	13, 33%
Lessons' needs	7	46, 66%
Students' and lessons' needs	5	33, 33%
Total	15	100%

With regard to the results tabulated above, one can easily notice that most of the teachers (46, 66%) chose materials on the basis of *lessons' needs*; and (33, 33%) claimed that they chose materials on the basis of both *students' and lessons' needs*. While, only (13, 33%) of teachers stated that they choose materials on basis of *students' needs*. Only one teacher answered that s/he selects materials on the basis of *randomly*.

Q14. Do your students face problems with the chosen materials?

Table33.

Students face problems with the chosen materials

	Number	Percentage
Yes	4	26, 66%
No	11	73, 33%
Total	15	100%

This question is designed to know whether students face problems with the chosen materials or not. The majority (73, 33%) of the teachers assumed that students do not face

problems with the chosen materials. Whereas, only (4) participants claimed that students face issues with the chosen materials.

Q15. If yes; how often do they face problems?

Table34.

The frequency of facing problems

	Number	Percentage
Always	0	0%
Usually	0	0%
Often	0	0%
Sometimes	3	75%
Rarely	1	25%
Never	0	0%
Total	4	100%

(75%) of the teachers answered the question of “How often they face problems with the used materials” by choosing “*Sometimes*”. Others (25%) stated that they *rarely* face problems with chosen materials.

Q16. While teaching, which among the following strategies do you follow?

Table35.*Strategies that teachers follow to explain the lesson*

	Number	Percentage
Explain the lesson and speak it aloud	8	53, 33%
Use pictures, diagrams, and handouts	1	6, 66%
Do things and hand on experience	0	0%
A variety of what is mentioned above	6	40%
Total	15	100%

The collected answers revealed that the majority of the teachers (8) stated that they follow “Explain the lesson and speak it aloud”. While (6) of them said that they follow a variety of what is mentioned above i.e. they use different strategies. Only one teacher chose “Use pictures, diagrams, and handouts”. No one has opted for “Do things and hand on experience”.

Q17. As a teacher, does the classroom environment affect your way of teaching?

Table36.*The impact of classroom environment on teachers' way of teaching*

	Number	Percentage
Yes	14	93, 33%
No	1	6, 66%
Total	15	100%

Concerning teachers' views about whether the classroom environment affect their way of learning or not, the majority of teachers (93, 33%) answered by «Yes». Only (6, 66%) of teachers claimed that the classroom environment does not affect their way of teaching.

Q18. If yes, do you agree that even students' way of learning can be affected?

Table37.

The impact of classroom environment on students' way of learning

	Number	Percentage
Strongly agree	8	53, 33%
Agree	3	20%
Partially agree	3	20%
Disagree	0	0%
Strongly disagree	0	0%
Total	14	100%

By this question we asked teachers to answer the question by choosing the appropriate degree that reflects the influence of the classroom environment on the way students learn. Most of them exactly (53, 33%) said that they *strongly agree* that the classroom environment has an effect on learners' way of learning. 20% of them confirmed that they *agree* that the classroom environment has an impact on students' way of learning. Similar number of teachers revealed that they *partially agree* that the classroom environment has impact on their way of learning. No teachers opted for both choices *disagree* or *strongly disagree*.

Q19. In your opinion, which among the following factor(s) has the most impact on learners' way of learning?

Table38.

Factors that has an impact on students' way of learning

	Number	Percentage
Noise	2	13, 33%
Time constrain	1	6, 66%
Crowdedness	7	46, 66%
Seating arrangement	1	6, 66%
All of them	4	26, 66%
Total	15	100%

Teachers' answers show that the majority of them picked for *crowdedness*. Four teachers considered that *the entire mentioned factors* have a considerable impact on learners' way of learning. Other teachers with a percentage of 13, 33% stated that *noise* is the most known variable that affects students' way of learning in a negative way. Whereas, only one participant confirmed that *seating arrangement* is to another factor that can affect students' way of learning, similar number (6, 66%) indicated that *time constrain* is one of the essential factors that affect students' way of learning. Concerning the other specified factors by the teachers, only few teachers responded; their responses are summarized as follow:

-Lack of visual aids and materials

-There are many other factors including learners' lack of contribution, interest, consciousness, self responsibility towards their learning, also lack of new teaching materials and laboratories.

-Students' level may also affect her/his way of learning.

-Other factors including timing of sessions and food

-Rubbish and dust

-Temperature of the classroom

Q20. Could you please add further suggestion concerning the suitability of the language classroom to learners' LS?

There were different responses including:

-Teachers have to link their lessons with students' learning styles for better achievements.

-I think that teachers are perfectly aware of the importance of taking into consideration the different learning styles of the learners. The problem is that we do not have the means to respect these criteria. One of the most important problems that we practically face inside classrooms is the students' number. We cannot pay attention to all the learners individually on a short period of time (one hour and half).

-The classrooms should be freely organized i.e. the tables and chairs should be moveable to create U, O, L shapes which are needed and suitable when there is discussions, debates, and visual presentations. Moreover, laboratories should be super comfortable and functional. Some learners should be carried out in gardens, Roman theatre or ruins.

-Teachers have to involve all students with their different levels and let them free to do part of the different lectures.

-I think that teachers have to vary their teaching ways from course to course or within the same course by using visual materials as data shows, videos, handouts as well as relying on audio materials as tape records, dictating, oral presentation, and sometimes both of them. Moreover, they should consider the nature of the course, the time limitation, and many other factors.

- Both learners and teachers play the most important role in the language classroom. Teachers should be aware of the learners' different learning styles and they could appeal to all of them, learners, on the other hand, need to know their learning styles and their preferences in learning in order to help themselves improve their learning and become better learners.

1.5. Interpretation of the Results:

The first section contains factual questions concerning teachers' backgrounds. The results obtained in question one reveals that the teachers of Guelma University are highly educated and experienced once. The results of Q2 show that teachers' responses will be beneficial and confidential.

In section two which is entitled "Learning Styles". The results gained in Q3 indicate that the majority of the teachers consider the heterogeneity of the classroom while teaching. In Q4, results show that the teachers are aware of students' differences including the level and the way of understanding and they are aware of the impact of such differences on students' performance. Coming to the results of Q5 which could be interpreted as follow: teachers are extremely interested on how learners prefer to learn. It also shows that the ultimate goal of all teachers is to ensure students' understanding. Regarding teachers' explanations (mentioned in the analysis part), they show that teachers' ultimate objective is to create a comfortable and inviting atmosphere that ensures students' motivation as well as interaction through making sure that the used methods and strategies of teaching are suitable. According to the data collected in question six (6), they indicate that teachers want to teach students the way in which they feel comfortable and that students feel good when the teaching process let their learning preferences be practiced. It also shows that teachers do not only theoretically understand the learning styles but also consider it in their teaching. Moreover, it expresses a high degree of interest in teaching students according to their desires. Regarding the results

obtained concerning Q (7), it can be easily noticed that the majority of teachers are interested in students learning styles; it also indicates that they know that it has an impact in the process of learning. Whereas, few teachers saw that it is not of great importance to consider the LS, this means that they are not aware of the value of students' LS and its impact on the learning - teaching process. On the basis of teachers' answers concerning Q8, they reveal that the majority of teachers are aware of the significant role that LS plays in the teaching-learning process. They also show that the remaining participants are not aware of the valuable role that LSs may play in the learning process as a whole. In the light of the results gained in Q9, they reveal that the majority of teachers insist that LS is an important, compulsory, and needed concept that has a considerable impact on maximizing learning and ensuring students' involvement. The results obtained in question ten (10) could be interpreted as follow: teachers are aware of the importance of understanding the concept of LS, different LS, and the role of LS as important key terms that help in understanding how to address all students whatever their preference. It also helps in making the teaching-learning process more valuable. Regarding the last question (Q11) of this section which was designed to know whether teachers check learners' LS at the beginning of year or not. The results show that they are aware of the great importance that LS plays in the teaching-learning process.

Section three which was devoted to know whether the language classroom appeals to learners learning styles or not. The first question (Q12) of this section was designed to know whether the teachers consider students' LS while making a lesson plan or not. The results obtained reveal that the majority of the teachers believe in matching what is going to be designed in a lesson with students' LS to ensure a smooth and an effective running of the course because considering LS while planning a lesson help in engaging students and making them active participants. However, few of them do not consider learners' learning styles when making a lesson plan; this means that teachers are not aware of the essential role that the

consideration of LS plays while planning a lesson. Regarding the results obtained in Q13. They show that the majority of the teachers are aware of the importance of both students' and lessons' needs as fundamental factors that determine the choice of materials. Only few teachers consider students' needs as the only variable that should be taken into consideration. Only one teacher answered that s/he selects materials on the basis of *randomly*. This may be due to their ignorance and lack of training about the key elements that should be taken into account while choosing materials, designing a lesson, activities...etc. With regard to the question whether students face problems with the chosen materials or not, results show that the majority assumed that students do not face problems with the chosen materials, this may be refers to teachers' consideration of both students' and lessons' needs as they play a crucial role in ensuring a successful teaching-learning process. Whereas, only (4) participants claimed that students face issues with the chosen materials, this can be justified by teachers' ignorance of students' or lessons' needs. The results obtained in the second part of the question (Q15) indicate that materials' type can affect students' learning mainly when they do not fit their needs; it also shows that considering students' and lessons' needs is a necessity not an option. Concerning the results gained in question (16) indicate that diversities(learners of different styles) are most of the time ignored; as the use for lecture method for all types of students and it reveals teachers ignorance of such important step that has a central function in creating an inviting and motivational classroom. It also indicates that teachers know that within one class there are different types of learners, students who are on top priority learn better when they see visual materials, others learn better when there is auditory aids, and other prefer sessions that include movement and hand on experience. The results obtained in question (17) reveal that the classroom environment has an effect the way teachers teach which in an indirect way affects students learning. It also shows that these teachers are not affected by the surrounding elements of the classroom. The second part of this question (Q18)

was devoted to know whether students' way of learning can be affected or not. The results gained could be interpreted as follow: teachers are aware of the different factors that are related to the classroom environment and its significant impact on learners' way of learning. Concerning the factors that has the most impact on students' way of learning (Q19). There were different responses which show that learners suffer from various factors that affect their way of learning in negative way. In relation to the second part of the question which is devoted to other suggestions concerning factors that affect students' way of learning, there were different responses including: Lack of visual aids and materials, learners' lack of contribution, interest, consciousness, self responsibility towards their learning, also lack of new teaching materials and laboratories, students' level may also affect her/his way of learning. Moreover, timing of sessions, food, rubbish, dust, and temperature of the classroom are other negative factors that contribute to learners' way of learning. Coming to last question (20) of this section which is designed for teachers' additional suggestion concerning the suitability of the language classroom to learners LS. Teachers' responses show clearly that learners' way of learning is affected by different factors related to the language classroom components. Teachers' responses can be interpreted as follows:

-Some teachers are perfectly aware of the importance of taking into consideration the different learning styles of the learners. The problem is that they do not have the means to respect these criteria including materials which are considered as an important factor that helps teachers to vary in their teaching methods, movable chairs and tables that are needed to organize different seating arrangements that suit learners' LS,. Moreover, lack of comfortable and functional classrooms. Furthermore, they state that they cannot pay attention to all the learners individually in an overcrowded classroom and on a short period of time (one hour and half). To sum up, both learners and teachers have to play their roles in the language classroom. Teachers should be aware of the learners' different learning styles and they could

appeal to all of them, learners, on the other hand, need to know their learning styles and their preferences in learning in order to help themselves improve their learning and become better learners.

Conclusion:

To conclude based on teachers' questionnaire results we can confirm that the language classroom does not appeal to learners' learning styles and even the learning process as a whole. Teachers' responses show that there are different difficulties learners' faces while learning. The difficulties whether related to the lack of materials or to the physical environment of the classroom which have a direct effect on teachers' role.

Chapter Five: The Observation

Introduction

1. Observation

1.1. Description of the classroom observation

1.2. Design and description

1.3. Analysis and Interpretation of classroom observation

1.4. Discussion of the Classroom Observation Results

1. Answers of the Research Question

2. Suggestions and Recommendations

3. Limitation of the study

Conclusion

General Conclusion

Classroom Observation Checklist Analysis and Interpretation

Introduction

This chapter aims at investigating whether the language classroom suits students' preferences or not. For this sake, an observation takes place within third year LMD students to gather more reliable information. The chapter ends with a general conclusion in the form of a summary of the main findings of the three last chapters.

1. Observation:

In order to have real life and reliable data we designed a simple questionnaire that aims at knowing students' preferences at first then observing whether the language classroom suits those preferences or not. The questionnaire was distributed to the two chosen randomly groups (group three and four). The obtained results reveal that the majority of students have a visual (40%), visual-kinesthetic (25%), and audio-visual and auditory style (20%), and only few students; making up (15%); having an auditory style. This means that there are students who have multiple learning styles that should be taken into account while teaching.

The aim behind designing this classroom observation checklist is to see whether the language classroom components appeal to learners' learning styles or not. In other words, observing teachers' way of managing the classroom and teaching (lesson plan, seating arrangement, noise, the chosen materials, teachers way of teaching, activities, grouping students...etc), above all observing the physical side of the classroom to see whether it is comfortable and suitable or not to the way learners' learn.

1. 1.Description of the classroom observation:

To investigate whether the language classroom appeals to learners' learning style or not, and whether it suits the way they learn, we carried out an observation to explore what goes on inside the classroom. Our observation was applied with two third year LMD classrooms at Guelma University.

1.2. Design and description:

The observation was carried out during the second semester of the academic year 2016-2017 within a third year EFL classrooms at Guelma University. This observation involves two groups (3 and 4) which are chosen randomly from the whole number of groups that is about seven groups. The observation was made by observing the two groups in different sessions (modules), with different teachers and at different times. Each group session consists of one hour and half to explore whether the language classroom components are suitable or not including management of the learning environment (lesson plan, seating arrangement, noise, the chosen materials, teachers way of teaching(whether they can create motivational, interactional and inviting classroom that make students engaged in learning-teaching process through varying their teaching methods), activities, grouping students...etc), and above all the physical environment of the classroom (tables, chairs, boards, even walls' color) which has a significant impact on the way learners learn.

The observation is presented in form of checklist including a set of items under two sections. The first section is designed for observing the learning environment. The second section is devoted for the observation of the teachers' way of teaching and managing the classroom and whether they respect some procedures (students' differences) while doing so or not.

Section one: General observation of the classroom environment

This section includes seven items which are about the physical setting and how it looks like. It attempts to investigate the effects of classroom environment (physical side) on the students' way of learning and whether it suits them or not. It aims at getting real life data about whether the language classroom components appeals to learners' LS or not with an emphasis on the physical environment of the classroom that includes the seating arrangement, the furniture, noise, light...Etc.

Section Two: General Observation about the suitability of the Language Classroom to Learners' LS

Section two includes nine items. It attempts to know more about whether the language classroom components suit learners' way of learning or not. For instance, whether teachers' methods appeal to all learners or not, whether the used materials suit all students or not, whether the designed activities ensure all students' engagement or not ...etc

1.2. Analysis and Interpretation of classroom observation:

Section One: General observation of the classroom environment

Item One: The physical setting is clean, organized, spacious, light and comfortable

So that, learners can learn easily

Table 39.

The organization of the physical setting

	Sessions' Number	Percentage
Yes	1	16, 66%
Somehow	4	66, 66%
No	1	16, 66%
Total	6	100%

According to the sessions that we have attended, we observed that most of the classes were not organized, clean, and the physical setting was not comfortable and suitable for learners. As a result, this will affect students' way of learning in a negative way through decreasing their motivation, disturb their concentration, and create obstacles that affect the learning process. This indicates that the classroom organization plays a significant role in improving students' way of learning that is why teachers should take it into consideration.

Item Two: The chairs, tables, walls' color are comfortable

Table40.

The comfortably of chairs, tables, and walls' color

	Sessions' Number	Percentage
Yes	0	0%
Somehow	5	83, 33%
No	1	16, 66%
Total	6	100%

According to the results obtained in table above, it can be easily noticed that the chairs, tables and walls' color is somehow comfortable. It is believed that the furniture has a considerable impact on students' learning; uncomfortable furniture can effect students' interaction as well as motivation. Designers have to take into account such factors.

Item Three: The quality of lighting is good

Table41.

The quality of lighting is good

	Sessions' Number	Percentage
Yes	6	100%
Somehow	0	0%
No	0	0%
Total	6	100%

Concerning lighting factor and during our observation we noticed that all classes have a good lighting that the quality of lighting in classrooms is good and students can see and write the

important points that teachers write in the board. Light is an important factor that has a great impact on students' learning that is why designers while locating rooms have to consider both natural and artificial light.

Item Four: The factor of noise both externally and internally is taken into account

Table42.

The factor of noise

	Sessions' Number	Percentage
Yes	0	0%
Somehow	2	33, 33%
No	4	66, 66%
Total	6	100%

During our attendance with third year classes we noticed that noise (66, 66%) was among the most disturbing factors that affect the learning –teaching process as whole in negative way. The noise was mainly a result of the over crowdedness of classes (30 students per class) so that teachers cannot control the over numbered classes, in addition to the disrespect of turn taking among students while participating. Moreover, there was another kind of noise which is the external noise. To ensure better achievements both teachers and designers should avoid the noise factor through separating classrooms from both external and internal sources of noise. Furthermore, number of students should be reduced for example twenty to twenty five students per class to guarantee more productive classes.

Item Five: The setting arrangement suits all learners

Table43.*The seating arrangement*

	Sessions' Number	Percentage
Yes	0	0%
Somehow	1	16, 66%
No	5	83, 33%
Total	6	100%

In regard to what we have observed concerning the seating arrangement, we observed that all the classes have a traditional seating (83, 33%) “Raw seating” which is said to be unsuitable for all learners mainly those who are sitting in the back (hearing impairment) or who have poor vision, it is difficult for them to be engaged in class discussion. This means that teachers are not aware of the considerable impact that the seating arrangement plays in the learning process. It is teachers’ task to use different types of seating to ensure better engagement and participation of all students for example using the U shape which is believed that it activates students involvement and give them equal opportunity to get engaged; and above all it is designers task to make chairs and desks movable (the core issue of our classes is the fixed table and chairs) to facilitate teachers’ mission.

Item Six: The teacher checks students’ comprehension

Table44.*The teacher checks students’ comprehension*

	Sessions' Number	Percentage
Yes	5	83, 33%
Somehow	1	16, 66%
No	0	0%
Total	6	100%

From what we have observed during our observation to third year classes we can assume that the majority of teachers (83, 33%) check students' comprehension. This indicates that teachers are aware of students' differences and way of learning.

Item Seven: The teacher moves around learners to explain

Table45.

The teacher's movements around students

	Sessions' Number	Percentage
Yes	2	33, 33%
Somehow	1	16, 66%
No	3	50%
Total	6	100%

During our attendance with third year groups, we have observed that some teachers (50%) were staying in their desks without moving around students and starting discussing the subject matter. As a result, students started to talk with each other giving no interest to teachers' explanation, so the teacher asked those students to repeat what other students have said; in order to make them more interested in the topic that they were discussing and also to help the students who have some attention difficulties to concentrate more in the classroom. However, other teachers (33, 33%) were moving around students, asking them questions, discussing with them points related to the topic of discussion, tending to create enjoyment in classroom; through the use of fun to make students more relaxed and more interactive during the course. This means that not all teachers consider the importance of moving from time to time while explaining the lesson around students. To sum up teachers' movement during her/his

explanation helps in engaging students to participate, decrease noise, and helps in strengthening teachers- students relationship.

Section Tow: General Observation about the suitability of the Language Classroom to Learners' LS

Item One: While explaining the lesson, the teacher varies the lesson type (lecture, small group discussion, pair work, or group work).

Table46.

The teachers' variation in lesson type

	Sessions' Number	Percentage
Yes	0	0%
Somehow	1	16, 66%
No	5	83, 33%
Total	6	100%

As it is shown in the table above, in all sessions that we have attended with all groups of third year students, we have observed that the majority of teachers (83, 33%) depend purely on lecture method in which they explain the lesson in front of the whole class and each student has the opportunity to ask question or to interfere by his own. This indicates that teachers do not vary in the use of lesson type, which results students' lack of motivation and interaction.

Item Two: Teachers' voice is heard

Table47.*The teacher's voice*

	Sessions' Number	Percentage
Yes	3	50%
Somehow	1	16, 66%
No	2	33, 33%
Total	6	100%

In the six sessions, that we have spent observing the components of the language classroom, we have noticed that some teachers' voices (50%) are heard to all students. This shows teachers' capacity of controlling the whole class and ability to reduce noise to the minimum to make their voices clear and heard. Other teachers' voices (33, 33%) are not heard. This is due to the classrooms over crowdedness that leads to teachers' lack of control which results in noise and students' lack of concentration.

Item Three: The teacher varies in the use of materials to meet all students' LS (PowerPoint, computer aided instruction, and books)

Table48.*The teacher's variation in the use of materials*

	Sessions' Number	Percentage
Yes	0	0%
Somehow	2	33, 33%
No	4	66, 66%
Total	6	100%

During the sessions that we have attended with third year groups, we have observed that most of the teachers (66, 66%) do not vary in the use of materials. Only few teachers; making up (33, 33%) vary in their use of materials. This indicates that most of the teachers do not consider students' preferences as well as the role that the variation of materials plays in the teaching-learning process. It is teachers' task to vary in the use of materials in order to meet all students' needs, consequently; creating an inviting environment.

Item Four: The teacher designs different types of activities (activities that include discussions, activities that include practical involvement and others that include demonstrations such as the use of diagrams, pictures, and graphs)

Table49.

The teacher's designing of activities

	Sessions' Number	Percentage
Yes	1	16, 66%
Somehow	2	33, 33%
No	3	50%
Total	6	100%

The results obtained from the classroom observation regarding item four which was about whether the teachers design different types of activities (activities that include discussions, activities that include practical involvement and others that include demonstrations such as the use of diagrams, pictures, and graphs) or not shows that some teachers use different types of activities to meet students' tendencies as well as to break up the classroom's boring routine. While, other teachers depend only on one activity type which is "activities that

include discussion”, this is mainly due to the dominance of theory over practice as well as teachers’ ignorance of the importance of such tip in creating a motivational atmosphere.

Item Five: The classroom is equipped with different materials (data shows, computers, books, dictionaries...etc) to be used when they are needed.

Table50.

The classrooms equipment with different materials

	Sessions’ Number	Percentage
Yes	0	0%
Somehow	0	0%
No	6	100%
Total	6	100%

According to the sessions that we have attended, we observed that most of the classes were not equipped with materials rather there were large, empty classes with only fixed chairs and tables. This can justify the consumption of time(administrative issues, setting up of materials) and it shows the poorness of our classes to such important tip that plays a central role in ensuring a smooth and efficient running of the lesson. It is ministry’s task to equip university classrooms with the needed materials.

Item Six: The teacher explains the lesson and speaks it loud

Table51.

The teacher's explanation of the lesson through speaking it aloud

	Sessions' Number	Percentage
Yes	5	83, 33%
Somehow	1	16, 66%
No	0	0%
Total	6	100%

From our observation to third year classes we noticed that the majority of teachers (83, 33%) transmitting the information through explaining the lesson and speak it aloud. This indicates that teachers do not take into account learners' tendencies while teaching, that is why we find that the majority of students of English classes are not motivated. It is teachers' task to vary in the teaching method to ensure more involvement of students in the learning process.

Item Seven: The teacher uses graphs, pictures, and diagrams to explain the lesson

Table52.

Teacher's use of graphs, pictures and diagrams to explain the lesson

	Sessions' Number	Percentage
Yes	1	16, 66%
Somehow	0	0%
No	5	83, 33%
Total	6	100%

During our observation to third year classes; we observed that the majority of teachers (83, 33%) do not use such method while presenting the lesson. This is may be due to the lack of

visual aids and materials. Only (16, 66%) few teachers use such strategy from time to time to convey the message. This may indicate teachers' awareness of students' preferences.

Item Eight: The teacher designs different types of seating arrangement to suit all learners learning styles (cluster seating, horseshoe seating, and row seating)

Table53.

Teacher's design of the seating arrangement

	Sessions' Number	Percentage
Yes	0	0%
Somehow	0	0%
No	6	100%
Total	6	100%

Throughout the sessions that we have attended with third year classes, we have observed that all the teachers follow only one traditional seating arrangement which is the "row seating", this is due to the immovable chairs and tables designers have made and may be because of teachers' ignorance of such important tip that helps in facilitating the interaction among students and the teacher and influences the success of the learning process. Consequently, both designers and teachers should consider the significant role that the type of seating arrangement plays in the teaching-learning process.

Item Nine: Time factor is sufficient for each session

Table54.*The sufficiency of the time factor*

	Sessions' Number	Percentage
Yes	2	33, 33%
Somehow	2	33, 33%
No	2	33, 33%
Total	6	100%

During our observation, we have observed that the time factor (hour and half) is not sufficient for all sessions(33, 33%), this may be due to the unpredictable factors such as non instructional routines, lack of students' motivation, administrative issues, setting up of materials...etc. It is teachers' task to manage the time taking into consideration possible unpredictable factors.

1.3. Discussion of the Classroom Observation Results:

The results obtained from the classroom observation helped us a lot in deducing that the language classroom does not appeal to learners' way of learning. As the majority of its components do not suit learners' learning styles including the type of seating arrangement, the noise, materials, the furniture as a whole...etc which means that the students are struggling from such obstacles that affect their learning negatively.

Generally speaking, we deduce that the language classroom needs more improvements from both sides teachers (methods, the organization of seating, the choice of materials, grouping students, and managing time) as well as designers (good quality of both chairs and tables and they should be movable, inviting colors of wall that make students feel relaxed) in order to ensure better circumstances that suit all types of students.

1. Answers of the Research Question:

The present study has tackled both concepts LS and the language classroom .It also highlighted the interrelationships between both concepts. Moreover, it aimed at evaluating whether the language classroom components appeal to learners' LS.

Accordingly, this research has tried to answer the following questions:

1. Does the language classroom appeal to all learners LS?
2. How can classroom environment (size, light, temperature, sounds...etc) affect students' preferences?

The questions are answered as follow:

1. The language classroom does not appeal to learners' LS, because it is proven by both teachers and students that the language classroom components do not suit all students' LS, including the used materials (teachers do not vary in the use of materials due to the lack of visual and audio aids), the unsuitable seating arrangement (the raw seating which is fixed in a routine way because of the unmovable tables and chairs), and lack of comfortable furniture (unmovable chairs and tables). Furthermore, the lack of the process of grouping students that has a central role in increasing students' motivation as well as curiosity towards developing their performance and being positively competent. Furthermore, lack of materials and movable chairs, table affects teachers' teaching methods negatively that is why the majority of teachers are restricted in the use of the teaching methods.
2. According to the results obtained from the both teachers' and students' questionnaire and the observation we can assume that the classroom environment (size, light, temperature, sounds...etc) has a considerable impact on students' preferences. Light,

temperature, and sounds are critical variables that have a significant effect on students' way of learning. For example the degree of temperature, it is proved that it has a remarkable impact on the classroom learning environment. Too hot or too cold classroom negatively affect students' concentration as well as motivation as they feel uncomfortable in such condition, also the quality of lighting in classrooms should suit students, because bad lighting may affect students' learning mainly those who have visual preference. All the mentioned factors have both negative and positive effect on the learning process. Concerning the negative impact, it decreases students' motivation towards leaning, affecting their degree of concentration, and above all misunderstanding of what they are learning.

2. Suggestions and Recommendations:

In the light of the results of the present study, the following recommendations are made:

- The teachers should consider the heterogeneity of the classroom while teaching to guarantee better teaching-learning process.
- The teachers should vary their teaching methods to meet all students' needs. Flexibility is needed to involve all students with their different levels in the learning process.
- The teachers should vary in their teaching materials (visual materials as data shows, videos, handouts as well as relying on audio materials as tape records, dictating, oral presentation) to ensure students' engagement in the learning process.
- The classrooms should be comfortable and well organized i.e. the tables and chairs should be moveable to create different seating arrangements which are needed when there are discussions, debates, and visual presentations.

- Laboratories should be super comfortable and functionalised. They should be equipped with different and needed materials such as computers, data shows.
- It is better for some learners to be carried out in gardens, visiting different places, mainly for learners who have kinaesthetic preference, for example in oral expression sessions.
- Another important key element that should be taken into consideration is to reduce students' number, so that teachers can pay attention to all learners.
- Perhaps the core issue of such problems (the language classroom does not appeal to students' LS) is the poorness of foreign language classrooms i.e. lack of materials, uncomfortable furniture, and walls' color...etc.). Both ministry and designers have to consider or at least appoint experts' members who are aware of such important concept "LS" to choose the appropriate furniture, materials needed...etc.
- The teachers also should manage the time factor including the unpredictable issues.
They should know how to use time
- It is advisable to design different types of activities combined with different needed seating arrangements to create more motivational and interactional environment.
- It is also advisable to group students (group, pair work or individually) when it is needed as it maximizes students' participation and raises their achievements. Moreover, it helps in building positive relationships among students and creates a sense of community.
- Teachers should be given special training on teaching and managing classes since not all students learn the same way.
- The teachers should maintain discipline and reducing the level of noise through decreasing students' disruptive behaviors.

➤It is also teachers' task to build good and positive relationship with her/his students to make them feel more confident and integrated in the learning process.

Moreover, teachers should check students' LS at the beginning of the year to overcome possible problems.

➤Learners also should be aware of their LS and preferences in learning in order to help themselves improve their learning and become better learners.

Limitation of the study:

Although the research has reached its aim, there were some unavoidable limitations. First because of time limit, longer time would help us to use different tools and a larger sample of students and teachers. Therefore, to generalize the results for larger groups, the study should have involved more participants at different levels.

Conclusion:

This chapter includes the analysis of the observation which contains accurate data concerning whether the language classroom appeals to learners' learning styles or not. Based on the results of the observation, it is clearly revealed that the language classroom does not appeal to all students' learning styles. Its components do not suit the way learners learn. This chapter ends up with answers of the research questions, suggestions and recommendations and limitations of the study.

General Conclusion

The language classroom is considered as a problematic area that many research studies had discussed and dealt with, but many questions remain unanswered and just a little is known and understood regarding whether the Language Classroom appeals to all learners' LS or not.

The present dissertation explores more the idea of whether the Language Classroom appeals to all learners LS or not. The work is a sum of five chapters. The first and the second chapters were the theoretical background about the LS and the Language Classroom. The first chapter tries to give a clear overview about the LS and all the theoretical issues that are related to the nature of the LS. The second chapter tries to provide a better understanding of the issue of the Language Classroom and all the elements that have a relationship with it. The three remaining chapters are devoted to the practical part. The third chapter deals with students' questionnaire analysis and its interpretation. The fourth chapter is devoted to the teachers' questionnaire analysis and its interpretation. The last chapter (5) deals with the analysis and interpretation of the observation. Finally, we conclude with the answers of the research questions, limitations and suggestions.

It is by means of two questionnaires devoted for both teachers and students of third year LMD and an observation within third year LMD classes that we investigated whether the Language Classroom appeals to all students LS or not and obtained some findings. The obtained results provided us with conclusive observations related to the hypothesis stated in the introductory part of our dissertation. So, EFL students at the University of Guelma confirmed that the majority of language classroom components do not appeal to their LS including teachers' methods, the used materials, type of seating arrangements, the devoted

time for each course, and above all the physical side of the classroom furniture, walls' colour and other factors such as noise.

Interestingly, a comparison of both students' and teachers' responses shows that teachers and their students approximately have the same responses mainly concerning the physical side of the classroom, lack of materials needed to meet students' preferences, consequently; lack of variation in the use of teaching methods. Both of them believe that the language classroom and its components do not suit students' preferences.

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Appendix One

Students' Questionnaire

Students' Questionnaire

Dear student,

This questionnaire is addressed to students in the English department, university of 08May 1945. It aims at finding out students' views about the suitability of the language classroom to students' LS.

You are kindly requested to complete this questionnaire as accurately as possible. Please answer the questions by putting a tick () in front of the chosen answer or make a full statement when necessary. Thank you in advance for your contribution.

BELAHCENE Sabah

Department of English

University of 8 Mai 1945- Guelma

Section one: General Information

1-Gender

Male
Female

2- How long have you been studying English?

.....

Section Two: Learning Styles

3. What is meant by learning styles?

The way learners prefer to learn.	
New concept that describes how individuals learn.	
A method that any one use or follow to grasp knowledge.	

4. Do you know your learning style?

Yes	
No	

5. If yes, what is your Learning style?

Auditory	
visual	
Kinesthetic	

All of them	
-------------	--

7. Do you think that being aware of your LS as student can help you to be?

More motivated	
A good performer	
An autonomous learner	
All of them	

Other suggestions,

.....

.....

.....

8. How important is it for you when teachers appeal to your LS while teaching?

Very important	
Less important	
Not at all	

9. What kind of difficulty (es) do you face when teachers' methods do not appeal to your LS during the learning process?

Lack of concentration	
Lack of motivation	
Lack of confidence	

Hesitation and confusion	
--------------------------	--

. If others, specify

.....

.....

.....

Section Three:The suitability of the language classroom to learners' learning styles

10.How often does your teacher ask questions to check your understanding?

Always	
Usually	
Often	
Sometimes	
Rarely	
Never	

11. Which among the following strategy (es) does your teacher use to explain the lesson?

Explain the lesson and speak it loud	
Use pictures, diagrams, graphs and handouts	
Highlight important points on the board	

Do things and hand-on experience	
All of them	

12. Does your teacher use a variety of teaching materials?

Yes	
No	

13. Do you face problems with the chosen materials?

Yes	
No	

14. If yes, how often?

Always	
Usually	
Often	
Sometimes	
Rarely	
Never	

15. In your opinion, how can the classroom environment influence your way of learning?

Very positively	
Positively	

Neither positively nor negatively	
Negatively	
Very negatively	

16. Which among the following factors has the most impact on your way of learning?

Noise	
Time constrain	
crowdedness	
Seating arrangement	
All of them	

17. Do you have any suggestions to provide? Please feel free to write them below

.....

.....

.....

18. How oftendo you face such factors (noise, crowdedness, temperature) while learning?

Always	
Usually	

Often	
Sometimes	
Rarely	
Never	

Explain,

.....

.....

.....

19. In your opinion, is the allocated time for each course?

Very sufficient	
Sufficient	
Insufficient	

Please explain;

.....

.....

Thank You

AppendixTwo

Teachers' Questionnaire

Teachers' Questionnaire

Dear teacher,

This questionnaire is a part of a research work which is designed to investigate whether the language classroom appeals to all learners' learning styles or not. It aims to collect teachers' attitudes about the suitability of the language classroom components to students' Learning Styles. I would really appreciate if you devote some of your time to answer this questionnaire following the guidelines; your answers would be very useful to carry on this research. Thank you in advance for your efforts and cooperation.

Guidelines: For each item, please tick the right box () or write in the space provided

BELAHCENE Sabah

Master II Student

English Department

Faculty of literatures and Foreign Languages

University of 08 Mai 1945-Guelma

Section One: General Information

1. What is your academic level?

License	
Magister	
Doctorate	
Professor	

2. For how long have you been teaching English at the university?

.....year(s)

Section Two: Learning styles

3. As a teacher, do you consider the heterogeneity of the classroom while teaching?

Yes	
No	

4. How often do you check your students' understanding?

Always	
Often	
Sometimes	
Rarely	
Never	

5. Do you make sure that your students feel good about your way of teaching?

Yes	
No	

.If yes, please explain

.....

.....

.....

6. Are you interested in knowing how your students prefer to learn?

Yes	
No	

7. Do you agree with the statement “if students do not learn the way you teach, teach them the way they learn”?

Strongly agree	
agree	
Partially agree	
disagree	
Strongly disagree	

8. Do you agree that considering LS in classrooms will motivate learning process?

Strongly agree	
agree	
Partially agree	
disagree	
Strongly disagree	

9. To maximize learning and increase engagement in classroom, it is

Important to understand the LS of students	
Compulsory to understand the LS of students	
Needed to understand the LS of students	
Optional to understand the LS of students	

10. In your opinion, what thing (s) teachers need to know in order to consider LS in the classroom?

Understand the concept of LSs	
Understand the role of LSs in the learning process	
Understand different LSs	

11. Do you check your learners' LS at the beginning of the year?

Yes	
No	

Section Three: The suitability of the language classroom to learners' LS

12. When you make a lesson plan, do you consider your learners' learning style?

Yes	
No	

13. Do you choose materials on the basis of?

Randomly	
students' needs	
Lessons' needs	

14. Do your students face problems with the chosen materials?

Yes	
No	

15. If yes; how often

Always	
Often	
Sometimes	
Rarely	
Never	

16. While teaching, which among the following strategy (es) do you follow?

Explain the lesson and speak it loud	
Use pictures, diagrams, graphs and handouts	
Do things and hand-on experience	
A variety of all what is mentioned above.	

17. As a teacher, does the classroom environment affect your way of teaching?

Yes	
No	

18. If yes, do you agree that even students' way of learning can be affected?

Strongly agree	
agree	
Partially agree	
disagree	
Strongly disagree	

19. In your opinion, which among the following factor(s) has the most impact on learners' way of learning?

Noise	
Crowdedness	
Setting arrangement	
Time constrain	

.If others, specify

.....
.....
.....

20. Could you please add further suggestions concerning the suitability of the language classroom to learners' learning styles?

.....
.....
.....
.....

Thank You

AppendixThree
Questionnaire

Student's name:.....

Group:.....

How Do I Learn?

This questionnaire is designed for third year students in the English department, university of 08 Mai 1945. It aims at identifying learners' preferable way of learning (Learning Styles). You are kindly request to place a tick (✓) or a cross (✗) in all the blanks that describe you. Thank you in advance for your contribution.

-List A-

.....1) I prefer reading over listening.

.....2) I face problems in understanding information which are given without any visual support.

.....3) I can store and remember facts and concepts that are associated with images and diagrams.

.....4) I like to read about something rather than hear about it.

.....5) I am good in reading graphs and maps.

.....6) I prefer teachers who write important points on board.

.....7) I prefer teachers who use graphs, pictures and maps to explain the lesson.

.....8) seeing things help me to organize my ideas and thoughts.

.....9) I like taking notes and making checklists of what I need to do.

..... How many checks (✓) did you have?

-List B-

-1) I prefer to talk rather than writing
-2) I face difficulties in understanding information which are presented in graphs, charts, and images
-3) I remember best if I hear something.
-4) I prefer to hear a story rather than reading it.
-5) I understand better when teachers explain the lesson loud.
-6) I enjoy activities that include discussion and exchange of ideas among students.
-7) to understand things, I need to hear whilst learning.
-8) I prefer to read a book with lots of words.
-9) I can concentrate if there is noise.
-**How many checks () did you have?**

-List C-

-1) I prefer when teachers let me practice something with an activity.
-2) it is hard for me to sit for a long time.
-3) I prefer to do rather than watch or listen.
-4) I find it difficult to concentrate if there is no movement.
-5) I recall information better by remembering actions.
-6) If I have to solve a problem, it helps me to move while I think.

.....7) I like board games to learn something.

.....8) I prefer to read a book with word searches or cross word puzzle.

.....9) I enjoy lessons and activities that include practical part.

.....**How many checks () did you have?**

Tell Me

.Which list had the most () checks?

.Which list had the fewest () checks?

.Did you have any lists that had the same number of () checks?

.If so, which ones?

Appendix Four

Observation

Observation Checklist for the Suitability of the Language Classroom to Learners'

Learning Styles.

Observer :	Group :
Course :	Date :
Session :	Time :

Rating scales

A-Yes

B-Somehow

C-No

Section One: General Observation of the Classroom	A	B	C
1. The physical setting is clean, organized, spacious, light and comfortable So that, learners can learn easily.			
2. The chairs, tables, walls' color are comfortable			
3. The quality of lighting is good			
4. The factor of noise both externally and internally is taken into account			
5. The setting arrangement suits all learners			
6. The teacher checks students' comprehension.			
7. The teacher moves around learners to explain			
Section Two: General Observation about the suitability of the Language Classroom to Learners' LS			
1. While explaining the lesson, the teacher varies the lesson type (lecture, small group discussion, pair work, or group work).			
2. Teachers' voice is heard.			
3. The teacher varies in the use of materials to meet all students			

<p>LS(PowerPoint, computer aided instruction, and books)</p> <p>4. The teacher designs different types of activities (activities that include discussions, activities that include practical involvement and others that include demonstrations such as the use of diagrams, pictures, and graphs).</p> <p>5. The classroom is equipped with different materials (data shows, computers, books, dictionaries...etc) to be used when they are needed.</p> <p>6. The teacher explains the lesson and speaks it loud.</p> <p>7. The teacher uses graphs; pictures, and diagrams to explain the lesson.</p> <p>8. The teacher designs different types of seating arrangement to suit all learners learning styles(cluster seating, horseshoe seating, and row seating)</p> <p>9. Time factor is sufficient for each session</p>			
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Résumé

L'objectif de cette thèse est d'évaluer si les composantes de la classe de langue font appel à tous les styles d'apprentissage des apprenants ou non. Le problème principale derrière ce travail est que la plupart des enseignants enseignent (utilisent des matériaux, créent des cours, organisent des agencements et regroupent des étudiants, etc.) sans faire attention s'ils répondent ou non aux préférences de tous les élèves. De plus, le manque de responsabilité du ministère pour équiper toutes les salles de classe de langue ne fait appel à tous les styles d'apprentissage des apprenants. Afin de tester cette hypothèse, des méthodes qualitative et quantitative ont été adoptées et une observation a eu lieu avec les étudiants de la troisième année L.M.D. et deux questionnaires ont été administrés comme outils de collecte de données, un consacré aux enseignants et un autre pour les étudiants de troisième années dans le département d'anglais a fait pas appel et convient a toutes les préférences des étudiants. A la lumière de ces résultats, l'hypothèse mentionnée ci-dessus a été confirmée. Ainsi, le ministère, les concepteurs et les enseignants devraient prendre en considération les préférences des élèves pour assurer des meilleures réalisations académiques.

ملخص البحث

الهدف من هذه المذكرة هو تقييم ما إذا كانت عناصر قسم اللغات ملائمة لجميع أنواع أساليب الطلبة في التعلم أو لا. المشكلة الرئيسية وراء هذا العمل هو أن معظم الأساتذة يدرسون بدون إعطاء أهمية إذا كانت طريقة تدريسهم واختيارهم للأجهزة والمقاعد ملائمة لجميع أساليب تعلم الطلبة أو لا، بالإضافة إلى ذلك غياب وعي ومسؤولية الوزارة في تجهيز الأقسام بالأجهزة الضرورية للتعليم. علاوة على ذلك نقص وعي المصممين المختصين في تهيئة الأقسام لاحتياجات الطلبة. تم اعتماد طريقة البحث الكمي والنوعي في هذه الدراسة وذلك عن طريق استعمال استبيانين وملاحظة كوسيلة لجمع المعلومات، تم توزيع احدهما على الأساتذة والآخر على الطلبة و الملاحظة تمت مع طلبة السنة الثالثة بقسم اللغة الانجليزية بجامعة 8 ماي 1945 قالمة و هذا لمعرفة و استكشاف آراء وسلوك الطلبة و الأساتذة فيما يخص ما إذا كانت ملائمة قسم اللغات لأساليب الطلبة أو لا. أظهرت النتائج المتحصل عليها أن قسم اللغات غير ملائمة لأساليب الطلبة، و في الأخير اقترحت بعض التوصيات في هذه الدراسة لمساعدة الأساتذة للأخذ بعين الاعتبار أساليب الطلبة المختلفة في التعلم.