A Descriptive Study of Teaching Styles in Freshman English Classrooms

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ABSTRACT

This study aimed at investigating teaching styles as well as related beliefs of a representative group of EFL teachers from the Modern Languages Division (MLD) of the School of Foreign Languages (SFL) at Eastern Mediterranean University (EMU). The study addressed the following research questions:

1) What are the EFL teachers' teaching styles?

2) What are the language teachers' beliefs about their learners' learning styles?

3) How do the EFL teachers consider matched instructional designs?

The research study involved 30 EFL teachers from the MLD of the SFL at EMU. Among the same group of the teachers 10 volunteered to participate in interviews. In accordance with its descriptive research purposes, the study employed Peacock's (2001) modified version of the PLSPQ 'Perceptional Learning Style Preference Questionnaire' (Reid, 1987) as well as 2 semi-structured interviews, based on Reid's hypotheses (1987, 1995) and Doyle and Rutherford's (1984) suggestions on matched instructional designs.

The Cronbach's Alpha scores revealed .73 for the teachers' questionnaire which indicated reliability of the data collection instrument. Further, the overall analysis of the EFL instructors' questionnaire responses indicated that the language teachers favored a repertoire of several teaching styles such as group, visual, auditory and kinesthetic (3.52≤M≤3.65). However, the teacher respondents expressed less favorable preferences for the application of individual and tactile teaching style

(M=3.11, and M=2.94, respectively). Importantly, the majority of the EFL instructors reportedly applied group teaching style frequently (M=3.65).

Furthermore, the analysis of English teachers' interview reports overall demonstrated their mostly positive beliefs about their learners' learning styles in terms of 7 emerging themes as follows: the importance of learning styles in teaching, application of learning styles in teaching, related effects on teaching, awareness of teaching styles, teachers' awareness of their students' learning styles, learners' awareness of their own learning styles, and effects of learning styles on learning.

Finally, the examination of the language instructors' interview reports provided their mostly favorable insights in relation to the Doyle and Rutherford's (1984) suggestions on matched instructional designs.

Consequently, the current study suggests that EFL teachers and their line managers take into account the findings related to the content, structure and delivery of the freshman English language courses on offer, as well as consider the study results for teacher training and professional development at the institution.

ÖZ

Bu çalışma, öğretme biçimlerinin yanı sıra Doğu Akdeniz Üniversitesi (DAÜ) Yabancı Diller Okulu Modern Diller Bölümü'ndeki İngilizce yabancı dil öğretmenlerinin bir temsili grubunun inançlarını araştırmayı amaçlamıştır. Çalışma öne sürülen araştırma sorularını ele almıştır:

1) İngilizce yabancı dil öğretmenlerinin öğretme biçimleri nelerdir?

2) Dil öğretmenlerinin öğrencilerinin öğrenme biçimleri hakkındaki inançları nelerdir?

3) İngilizce yabancı dil öğretmenleri eşleşen eğitsel tasarımlarını nasıl göz önünde bulundurur?

Bu çalışma, Doğu Akdeniz Üniversitesi Yabancı Diller Okulu Modern Diller Bölümü'nden 30 İngilizce öğretmenini kapsamaktadır. Aynı öğretmen grubu içinden 10 kişi görüşmelere katılmak için gönüllü olmuştur. Tanımlayıcı araştırma amaçları doğrultusunda, çalışma Doyle ve Rutherford'un (1984) eşleşen eğisel tasarımlarına ve Reid'in (1987, 1995) varsayımına dayalı 2 yarı-yapılandırılmış görüşmelerin yanı sıra Peacock'ın (2001) 'Algı Öğrenme Biçimi Tercih Anketi'nin uyarlanmış bir sürümünü (Reid, 1987) kullanmıştır.

Cronbach Alfa puanları, veri toplama aracının güvenirliğini belirten öğretmenlerin anketi için .73 olarak saptanmıştır. Ayrıca, İngilizce öğretmenlerinin anket yanıtlarının genel çözümlemesi, dil öğretmenlerinin grup, görsel, işitsel ve devinduyumsal gibi çeşitli öğretme biçimlerinin bir gösteri dağarcığını tercih

ettiklerini göstermiştir (3.52≤M≤3.65). Ancak, öğretmen katılımcılar, bireysel ve dokunsal öğretme biçimi uygulamaları için daha az elverişli tercihler ifade etmişlerdir (M=3.11 ve M=2.94, sırasıyla). Önemli olarak, İngilizce öğretmenlerinin çoğunluğu, sık sık grup öğretme biçimini uygulamıştır (M=3.65).

Ayrıca, İngilizce öğretmenlerinin görüşme raporlarının çözümlemesi, öğrencilerinin öğrenme biçimleri ile ilgili çok olumlu görüşlerini aşağıdaki 7 çıkan temalar açısından göstermiştir: Öğretimde öğrenme biçimlerinin önemi, öğretimde öğrenme biçimlerinin uygulanması, öğretim ile ilgili etkileri, öğretme biçimlerinin farkındalığı, öğretmenlerin öğrencilerinin öğrenme biçimleri hususundaki farkındalığı, öğrencilerin kendi öğrenme biçimleri hususundaki farkındalığı ve öğrenme biçimlerinin öğrenmedeki etkileri.

Son olarak, dil eğitmenlerinin görüşme raporlarının incelenmesi, eşleşen eğitsel tasarımları üzerinde Doyle ve Rutherford'un (1984) önerileri ile ilgili olarak çoğunlukla olumlu görüşlerini sağlamıştır.

Sonuç olarak, geçerli bu çalışma, İngilizce öğretmenlerinin ve onların faaliyet yöneticilerinin, içerik, yapı ve sunulan başlangıç İngilizce dil kurslarının teslimi ile ilgili buluntuları göz önünde bulundurduğunu; hem de, çalışma sonuçlarının kurumda öğretmen eğitimi ve mesleki gelişimini dikkate aldığını önermektedir.

Anahtar Kelimeler: Öğretme biçimleri, öğrenme biçimleri, eşleşen eğitsel tasarımlar, İngilizce öğretmenleri, öğretmenlerin inançları

To my family, Baki Çakmak, Fadime Çakmak, Cansu Çakmak,

and my fiance, Onur İşitmez

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Chapter 1

INTRODUCTION

1.1 Presentation

This chapter presents the background of the study, the problem statement and the purpose of the study, respectively. The last two sections focus on the significance of the study and the definitions of the significant terms.

1.2 Background of the Study

It is a well known fact that "teaching is difficult work done in a complex environment. Learning from teaching is similarly a demanding task" (Doyle & Rutherford, 1984, p. 24). Every teacher, just like every learner, is unique in that they have idiosyncratic ways or styles of teaching. In this regard, an appeal has been made in one of the more recent applied linguistic journals for more research on EFL teaching styles, which remains to be one of the "important and under-researched" aspects of the language classroom (Peacock, 2001, p. 5).

It is noteworthy that an extensive research on learning styles has been conducted over the past three decades (Ellis, 2008). In this regard, various definitions of learning styles have been proposed by different scholars as "cognitive and affective traits that are relatively stable indicators of how learners perceive, interact with and respond to the learning environment" (Keefe, 1979, p. 4); "identifiable individual approaches to learning situations" (Spolsky, 1989, p. 108). The most commonly used definition of learning styles was introduced by Reid (1995) as "an individual's

natural, habitual and preferred way(s) of absorbing, processing and retaining new information and skills" (p. viii). In one of her studies, Reid (1987) categorized learning styles into six types such as visual learning, auditory learning, kinesthetic learning, and tactile learning styles, as well as group preference, and individual preference. Recently, somewhat parallel to the pertinent background on learning styles, a definition of 'teaching style' (Peacock, 2001) has been proposed as "natural, habitual, and preferred way(s) of teaching new information and skills in the classroom" (p. 7), and few studies of teaching styles have provided limited insights into this indispensable aspect of language instruction.

Traditionally, it was argued that the way teachers teach reflects the way they learned best or were taught best (Chew & Chu, 1997; Oxford et al., 1992). Moreover, it was held that teachers can also emulate those practitioners whom they hold in high esteem (Jordan, 1997; Kinsella, 1995). However, with the passage of time, and through more classroom experience, teachers gradually develop their own unique and identifiable styles of teaching (Reid, 1995; Willing, 1988). Teaching styles are considered crucial to language classroom atmosphere, learner variables, as well as learning outcomes; as hypothesized by Reid (1987, 1995), a lack of agreement between teaching and learning styles can potentially cause learners' frustration, demotivation, and even failure.

One of the possible remedies in this regard would be to match learning and teaching styles; however, the research to date has not provided empirical evidence to support Reid's hypotheses. A few studies of matched styles claimed that it had positive effects on learners' affective variables as well as learning progress (Felder, 1995;

Hyland, 1993; Jones, 1997; Kinsella, 1995; Nelson, 1995; Oxford et al., 1992; Spolsky, 1989; Tudor, 1996). Importantly, it was advocated that matched styles of teachers and learners would provide the latter with self-awareness as well as equal opportunities in the language classroom (Reid, 1996).

Moreover, a balanced teaching style, catering for all learners' learning styles was proposed by Felder (1995, p. 27). In a similar vein, "a deliberate multi-sensory approach to teaching" was advocated by Kinsella (1995, p. 175).

1.3 Statement of the Problem

It is noteworthy that the research to date on classroom learning has shown that only one teaching style can not be conducive to creating an effective language learning environment. Importantly, learners differ in the way they approach the learning process and deal with various learning activities (Callahan et al., 2002). Therefore, they highlighted that teachers must modify their teaching styles and teach a wide repertoire of strategies (2002). Thus, for learning to take place, teachers need to use various teaching styles to handle various learning strategies or difficulties in the classroom, and help students develop their own learning strategies and use these effectively and efficiently (Chang, 2010).

Furthermore, it was acknowledged by Chang (2010) that one good way to have teachers consider individual learner differences and recognize the need to modify their own teaching style is to have them learn from the learner's perspective. In a similar vein, for the second language learning contexts, Chaudron (1988) noted that "teachers need to anticipate learners' needs for additional assistance in understanding both the instructional processes and the linguistic medium that conveys them" (p. 8).

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In this regard, teachers are supposed to meet their learners' needs and make modifications in their classes bearing on the quality of the language environment, and also good rapport with their learners. However, various problems stemmed from attempts at matched instructional designs. Therefore, Doyle and Rutherford (1984) held that "Until the popular rhetoric of matching learning and teaching styles is informed more thoroughly by the findings of classroom research, the wise practitioner should proceed with caution" (p. 24). It is noteworthy that a very limited number of studies investigated EFL teachers' teaching styles; hence, Peacock (2001) emphasized "a pressing need for further and expanded research" in this direction (p. 5).

1.4 Purpose of the Study

The present research was a descriptive study of EFL teachers' teaching styles and beliefs in freshman English classes at Eastern Mediterranean University. For its research purposes, the study adopted the following definition of language teaching styles: "natural, habitual, and preferred way(s) of teaching new information and skills in the classroom" (Peacock, 2001, p. 7).

The study addressed the following research questions:

1) What are the EFL teachers' teaching styles?
2) What are the language teachers' beliefs about their learners' learning styles?
3) How do the EFL teachers consider matched instructional designs?

1.5 Significance of the Study

This research study can be considered significant for several reasons. First, it shed light on EFL teachers' awareness of their own teaching styles as well as their

awareness of their learners' learning styles. Moreover, the research provided insights into their beliefs about matched instructional designs in the EFL classroom. It is, therefore, hoped that the findings of this research provided EFL teachers and their line managers with pedagogical implications related to the content, structure and delivery of the freshman English language courses on offer, as well as for teacher training and development at the institution.

1.6 Definition of Terms

This section provides the most significant terms related to the study:

Learning styles:

Learning styles are defined as "an individual's natural, habitual and preferred way(s) of absorbing, processing and retaining new information and skills" (Reid, 1995, p. viii).

Teaching styles:

Teaching styles refer to "natural, habitual, and preferred way(s) of teaching new information and skills in the classroom" (Peacock, 2001, p. 7).

Language classroom:

Classroom for the purposes of language learning is defined as "the gathering for a given period of time of two or more persons- one of whom generally assumes the role of instructor" (van Lier, 1988, p. 47).

Matched instructional design:

Doyle and Rutherford (1984) identified two instructional approaches for matching learning and teaching styles. Firstly, "if instruction is adapted to specific intellectual or emotional 'aptitudes', then it would seem that, in comparison to standard teaching situations, more students would reach higher levels of achievement". Secondly, "it is useful to have an educational justification, such as matching aptitudes of students with dimensions of teaching, in forming groups" dealing with diversity among students (p. 20).

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter presents an overview of teachers' role in language education, language teachers' individual differences in general and teaching styles in particular, as well as learners' role in the language classroom, language learners' individual differences and their learning styles. Subsequently, the following sections present a background on matched instructional designs in relation to learning and teaching styles as well as more recent studies regarding styles. Finally, the last two sections pertain to conceptual framework of the present research and a brief summary of the current chapter.

2.2 Individual Differences in the Language Classroom

Individual differences of learners have been referred to the "differences in how learners learn an L2, in how fast they learn, and in how successful they are", in addition these can be of different- cognitive, affective or social- nature (Ellis, 2008, p. 966). The research on individual differences provided empirical evidence indicating that learning in a manner consistent with one's learning style produces better results than otherwise (Dunn & Dunn, 1979). Recently, it has been noted that the general shift toward learner-centered education in many educational environments around the world has made awareness of learning styles particularly significant in that knowing a student's preference for learning style is the first step to a more personalized approach to them, and to customized instruction and greater

educational productivity. Moreover, it is also a good starting point in helping the student to target, and adapt to, styles for which they have little current facility (Isemonger & Sheppard, 2003, p. 196).

Importantly, substantial research evidence has confirmed that teachers' teaching styles are not all the same and teachers adopt various styles to deliver effective teaching (Baily, 1984). Teaching style refers to "a predilection toward teaching behavior and the congruence between educators' teaching behavior and teaching beliefs" (Heimlich & Norland, 1994, p. 34). Since teaching styles are one of the determining factors in learners' successful learning (Knowles, 1980), they have an effect on learners' achievements (Conti, 1985; Miglietti & Strange, 1998). Therefore, effective teaching styles can contribute to effective learning (Knowles, 1980).

Moreover, two possible suggestions on appropriate match between learners' and teachers' styles for effective instruction have been proposed by Ellis (2012, p. 311). One of them is 'to adapt the instruction to the learner'. However, it is difficult to match instruction with all the learner groups since learning and teaching involve a dynamic and experiential process. Importantly, it is good for teachers to be aware of various individual differences of their learners through the instructional activities and observations. Another way is 'by finding ways of adapting the learner to the instruction'. Further, Ellis (2012) suggested that it is possible through either modifying belief systems of learners such as assisting them to become aware that learning may occur incidentally via task-based instruction and intentionally through traditional forms of instruction; or strategy training via identifying these strategies in order to promote language learning success. However, Ellis (2012) emphasized the

need for further research and evidence in this direction due to uncertainty of the relationship between strategy use and language learning.

2.3 Teachers' Role in the Language Classroom

Classroom was described as "the place where teachers and learners come together and language learning happens" (Gaies, 1980, p. 6). Importantly, language teachers bring to this educational setting their previous life and learning experiences, as well as their professional experiences. Further, since they are supposed to plan their lessons in advance, the language teachers also plan/bring to the setting such aspects as the syllabus/textbook, the method to implement these, as well as plans for creating a positive classroom atmosphere. Further, language teachers are expected to encourage their learners to interact with all the classroom participants in order to execute teaching, and, hopefully, promote learners' learning (Allwright & Bailey, 1991).

Studies on second language learning and teaching take into account the interaction between the teacher and the learners in the language classroom (Burden & Williams, 1997). Therefore, the scholars contended that

> All learners are likely to be influenced by their personal feelings about their teachers, and therefore, their perceptions of their teachers and of the interaction that occurs between them and their teachers will undoubtedly affect their motivation to learn" during the learning process (Burden & Williams, 1997, p. 13).

One of the current approaches to language teaching, communicative language teaching, has placed special emphasis on interaction in the language classroom. Interaction was described as "the collaborative exchange of thoughts, feelings, or

ideas between two or more people, resulting in a reciprocal effect on each other"
(Brown, 2001, p. 165). In this regard, Rivers (1987) pointed out that

> Through interaction, students can increase their language store as they listen
> to or read authentic linguistic material, or even the output of their fellow
> students in discussions, skits, joint problem-solving tasks, or dialogue
> journals. In interaction, students can use all they possess of the language - all
> they have learned or casually absorbed - in real life exchanges (pp. 4-5).

Another recent development in language education, learner-centeredness,
necessitated application of a range of techniques, especially those "that focus on or
account for learners' needs, styles, and goals", as well as "techniques that give some
control to the student (group work or strategy training)" (Brown, 2001, pp. 46-47).
Moreover, "learner-centered learning is believed to be further enhanced by positive
classroom relationships and by ensuring that the learners' affective needs are
considered (Freeman & Richards, 1996, p. 164).

Interactive language teaching involves various interactive patterns in the language
classroom, group work being one of them. Group work was defined to cover "a
multiplicity of techniques in which two or more students are assigned a task that
involves collaboration and self-initiated language" (Brown, 2001, p. 177). It is
advantageous in terms of generating interactive language, offering an embracing
affective climate, promoting learner responsibility and autonomy, and being a step
toward individualizing instruction (Brown, 2001, pp. 177-179).

Importantly, social interaction in learning was highlighted by Vygotsky's socio-
cultural theory (1978, 1987). Socio-cultural theory argues that "Language use,
organization, and structure are the primary means of mediation" (Lantolf & Thorne

2006, p. 197). Within the same tradition, a coherent framework was developed for theorizing mediation based in and coming from "the experiences of others in the present (social), the experiences of others from the past (culture), and the immediate experiences of the individual with these others and with the artifacts they constructed" (Lantolf, 2001, p. 104).

It is noteworthy that a range of studies on the roles of language teachers indicated that they have various roles in the language classroom, one of them being 'facilitator' to "make the learning easier for the learners; … to be away from the managerial or directive role, and allow students to find their own ways through teacher's guidance" (Brown, 2001, pp. 167-168).

Various scholars indicated the importance of culture in relation to styles in second or foreign language teaching. Specifically Brown (2001) emphasized the significance of culture of the instructional setting as well as the culture of learners in developing styles (p. 201). More recently, Lovorn and Summers (2012) noted that

> As our world continues a growing enrichment through economic, cultural, and educational interdependence, researchers continue to realize that teachers in international learning environments should encourage and enable the development of critical understandings of the intersection of language and culture in their classrooms (p. 11).

Further, Brown (2001) listed several cultural expectations of roles and styles of the language teacher and the language learner and emphasized the importance of balancing both as well as of sensitivity to others' perceptions, and establishing good rapport with learners and colleagues coming from different traditions. Importantly,

Brown (2001) stressed that the roles and styles of teachers in the classroom are crucial to creating a positive, stimulating, and energizing classroom atmosphere.

There is nowadays a burgeoning research acknowledging that teachers have the most important impact on students' achievement outcomes (Akbari et al., 2008). Sanders (1998), for example, stated that the "single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers" (p. 27). It was also argued that "more can be done to improve education by improving the effectiveness of teachers than by any other single factor" (Wright et al., 1997, p. 63). In a similar vein, Alexander and Fuller (2005) held that "few educators, economists, or politicians would argue with the contention that all things being equal, highly qualified teachers produce greater student achievement than comparatively less qualified teachers" (p. 2).

Specifically, teaching style was considered a very influential factor in students' learning experiences (Knowles, 1980), and a critical component in determining the extent of students' learning because teachers provide the "vital human connection between the content and the environment and the learners" (Heimlich & Norland, 1994, p. 109). Moreover, the extent of learning stems from teachers' educational philosophy that lends direction and purpose to a teacher's teaching (Galbraith, 1999).

2.3.1 Language teachers' individual differences

Teaching styles can be considered as one of the most significant teacher individual differences. Teachers are more likely to develop teaching styles which are congruent with their own learning styles rather than those of their students if they are not familiar with pertinent literature (Barbe & Milone, 1980). Furthermore, personal

behaviors and characteristics in the teaching-learning process indicate the way educators teach (Grasha, 1996), and show that various teaching styles exist. In this regard, Gower and Walters (1983) stated that the teacher's teaching style is mainly contingent upon what kind of person s/he is though instructors improve specific manners for their classrooms. However, teachers need to change their roles in the activities as not going to the excessive of dominating the classroom or leaving it without doing nothing (Gower & Walters, 1983). Therefore, establishing an effective classroom interaction between learners and teachers is vital in the instructional setting

Importantly, it is crucial for teachers to be receptive to change as well as gain knowledge about their learners and selves (Brown, 2001, p. 426).

Moreover, such pedagogical skills as stimulating interaction, cooperation and teamwork, creatively adapting textbooks and other (audio-visual) materials, and interpersonal skills of gaining awareness of cross-cultural differences and developing sensitivity to learners' cultural backgrounds are considered among 'good language teaching characteristics' (Brown, 2001, pp. 429-430).

2.3.2 Language teachers' teaching styles

Throughout the history of the field of Teaching English as a Second/Foreign Language (TESL/TEFL) various definitions of teaching styles have been proposed. Initially, teaching style was described as "the overall traits and qualities that a teacher displays in the classroom and that are consistent for various situations" (Conti, 1989, p. 3). Subsequently, teaching style was regarded as "a particular pattern of needs, beliefs, and behaviors that teachers display in the classroom" (Grasha,

1996, p. 3). It was also stated that "style is multidimensional and affects how teachers present information, interact with students, manage classroom tasks, supervise coursework, socialize students to the field, and mentor students" (Grasha, 1996, p. 3). In other words, teaching style is associated with a number of acquirable and identifiable sets of consistent classroom behaviors by the instructor in terms of the content that is being taught (Conti & Welborn, 1996).

It is noteworthy that "Teaching style will almost be consistent with your personality style, which can vary greatly from individual to individual" (Brown, 2001, p. 201). In this regard, a number of continuum possibilities can be listed as follows (see Figure 2.1):

Shy	⟺	Gregarious
Formal	⟺	Informal
Reserved	⟺	Open, transparent
Understated	⟺	Dramatic
Rational	⟺	Emotional
Steady	⟺	Moody
Serious	⟺	Humorous
Restrictive	⟺	Permissive
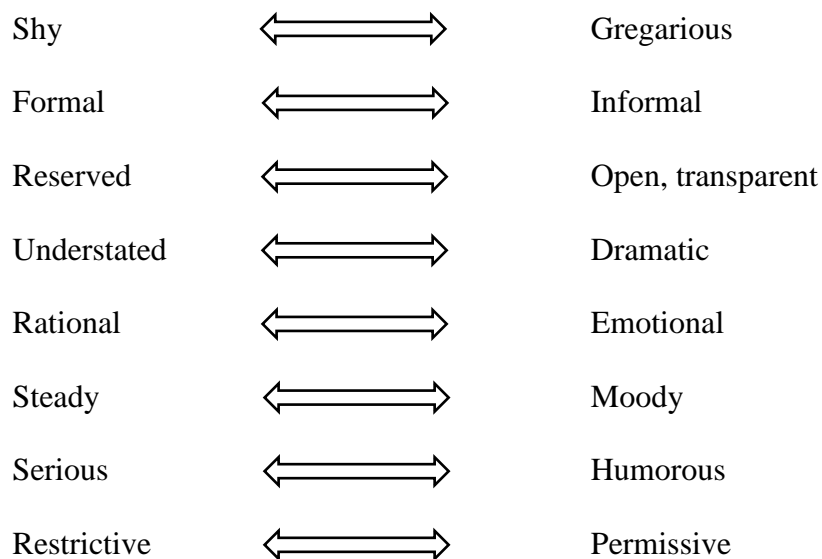
Figure 2.1. Continuum possibilities of teachers' personality styles (Brown, 2001, p. 201).

Recently, teaching style was defined as "the expression of the totality of one's philosophy, beliefs, values, and behaviors", comprising the implementation of this philosophy, it contains evidence of beliefs about, values related to, and attitudes toward all the elements of the teaching-learning exchange" (Jarvis, 2004, p. 40).

More recently, a definition of 'teaching style', reminiscent of Reid's (1995) definition of learning styles, has been introduced by Peacock (2011) as "natural, habitual, and preferred way(s) of teaching new information and skills in the classroom" (p. 7).

Teaching styles have been categorized in different ways by the research to date (Akbari & Karimi Allvar, 2010). For example, Flanders (1970) classified teaching styles into 'direct style' (didactic) and 'indirect style' (student centered). In a similar vein, Bennett (1976) identified 'informal' (student-centered) and 'formal' (teacher-centered) teaching styles. Moreover, Campbell (1996) proposed another classification of teaching styles into 'didactic', 'socratic' and 'facilitative' categories. Accordingly, didactic teachers are dominant authorities in educational settings; socratic teaching style is also a teacher-directed approach and students' questions determine the direction of teaching process; on the other hand, facilitative teachers create a pleasant environment and students are responsible for their own learning (Campbell, 1996).

Subsequently, another framework for teaching styles comprising five models was proposed by Grasha (1996) as follows: 'an expert model' presupposes that the teacher possesses the knowledge that students need and is concerned with transmitting correct information to students; in 'the personal model' the teacher assumes himself/ herself as a model for students, and students have to emulate his/her approaches; according to 'a formal authority model' the teacher mainly provides feedback to students and establishes rules and expectations. Further, the facilitator teacher focuses on teacher-student interaction, tries to guide students by

asking questions and suggesting options, and encourages students to make informed decisions. Finally 'the delegator' teacher is characterized as a resourceful person who is available at the request of students, and fostering autonomy in learners is the primary significance for this teaching style. The summary of this categorization in terms of two - teacher-centered and student-centered - dimensions is demonstrated in Table 2.1.

Table 2.1. Grasha's teaching styles (Psychology Factsheet, 1996, p. 7)

Teacher-centered styles	Student-centered styles
The expert style	The facilitator style
The personal style	The delegator style
The formal authority style	

As can be observed in Table 2.1, the expert style, the personal style, and the formal authority style are referred to the teacher-centered styles, whereas the facilitator style and the delegator style to the student-centered styles. However, Grasha cautioned "Each style is not a box into which faculty members fit; rather, all of the dimensions shown are present in varying degrees within the attitudes and behaviors of teachers" (2002, p. 140).

Recently, Brown (2001) made the following recommendation to the teaching profession:

> As you grow more comfortable with your teaching roles in the classroom, make sure your style of teaching is also consistent with the rest of you and with the way you feel you can be most genuine in the classroom; then, learn how to capitalize on the strengths of your teaching style (p. 201).

2.4 Learners' Role in the Language Classroom

Language learners do not come to the classroom 'empty-handed' either. They also bring to the instructional setting various experiences related to life, previous learning, their "reasons for being there, and their own particular needs that they hope to see satisfied" (Allwright & Bailey, 1991, p. 18). They are also supposed to participate in the language classroom, to benefit from the input provided by all-the teacher and learners, to make the most of learning and practice opportunities, as well as the ideally positive atmosphere emerging in the classroom.

In this regard, Freeman and Richards (1996) noted that the classroom context is influenced by learners' characteristics, their beliefs about language and learning, as well as learning strategies. Specifically, it is important for learners to be "interacted with notions of their capacity to learn and what learning entailed" (p. 162). Further, they should be aware of their roles, responsibilities, and the importance of being self-directed and interactive, especially in the communicatively oriented language classroom (Freeman & Richards, 1996, pp. 162-167).

Furthermore, as regards 'interrelatedness' or 'interaction' van Lier (1988) held "Classroom interaction consists of actions- verbal and otherwise- which are interdependent, i.e. they influence and are influenced by other actions" (p. 47).

In addition, van Lier (1988) described the learner's feeling of "being the agent of one's own actions" as autonomy, and noted that "ultimately, motivation and autonomy are but two sides of the same coin of agency" (p. 48). Recently, Smith (2008) emphasized the teacher's important continuing role "in promoting the

psychological attributes and practical abilities involved in learner autonomy and in engaging students' existing autonomy within classroom practice" (p. 396).

2.4.1 Language learners' individual differences

It is a well-known fact, as contended by Diller (1981), that "individuals have different ways of taking in and committing to memory new information, which seems that one is appropriate for one individual while another is appropriate for another" (p. 125). In a similar vein, Doyle and Rutherford (1984) pointed out that learners differ in various ways, and these differences influence how they respond to a program or benefit from an instructional program. Recently, Dörnyei (2005) described individual learner differences as "enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree" (p. 4).

Importantly, Ellis (2008) overviewed the factors accountable for the L2 learner's individual differences, learning style being referred to propensities, and learner beliefs to learner cognitions about L2 learning (pp. 644-645). The research to date on individual learner differences provided empirical support indicating that learner variables have become a major area of enquiry in second language acquisition (Ellis, 2008). This interest has been manifested in numerous studies (Dörnyei, 2005; Horwitz, 2000; Robinson, 2001; Skehan, 1990). For example, Horwitz (2000) used several labels to refer to individual differences of learners as 'good and bad', 'intelligent and dull', 'motivated and unmotivated', 'integratively motivated and instrumentally motivated', 'anxious and comfortable', 'field independent and field sensitive', 'auditory and visual'.

The pertinent studies have also suggested the (inter)relationship between individual learner differences and success. In this regard, Rubin and Thompson (1982, as cited in Brown, 2001) provided a comprehensive profile of 'the good language learner' comprising 14 characteristics (p. 209). More recently, it has been emphasized in second language acquisition research (Ellis, 2012) that the individual learner factors play a mediating role between the effects of instruction and the cognitive and interactional processes, and learning outcomes are achieved accordingly (see Figure 2.2).
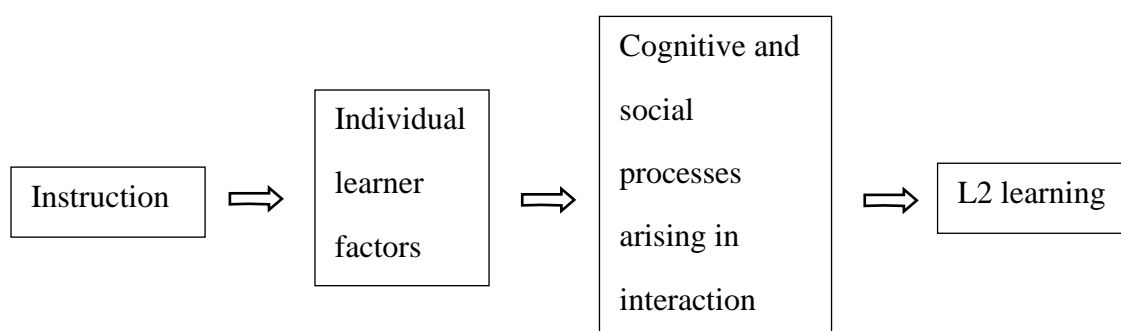
Figure 2.2. The mediating role of individual learner factors in instructed L2 learning (Ellis, 2012, p. 308)

Moreover, it has been acknowledged that there are numerous sets of individual learner factors influencing learning outcomes; traditionally, they have been divided into three dimensions as cognitive, affective and motivational factors Ellis (2012).

In addition, the research to date has suggested several avenues for examination of the interaction between instruction and individual learner factors (Ellis, 2012). One of them is "by trying to match learners with specific abilities to a particular instructional treatment" such as corrective feedback involving recasts; the other one is a classical aptitude-treatment interaction study (Ellis, 2012, p. 311). In the second study, factorial design is used 'where two different instructional conditions are investigated

if they are matched or complementary to two different learner types' (Ellis, 2012, p. 311). In both of these research designs, quantitative data were collected, and statistically analyzed. However, in the third design, qualitative data were collected and it was envisaged to examine how specific characteristics like anxiety were demonstrated in their learning outcomes (Ellis, 2012).

In a similar vein, according to Howard Gardner's (1983) theory of Multiple Intelligences, every human being has their own intelligences, thus, they differ in their intelligence profiles. This theory has received adequate attention by SLA researchers and classroom practitioners. Specifically, Gardner (1983) classified human intelligence into the following categories: the intrapersonal intelligence, the interpersonal intelligence, the logical-mathematical intelligence, the linguistic intelligence, the musical intelligence, the spatial intelligence, the kinesthetic bodily intelligence, and the natural intelligence.

2.4.2 Language learners' learning styles

Of individual learning factors learning styles pertain to propensities (Ellis, 2004). The research to date has intended "to identify learner characteristics which influence an individual's approach to and mastery of a learning task" (Diller, 1981, p. 126). In this regard, various definitions of learning styles were proposed as "the way in which that individual is programmed to learn most effectively, i.e., to receive, understand, remember, and be able to use new information" (Reinert, 1976, p. 161); "cognitive and affective traits that are relatively stable indicators of how learners perceive, interact with and respond to the learning environment" (Keefe, 1979, p. 4); "natural, habitual, and preferred ways of learning…" (Willing, 1988, p. 1); "identifiable individual approaches to learning situations" (Spolsky, 1989, p. 108).

Further, the most popular definition was provided by Reid who described an individual's learning style as "natural, habitual and preferred way(s) of absorbing, processing and retaining new information and skills" (1995, p. viii). Recently, Dörnyei (2005) proposed a more comprehensive definition of learning styles. For him "Cognitive style refers to the stable, pervasive way in which people process information. This manifests itself in activity in specific contexts and thus is intermingled with other affective, physiological and behavioral factors. The totality is learning style" (Dörnyei, 2005, as cited in Ellis, 2008, p. 660).

It should be noted that the research to date has employed various types of instruments in order to investigate learning styles of language learners. While some of these instruments were derived from general psychology such as Dunn and Dunn's (1991) Productivity Environmental Preference Survey and Kolb's (1984) Learning Style Inventory, others were applied to explore particularly language learners such as Reid's (1987) Perceptual Learning Style Questionnaire and Willing's (1987) Learning Style Questionnaire. Of these instruments, Dunn and Dunn's (1991) Productivity Environmental Preference Survey was based on learning style categories in terms of the following four areas: preferences for environmental stimuli, quality of emotional stimuli, orientation towards sociological stimuli and preferences related to physical stimuli.

In the late 1980s, Reid (1987) categorized styles into six types: visual learning (reading and studying charts), auditory learning (listening to lectures or to audio tapes), kinesthetic learning (involving physical responses), tactile learning (hands-on learning, as in building models), group preference (learning with other learners) and

individual preference (learning by oneself). Further, Reid (1987, 1995) proposed five hypotheses which reflected the complex nature of learning styles:

H1: All students have their own learning styles and learning strengths and weaknesses.

H2: A mismatch between teaching and learning styles causes learning failure, frustration and demotivation.

H3: Learning styles (if unchecked) persist regardless of teaching methods and materials.

H4: Learning styles can be adapted because they are partly habit rather than biological attributes.

H5: Learning will be improved if students become aware of a wider range of styles and stretch their own styles.

It is noteworthy that Reid's (1987, 1995) hypotheses, especially the first two hypotheses, have been the focus of numerous studies and received theoretical support from those studies (Peacock, 2001).

2.5 Matched Instructional Design

In the past two decades, the research on matching styles of learning and teaching has flourished, and the related findings indicated that a wide range of programs were proposed accordingly (Doyle & Rutherford, 1984). In this regard, Doyle and Rutherford (1984) proposed two instructional approaches for matching learning and teaching styles. Firstly, they argued that if specific intellectual and emotional aptitudes are applied to instructional programmes, it would have positive effect on learners' achievement compared to standard teaching situations. Secondly, matching

aptitudes of students with dimensions of teaching in forming groups would be a useful educational justification while dealing with diversity among students (p. 20).

Importantly, it should be noted that such factors as teaching effects on learning, classroom management, as well as effects of styles in the classroom need to be considered in terms of matching learning and teaching styles (Doyle & Rutherford, 1984, p. 23). However, classroom practitioners were cautioned in this regard that "Until the popular rhetoric of matching learning and teaching styles is informed more thoroughly by the findings of classroom research, the wise practitioner should proceed with caution" (Doyle & Rutherford, 1984, p. 24).

2.6 Related Studies

A range of studies have been conducted in SLA and ELT on styles, predominantly on learning styles though. Over the past years, few studies have been carried out on teaching styles in various contexts from different perspectives.

Soodak and Podell (1997) in an Iranian context investigated the teacher efficacy and discovered that experienced teachers showed more resistance to change in their perception of personal efficacy and used different types of activities in the context. In a Hong Kong context, Peacock (2001) investigated styles of EFL students and teachers using Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ), interviews, and tests. The study demonstrated that both the language learners and teachers favoured kinesthetic and auditory styles, respectively while did not prefer individual style, respectively. Moreover, the EFL teachers preferred group style while did not favour tactile style.

Further, DeCapua and Wintergerst (2005, as cited in Ellis, 2008, p. 669) reported a study measuring the validity of 'The Learning Styles Indicator' instrument through an interview with graduate students in a TESOL Master's degree programme. The research revealed that rather than relying on a Likert-scale questionnaire there was a need to apply multiple methods to collect data about learning styles. Furthermore, Ayatollahi and Kassaian (2010) explored the optimal level of teachers' guidance among Iranian EFL instructors. Their findings indicated that the participating teachers' levels of guidance varied depending on the nature of courses (English for Specific Purposes or General English).

In another pertinent study, the impact of gender on teaching styles was investigated in another Iranian instructional setting. Karimvand (2011) found that the male teachers practiced a more authoritarian teaching style compared to the female teachers. Subsequently, in another EFL context, Faruji (2012) examined the language teachers' dominant teaching styles in private language centers using Grasha' teaching style inventory and an interview. Her findings indicated that 24 EFL teachers exhibited a range of styles respectively: formal authority style, expert model style, facilitator style, personal style, and finally delegator style. In yet another relevant study, Asadollahi and Rahimi (2012) investigated Iranian EFL teachers' teaching styles in high schools through Teaching Activities Preference (TAP) questionnaire developed by Cooper (2001). The research study revealed certain differences across genders. The female teachers used more activities in terms of sensing, extroverting, and feeling teaching styles than their male colleagues.

More recently, Kazemi and Soleimani (2013) administered a teaching style inventory (TSI) developed by Grasha (1996) to randomly selected 103 EFL teachers working at private language centers in Iran. The findings indicated that EFL teachers predominantly demonstrated formal teaching style in their instructional contexts. It is noteworthy that through the generalizations made by Zhenhui (2001) on matching teaching styles with learning styles, several categories were identified as follows: diagnosing learning styles and developing self-aware EFL learners; altering the teaching style to create teacher-student style matching; encouraging changes in students' behavior and fostering guided style-stretching; providing activities with different groupings. Moreover, following elaboration on these approaches, Zhenhui (2001) discussed the significance of matching teaching and learning styles in East Asian instructional contexts. Importantly, a recent research in the context of North Cyprus has revealed that teaching culture is significant in TRNC Secondary EFL classrooms and that EFL instructors have positive attitudes towards culture teaching (Tözün, 2012).

2.7 Conceptual Framework

This study adopted the following conceptual framework. For its research purposes, the study adopted the following definition of language teaching styles: "natural, habitual, and preferred way(s) of teaching new information and skills in the classroom" (Peacock, 2001, p. 7). Further, in accordance with its descriptive research purposes, this research study employed Peacock's (2001) modified version of the PLSPQ 'Perceptional Learning Style Preference Questionnaire' (Reid, 1987) to yield quantitative data, as well as 2 semi-structured interviews, based on Reid's hypotheses (1987, 1995) and Doyle and Rutherford's (1984) suggestions on matched instructional designs, respectively, to obtain qualitative data.

2.8 Summary

This chapter provided a review of teachers' role in language education, language teachers' individual differences and teaching styles, as well as learners' role in the language classroom, language learners' individual differences and their learning styles. Further, it identified the research gap in relation to teaching styles, examined the research background on matched instructional designs in relation to learning and teaching styles, as well as more recent studies regarding styles. Finally, the last two sections presented the conceptual framework of the present research and a brief summary of the chapter.

Chapter 3

METHODOLOGY

3.1 Presentation

This chapter presents the research methodology part of the study. The initial two sections introduce the overall research design of the present study, and the research questions to be addressed. The latter sections describe the context and the participants of the study, as well as the research procedures for data collection and analysis. The final section present the limitations and delimitations of the current study.

3.2 Overall Research Design

This study aimed at investigating teaching styles as well as related beliefs of a representative group of EFL teachers from the Modern Languages Division of the School of Foreign Languages at Eastern Mediterranean University. The research was designed as a descriptive study which is concerned with and designed only to describe the existing distribution of variables, without regard to causal or other hypotheses (Sattler, 1988). Descriptive research was defined as "Research that describes group characteristics or behaviors in numerical terms" (Brown & Rodgers, 2002, p. 288), and deals with 'the characteristics of an existing phenomenon' (Salkind, 2006, p. 11). In other words, descriptive research studies attempt to examine situations in order to find out "what is the norm, what can be predicted to happen again under the same circumstances" (Walliman, 2001, p. 91), and both qualitative and quantitative accounts are produced in descriptive research studies

(Ellis, 2012). In line with descriptive studies, quantitative research is based on three stages: observing a phenomenon or identifying a problem; generating an initial hypothesis; and testing the hypothesis by collecting and analyzing empirical data using standardized procedures (Dörnyei, 2007, p. 31). On the other hand, As Mason (1996) held, "qualitative research-whatever it might be- certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions" (p. 3).

Further, descriptive studies consist of two major groups: those that deal with individuals and those that relate to populations; studies that involve individuals are the case report, the case-series report, cross-sectional studies, and surveillance, whereas ecological correlational studies examine populations (Buring & Hennekens, 1987). In a descriptive study, Walliman (2001) pointed that 'observation' can be done in different forms as interviews, questionnaires, visual records, or sounds and smells records relying on the type of the information sought; therefore, since the observations are written down or recorded in some way, they can be subsequently analyzed . However, it should be noted that there is a danger that distortion of the data can occur as it relies on human observations and responses; furthermore, bias questions in questionnaires or interviews or selective observation of events may be problematic (Walliman, 2001).

Moreover, Ellis (2012) emphasized that descriptive research serves as a cover term for different approaches, and the following common characteristics are identified:

1. Descriptive research adopts an emic perspective by providing a rich account of specific instructional contexts.

2. It typically involves only a few cases and does not seek to generalize beyond these cases.

3. Researchers investigate these cases as they find them.

4. Descriptive research emphasizes the need to understand phenomena in their cultural and social contexts (p. 42).

In accordance with its descriptive research purposes, this study employed Peacock's (2001) modified version of the PLSPQ 'Perceptional Learning Style Preference Questionnaire' (Reid, 1987) (Appendix A) to yield quantitative data, as well as 2 semi-structured interviews, based on Reid's hypotheses (1987, 1995) and Doyle and Rutherford's (1984) suggestions on matched instructional designs (Appendix B), respectively, to obtain qualitative data.

3.3 Research Questions

Accordingly, the study addressed the following research questions:

1) What are the EFL teachers' teaching styles?

2) What are the language teachers' beliefs about their learners' learning styles?

3) How do the EFL teachers consider matched instructional designs?

3.4 Context

The present study was conducted at the Modern Languages Division of the School of Foreign Languages and English Preparatory School (The SFL EPS) at Eastern Mediterranean University. The SFL EPS has been providing language services to the university and community for over 30 years. The school gives a full range of English

courses to preparatory, undergraduate and postgraduate students; offers community programs; is an accredited training centre for Cambridge ESOL, and an accredited examination centre for several international exams- City and Guilds, TOEFL iBT, BULATS, LCCI and TOLES (http://sfl.emu). The Division is also responsible for the delivery of all undergraduate and postgraduate English language courses across the university, as well as offering a range of foreign language electives to students who wish to acquire knowledge of a second foreign language (http://sfl.emu).

3.5 Participants

The present study involved 30 EFL teachers from the Modern Languages Division of the School of Foreign Languages at Eastern Mediterranean University. Of 30 instructors who participated in in the questionnaire administration 24 were females and 6 were males; their age ranged between 36 and 56 years; they reported their teaching experience to range between 13-24 years. The participants' educational background varied from BA to PhD levels; 27 teachers indicated Turkish as their first language, 3 participants stated English as their mother tongue. Among the same group of the teachers 10 volunteered to participate in interviews. Of 10 interviewees 9 were females and 1 was male; their age ranged between 36 and 42 years; their years of teaching experience ranged between 14 and 18 years; their educational background varied from BA and MA levels. Nine of the participants indicated Turkish as their first language, and 1 reported to be a native speaker of English.

Importantly, in accordance with its research ethics, all participants granted their consent to participate in this study (see Appendices A-B).

3.6 Data Collection Instruments

For its research purposes, the study employed Peacock's (2001) modified version of the PLSPQ 'Perceptional Learning Style Preference Questionnaire' (Reid, 1987) as well as 2 semi-structured interviews, based on Reid's hypotheses (1987, 1995) and Doyle and Rutherford's (1984) suggestions on matched instructional designs.

Reid (1987) stated that people learn in different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience or by "hands-on" tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to work in groups. Accordingly, PLSPQ 'Perceptional Learning Style Preference Questionnaire' was designed to identify how learners learn and how they prefer to learn (Reid, 1987). The instrument includes 30 questions comprising Reid's six learning style preferences 'visual, auditory, kinesthetic, tactile, group, individual' on a 5-point Likert scale.

Peacock's (2001) modified version of the PLSPQ on Teachers' Teaching Styles comprises four parts (Appendix C). In the first part, teachers were asked questions related to their personal background (age, sex, mother tongue and education). In the second part, teachers were asked to respond to 30 statements in relation to their perceptual teaching style preferences using the 5- point scale: always (5), often (4), sometimes (3), rarely (2), never (1). In the third part, five additional questions were used to gather teachers' views on their learners' preferences. In the last part, teachers were asked for their opinions on Reid's (1987, 1995) five- two major and three minor- hypotheses.

Further, a semi-structured interview comprising 3 sections, with some related quotes was designed to elicit teachers' beliefs on learning styles in their classes as well as their beliefs about matched instructional design (Appendix D). The interviews were carried out in several sessions with different groups of interviewees. In the first section of the interview, the volunteer teachers were asked 6 questions pertaining to their personal background (age, sex, mother tongue and education). In the second section, the interviewees were asked to respond to 7 questions about their beliefs of learning styles and their application in their classes. In the last section, the participants were asked to express their beliefs in relation to two quotes of Doyle and Rutherford (1984) on matched instructional approaches.

3.7 Data Collection Procedure

Initially, the researcher contacted the administration of the School of Foreign Languages at Eastern Mediterranean University to get their permission for conducting her research through a cover letter (Appendix E) at the Modern Languages Division. After getting an official approval from the school administration (Appendix F), the researcher contacted the coordinator of the Modern Languages Division to request information pertaining to prospective EFL teacher participants. The researcher and the coordinator of the division agreed on a tentative schedule both for questionnaire administration as well as conducting interviews. Despite some technical problems with the e-mail communication, and the EFL teachers' and the researcher's busy exam invigilation schedule, all data collection sessions were scheduled at everyone's convenience. All the MLD instructors provided their written consent to participate in the study.

The data collection procedure for both the questionnaires and the interviews was conducted between April and May in Spring 2013 at the Modern Languages Division at Eastern Mediterranean University. The questionnaires, together with Consent Forms were given to the coordinator who distributed them to the teacher participants. Thirty EFL instructors completed the questionnaire and submitted these to the MLD coordinator who returned them to the researcher. Furthermore, the interviews with 10 instructors were conducted by the researcher with the volunteer instructors in 3 different sessions, with 4, 3 and another 3 of the participants, respectively, in their offices. It should be noted that the MLD co-ordinator and all the teacher participants were most co-operative and helpful.

3.8 Data Analysis Procedures

Initially, all the participants, as required by the research ethics, were assigned codes. In this research study, the combined quantitative-qualitative data were analyzed via the application of *Statistical Package for the Social Sciences* (SPSS) for Windows, version 22.0. The questionnaire data were statistically analyzed in order to obtain descriptive statistics (mean, frequencies, and standard deviations) pertaining to the instructors' preferences and beliefs in relation to their teaching styles and their learners' preferences, respectively. Whereas the interview data were content analyzed (Patton, 2002) in order to examine the interviewees' beliefs in relation to learners' learning styles and their application, as well as matched instructional design.

3.9 Summary

This chapter presented the research methodology part of the study. The chapter introduced the overall research design as well as the research questions of the present study. Further, it described the context and the participants of the study, and the

research procedures for data collection and analysis. Finally, it presented the limitations and delimitations of the current study.

Chapter 4

RESULTS

4.1 Presentation

This chapter presents the results of the pertinent study. It displays the descriptive data on the EFL instructors' preferences in relation to different teaching styles, as well as their beliefs about their learners' preferences and Reid's hypotheses. The next section focuses on the language teachers' beliefs about their learners' learning styles. The final section pertains to the EFL teachers' beliefs about matched instructional designs.

4.2 Reliability of the Questionnaire

Peacock's (2001) modified version of the PLSPQ 'Perceptional Learning Style Preference Questionnaire' (Reid, 1987) quantitative data were examined in terms of reliability. The Cronbach's Alpha scores revealed .73 for the teachers' questionnaire; thus indicated reliability of the data collection instrument. Table 4.1 demonstrates the reliability results of the teachers' questionnaire.

Table 4.1. Reliability of the Teachers' Questionnaire

Cronbach's Alpha	Number of Items
.73	40

4.3 Research Question 1

What are the EFL's teachers' teaching styles?

In this research study, the following means categorization was employed for the data analysis: the mean within the range of 3.5-5 was considered as high, between 3.4-2.5 as moderate, below 2.5 as low. The results of the analysis of the EFL teachers' questionnaire reports on their teaching styles are presented in Table 4.2. As the table illustrates, an overall average of the EFL instructors' reported preferences for teaching styles was moderate (M=3.39). Specifically, the respondents rated 12 items as much preferred (averaging 3.5 or more), and 18 items as somewhat preferred (averaging between 3.36-2.66), whereas 2 items as least preferred (averaging below 2.5).

Further, of 30 items on the questionnaire the language instructors expressed their strong preferences in relation to item 1 (Instructions for better comprehension, M=4.70), item 2 (Tasks to do in class, M=4.66), and item 7 (Listening how to do tasks for better learning, M=4.30). Whereas the participants indicated as somewhat preferred item 29 (Reading textbooks; not teacher presentations, M=2.66), and as the least preferred item 17 (Lectures in classes, M=2.06), and item 16 (A task of making drawings while studying, M=2.06), respectively.

Table 4.2. The Descriptive Statistics on EFL Teachers' Teaching Styles

Rank	Q-re	Items	Mean	SD
1st	1	Instructions for better comprehension	4.70	.59
2nd	2	Tasks to do in class	4.66	.54
3rd	7	Listening how to do tasks for better learning	4.30	.87
4th	12	Reading instructions for better understanding	4.30	.74

Table 4.2 (continued).

5th	10	Reading instructions to remember better	4.20	.71
6th	5	Learning at work with others	4.10	.92
7th	3	Work with peers	4.03	.76
8th	26	Class activities for practice and better learning	3.96	.80
9th	9	Listening rather than reading	3.80	.88
10th	6	Reading teachers' notes on the blackboard	3.76	1.25
11th	11	Task of making a model of something	3.73	1.01
12th	4	Group work for better learning	3.63	.99
13th	8	Doing things individually	3.36	.85
14th	21	Mini-group work for enjoyment	3.33	1.02
15th	27	Individual assignment to work better	3.26	.78
16th	18	Individual work for better learning	3.20	.80
17th	14	Making something for class projects to learn	3.16	.87
18th	23	Studying with classmates	3.16	1.26
19th	13	Individual work to remember better	3.13	.81
20th	24	Reading rather than listening for better learning	3.10	.88
21st	28	Individual projects	3.06	.78
22nd	15	Doing experiments with English in class	2.96	.88
23rd	20	Listening tasks to learn better	2.93	.86
24th	30	Working individually	2.90	.60
25th	22	Building something to learn	2.86	1.30
26th	25	Making things for class projects	2.86	.97
27th	19	Role-playing for better understanding	2.66	.75
28th	29	Reading textbooks; not teacher presentations	2.66	.84
29th	16	A task of making drawings while studying	2.06	.90
30th	17	Lectures in classes	2.06	.86
Overall average			3.39	.29

4.3.1 The EFL teachers' visual styles

Regarding the EFL teachers' strong preferences for the visual teaching styles, they reported item 12 (Reading instructions for better understanding, M=4.30), item 10 (Reading instructions to remember better, M=4.20), and item 6 (Reading teachers' notes on the blackboard, M=3.76), respectively. Further, the respondents indicated moderate preference for item 24 (Reading rather than listening for better learning, M=3.10) and item 29 (Reading textbooks; not teacher presentations, M=2.66). Table 4.3 demonstrates the rank order of the means of the teachers' related responses.

Table 4.3. The Descriptive Statistics on EFL Teachers' Visual Styles

Rank	Q-re	Items	Mean	SD
1st	12	Reading instructions for better understanding	4.30	.74
2nd	10	Reading instructions to remember better	4.20	.71
3rd	6	Reading teachers' notes on the blackboard	3.76	1.25
4th	24	Reading rather than listening for better learning	3.10	.88
5th	29	Reading textbooks; not teacher presentations	2.66	.84
Overall average			3.60	.46

4.3.2 The EFL teachers' auditory styles

As regards the language teachers' much preferred auditory teaching styles, they reported item 1 (Instructions for better comprehension, M=4.70), item 7 (Listening how to do tasks for better learning, M=4.30), and item 9 (Listening rather than reading, M=3.80), respectively. Further, the participants indicated moderate preference for item 20 (Listening tasks to learn better, M=2.93), whereas weak preference for item 17 (Lectures in classes, M=2.06). Table 4.4 displays the rank order of the means of the teachers' related reports.

Table 4.4. The Descriptive Statistics on EFL Teachers' Auditory Styles

Rank	Q-re	Items	Mean	SD
1st	1	Instructions for better comprehension	4.70	.59
2nd	7	Listening how to do tasks for better learning	4.30	.87
3rd	9	Listening rather than reading	3.80	.88
4th	20	Listening tasks to learn better	2.93	.86
5th	17	Lectures in classes	2.06	.86
Overall average			3.56	.42

4.3.3 The EFL teachers' kinesthetic styles

Regarding the English instructors' strong preferences for the kinesthetic teaching styles, they stated item 2 (Tasks to do in class, M=4.66), and item 26 (Class activities for practice and better learning, M=3.96). Further, the participants reported moderate preference for item 8 (Doing things individually, M=3.36), item 15 (Doing experiments with English in class, M=2.96), and item 19 (Role-playing for better understanding, M=2.66). Table 4.5 shows the rank order of the means of the teachers' related responses.

Table 4.5. The Descriptive Statistics on EFL Teachers' Kinesthetic Styles

Rank	Q-re	Items	Mean	SD
1st	2	Tasks to do in class	4.66	.54
2nd	26	Class activities for practice and better learning	3.96	.80
3rd	8	Doing things individually	3.36	.85
4th	15	Doing experiments with English in class	2.96	.88
5th	19	Role-playing for better understanding	2.66	.75
Overall average			3.52	.30

4.3.4 The EFL teachers' tactile styles

As regards the language instructors' tactile styles, they indicated strong preference for item 11 (Task of making a model of something, M=3.73), moderate preference for item 14 (Making something for class projects to learn, M=3.16), item 22 (Building something to learn, M=2.86), and item 25 (Makings things for class projects, M=2.86). Further, the respondents stated their least preference for item 16 (A task of making drawings while studying, M=2.06). Table 4.6 demonstrates the rank order of the means of the teachers' related reports.

Table 4.6. The Descriptive Statistics on EFL Teachers' Tactile Styles

Rank	Q-re	Items	Mean	SD
1st	11	Task of making a model of something	3.73	1.01
2nd	14	Making something for class projects to learn	3.16	.87
3rd	22	Building something to learn	2.86	1.30
4th	25	Makings things for class projects	2.86	.97
5th	16	A task of making drawings while studying	2.06	.90
Overall average			2.94	.56

4.3.5 The EFL teachers' group styles

Regarding the English language teachers' strong preferences for group styles, they reported item 5 (Learning at work with others, M=4.10), item 3 (Work with peers, M=4.03), and item 4 (Group work for better learning, M=3.63). Further, the participants indicated moderate preference for item 21 (Mini-group work for enjoyment, M=3.33) and item 23 (Studying with classmates, M=3.16), respectively. Table 4.7 displays the rank order of the means of the teachers' related responses.

Table 4.7. The Descriptive Statistics on EFL Teachers' Group Styles

Rank	Q-re	Items	Mean	SD
1st	5	Learning at work with others	4.10	.92
2nd	3	Work with peers	4.03	.76
3rd	4	Group work for better learning	3.63	.99
4th	21	Mini-group work for enjoyment	3.33	1.02
5th	23	Studying with classmates	3.16	1.26
Overall average			3.65	.72

4.3.6 The EFL teachers' individual styles

As regards the language instructors' individual styles, they stated moderate preference for item 27 (Individual assignments to work better, M=3.26), item 18 (Individual work for better learning, M=3.20), item 13 (Individual work to remember better, M=3.13), item 28 (Individual projects, M=3.06), and item 30 (Working individually, M=2.90). Table 4.8 demonstrates the rank order of the means of the teachers' related reports.

Table 4.8. The Descriptive Statistics on EFL Teachers' Individual Styles

Rank	Q-re	Items	Mean	SD
1st	27	Individual assignments to work better	3.26	.78
2nd	18	Individual work for better learning	3.20	.80
3rd	13	Individual work to remember better	3.13	.81
4th	28	Individual projects	3.06	.78
5th	30	Working individually	2.90	.60
Overall average			3.11	.50

4.3.7 The overall teaching style profile of the EFL teachers

The analysis of the English instructors' questionnaire reports revealed that they mostly favored group teaching style (M=3.65), visual teaching style (M=3.60), and auditory teaching style (M=3.56). In addition, the language teachers somewhat preferred individual teaching style (M=3.11), and tactile teaching style (M= 2.94). Table 4.9 demonstrates the overall rank order of the means of the teachers' related responses.

Table 4.9. Overall Teaching Style Profile of EFL Teachers

Rank	Teaching Style	Mean	SD
1st	Group	3.65	.72
2nd	Visual	3.60	.46
3rd	Auditory	3.56	.42
4th	Kinesthetic	3.52	.30
5th	Individual	3.11	.50
6th	Tactile	2.94	.56

It should be noted that the application of the means categorization which was proposed by Reid (1987) revealed the same overall teaching style profile of the EFL teachers. Since in Reid (1987) the mean of 13.5 and above was rated as *major* teaching style within the above-mentioned categorization, as Table 4.10 displayed, the teacher participants in this study favored all teaching styles, to a varying degree though.

Table 4.10. Overall Teaching Style Profile of EFL Teachers according to Reid's (1987) Categorization

Rank	Teaching Style	Mean
1st	Group	18.23
2nd	Visual	18.00
3rd	Auditory	17.83
4th	Kinesthetic	17.56
5th	Individual	15.26
6th	Tactile	14.83

4.3.8 The EFL teachers' beliefs about learners' preferences

Regarding the EFL teachers' questionnaire reports on their learners' preferences, the related results are presented in Table 4.11. The respondents agreed (overall average M=3.82) that their learners preferred the following: item 3 (Students want teachers to provide them with a model, M=4.60), item 4 (Students want teachers to provide plenty of in-class student discussions, M=4.13), item 2 (Students want teachers to correct their errors, M=4.06), and item 5 (Students want teachers to encourage them to be independent learners, M=3.63). Whereas the language instructors expressed less agreement in response to item 1 (Students want teachers to have a more traditional, teacher-centred role, M=2.70).

Table 4.11. The Descriptive Statistics on EFL Teachers' Beliefs about Learners' Preferences

Rank	Q-re	Items	Mean	SD
1st	3	Students want teachers to provide them with a model.	4.60	.49
2nd	4	Students want teachers to provide plenty of in-class student discussions.	4.13	.86
3rd	2	Students want teachers to correct their errors.	4.06	.73
4th	5	Students want teachers to encourage them to be independent learners.	3.63	.66
5th	1	Students want teachers to have a more traditional, teacher-centred role.	2.70	1.29
Overall average			3.82	.40

4.3.9 The EFL teachers' beliefs about Reid's hypotheses

Furthermore, the results of the analysis of the English teachers' questionnaire reports on Reid's hypotheses are displayed in Table 4.12. In this regard, the participants indicated agreement (overall average M=4.28) in relation to Reid's hypotheses (1987) as follows: item 1 (All students have their own learning styles and learning strengths and weaknesses, M=4.83), item 5 (Learning will be improved if students become aware of a wider range of styles and stretch their own styles, M=4.50), item 2 (A mismatch between teaching and learning styles causes learning failure, frustration, and demotivation, M=4.33), item 4 (Learning styles can be adapted because they are partly habit rather than biological attributes, M=3.93), and item 3 (Learning styles (if unchecked) persist regardless of teaching methods and materials, M=3.83).

Table 4.12. The Descriptive Statistics on the EFL Teachers' Beliefs about Reid's Hypotheses

Rank	H	Items	Mean	SD
1st	1	All students have their own learning styles and learning strengths and weaknesses.	4.83	.37
2nd	5	Learning will be improved if students become aware of a wider range of styles and stretch their own styles.	4.50	.82
3rd	2	A mismatch between teaching and learning styles causes learning failure, frustration, and demotivation.	4.33	.75
4th	4	Learning styles can be adapted because they are partly habit rather than biological attributes.	3.93	.69
5th	3	Learning styles (if unchecked) persist regardless of teaching methods and materials.	3.83	.83
Overall average			4.28	.45

4.4 Research Question 2

What are the language teachers' beliefs about their learners' learning styles?

The EFL instructors' interview repots were content analyzed in terms of 7 emerging themes as follows: the importance of learning styles in teaching, application of learning styles in teaching, related effects on teaching, awareness of teaching styles, teachers' awareness of their students' learning styles, learners' awareness of their own learning styles, and effects of learning styles on learning.

4.4.1 The importance of learning styles in teaching

Regarding the importance of learning styles in teaching, interviewee T1 expressed that learning styles are unique and should be taken into account for teachers to reach their instructional target. Moreover, the participant acknowledged that they would deliver language instruction after classroom observation of learners' learning styles.

In this regard, interviewee T4 provided extensive insights in relation to this theme and admitted that students are not always aware or receptive to new ways of teaching; hence, they do not favor peer work. Consequently, she would introduce writing competition in groups to cater for different learning styles. Also, the language instructor would refer students to some links on Moodle or assign video, listening and taking notes to promote their better understanding. She would also try to observe her learners' learning styles and introduce a variety of assignments accordingly, and she also emphasized preparing learners for real life.

Further, interviewee T6 briefly reported that she would give questionnaires to find her learners' styles so that she can suggest streaming learners into different classes and modifying the curriculum accordingly. In this regard, interviewee T7 emphasized reaching instructional target and the importance of teacher talk. Moreover, she stressed that teachers should not favour only one learning style; rather need to be flexible and consider different learning styles of their learners. This participant also acknowledged that her colleagues would take into consideration students' learning styles, and expressed that she would also try to be global in her classroom.

Interestingly, interviewee T8 also emphasized the significance of the global approach in the language classroom. She would also take into account different learning styles of her students, especially at the lesson preparation stage to ensure variety in her classroom. Furthermore, interviewee T11 expressed that learning styles are one of the ways of approaching learners in teaching, and help learners in the process of their

learning. She also stressed that teachers should take into account benefits of different learning styles of their students in language instruction.

Furthermore, interviewee T19 noted commitments that teachers would make in relation to application of different teaching styles. This participant also shared his awareness that the majority of his learners were visual and auditory. Yet another interviewee- T21 again acknowledged the importance of considering different learning styles and matching these with teaching styles since learners can learn better through matched instructional designs. However, although this participant complained about time constraints and over-loaded syllabus in terms of application.

Moreover, interviewee T22 expressed that she would try to be flexible and a spontaneous teacher, and also adjust her teaching styles according to her students' needs, especially for repeat students. Interestingly, interviewee T23 complained about time constraints and syllabus limitations on her effort to cater for different learning styles in her teaching.

4.4.2 Application of learning styles in teaching

As regards the application of learning styles in teaching, interviewee T1 reportedly would assign multiple drafts to her students to improve their writing skills. Further, the participant emphasized the importance of writing portfolios to promote learning. Interviewee T6 shared that she would offer watching videos to her students, asking them to talk about the videos and also making notes of them. However, the language instructor admitted that some students do not like videos. Moreover, the interviewee expressed that such issues as diversity in the language classrooms- learners' backgrounds, and cultures should be taken into account during the lesson time. In

addition, she shared that she would ask her students to stand up and do exercises in the early morning classes to wake them up, which some students do not like due to their cultural conventions. In this regard, the language instructor was sensitive to culture specific issues in her teaching and would approach her students accordingly.

Further, interviewee T7 also acknowledged being aware of the diversity of classes and learners. She would therefore prefer to use more visual materials for architecture students since they are visual learners. Whereas this language instructor would prefer more language practice and use for auditory learners. Interviewee T11 noted the inadequacy of the available classrooms lack of TV, tape recorders and Internet connections, as well as seating arrangements for group work. Furthermore, she complained about being a mobile teacher and not having a real language classrooms. She also reported the difficulty of carrying tapes while going to different departments and the difficulty of movement during group work. Nevertheless, she would use videos and bring tape recorders to her classrooms as teaching materials.

Furthermore, interviewee T19 reported using blackboard and papers for visual learners; whereas he would prefer to use more language practice for auditory learners. In relation to the theme, interviewee T21 also emphasized that teachers need to take into account learners' various needs and learning styles. Moreover, the participant stressed that one of the duties of language teachers would be making students' lives easier. She would also use blackboard for visual learners, as well as for auditory learners by asking them to paraphrase the sentences on the board, and regarded the board as an elicitation tool rather than just lecturing.

Another interviewee- T22 briefly reported that she would practice listening tasks through tape recorders for auditory learners in her classrooms. Interviewee T23 would encourage her kinesthetic students to move in the classroom and practice more language use. The participant would also prefer to involve all learners by asking different questions to different students and discourage them to use their native languages.

4.4.3 Effects of application on teaching

Regarding the related effects on teaching, interviewee T1 expressed that applying different learning styles of learners would create a positive learning environment in the language classroom. In this regard, interviewee T4 regarded application of learning styles as motivating and constructive in the language classroom.

Further, interviewee T6 expressed that application of different learning styles would arouse interest of learners in their language learning and ensure effective teaching. In this regard, interviewee T7 also stressed the positive effects of applying different learning styles in the language classroom. Further, the participant held that having a variety of learning styles in the classroom would raise learners' related awareness.

Furthermore, interviewee T8 also contended that addressing different learning styles would assist language teachers to involve all learners in the instructional process. Interviewee T11 expressed that applying different learning styles in the classroom would motivate language teachers.

In this regard, interviewee T19 shared insight related to (de)motivation in the language classroom in that introduction of matched instructional designs would

create positive effects; neglect of styles would cause negative effects. In a similar vein, interviewee T23 expressed that addressing different learnings styles would create a positive effect on language teachers as well as learners.

4.4.4 Awareness of teaching styles

As regards language teachers' awareness of teaching styles, interviewee T1 reportedly was aware of her own teaching style. She would assign writing activities in order to promote her students' language learning. This language instructor regarded her teaching style as a mirror in that it would encourage students to take notes and consolidate the content of what they learnt in the classroom. Also, she would create more contexts in order to promote meaningful practice and use of the target language for her students. The participant shared that she became aware of her teaching style through teaching experiences, and observations of outputs and outcomes of the classrooms. In this regard, interviewee T4 acknowledged that she was also aware of her own visual teaching style. She held that she developed it through teaching experiences and reflections.

Further, interviewee T6 referred teaching (styles) to the business sector where the seller mainly relies upon customers and their demands. Accordingly, this instructor would apply teaching styles dependent on learners and their needs. Specifically, she would try to address teaching styles which promote/ improve her learners' satisfaction, motivation and accomplishment in language learning. In this regard, she contended that one of the duties of teachers is to help learners feel relaxed and happy, and make language classroom attractive. Interviewee T7 shared that her teaching style is influenced by her own learning style. Moreover, the participant emphasized the significance of relating language learning to real life in order to make

it more meaningful. She also expressed that since the role of teaching is important in learners' effective language learning instruction needs to be related to learners' needs.

Furthermore, interviewee T8 would reportedly provide more hands-on practice as well as theoretical information for her learners. Also, she would try to create a teaching atmosphere where learners are physically active and participate in such activities as sticking posters on the door, and correcting tasks on the classroom walls. The language instructor became aware of her teaching style through her teaching experiences, trials and observations. Yet another interviewee- T11 believed that catering for learners' differences, their needs, cultural backgrounds, ages, and other variables required application of diverse teaching styles.

Interviewee T19 reported his teaching style to comprise both visual and auditory styles. In this regard, the language instructor emphasized the good impact of using board in his classrooms as a visual teaching material. In addition, the participant would provide more practice of language use through application of the auditory teaching style. This interviewee, similar to his colleagues, also shared that he became aware of his teaching style through teaching experiences and reflections. Another interviewee- T21 reportedly favored interactive teaching style rather than just lecturing and admitted that her teaching style might change dependent on the context. Further, she would assign more reading and writing tasks to her learners, and benefit from sample essays. The language instructor would try to minimize TTT (Teacher Talking Time) in the classroom to encourage her learners to be more active and more

aware of what they were doing. In the same vein, this participant became aware of her teaching style throughout her professional experience.

Another interviewee- T22 reported her teaching style to comprise both visual and kinesthetic styles. She would create a teaching atmosphere where learners can develop their critical thinking and comprehend the content via group discussions, pre-reading and follow-up discussions. Interviewee T23 regarded her teaching style as a complex of many styles. She also shared that she became aware of it through her professional experiences.

4.4.5 Teachers' awareness of their students' learning styles

Regarding the teachers' awareness of their students' learning styles, interviewee T1 expressed that she became aware of her learners' learning styles by asking them about it through portfolios. Specifically in Turkish-medium Program (TMP) courses, she would let her learners use Turkish expressions to freely express their opinions about their learning styles which they reported to be mostly visual and auditory. Another interviewee- T4 shared that she would ask questions about her learners' learning styles in the first class of the semester. In this regard, she reported her learners' learning styles to be visual.

However, interviewee T6 admitted that she would not cater for different learning styles due to crowded classes and limited class time, as well as the curriculum requirements. In this regard, the participant expressed the necessity of re-designing the curriculum in terms of individual learner differences. Another interviewee- T7 provided extensive insights on her learners' styles in that she would use portfolios to elicit their respective styles. Further, the language instructor would take into account

her learners' traditional backgrounds in TMP courses. She regarded her learners as visual since they used the board as an effective learning resource as well as auditory learners since they liked hearing the rules and instructions from the teacher. Further, this language instructor shared that she became aware of her learners' learning styles through her classroom experiences, portfolio assignment rather than an inventory on learning styles. Furthermore, she would try new activities depending on related feedback from her learners.

Interviewee T8 was reportedly aware of her learners' learning styles through her own classroom observations, and she described her learners' learning style as visual. In this regard, she expressed that when she used visual materials in the classroom, her learners became more motivated towards language learning. This participant would also provide more hands-on practices for her learners' better understanding. Yet another interviewee- T11 shared that she would not use questionnaires to identify her learners' learning styles because of time limitation; rather she would try to understand learners' learning styles from their involvement in such activities as using pictures or videos. Specifically, the language instructor emphasized the *culture* issue as a decisive role in learners' learning styles. In this regard, she expressed that EFL teachers need to take into account different cultural backgrounds of learners in order to understand their learning styles better. She also noted that students having similar cultural backgrounds might have similar learning styles.

Further, interviewee T19 reportedly used questionnaires to identify his learners' learning styles in the past, not on the regular basis though. Therefore, the language instructor believed that he was aware of his learners' learning styles. Interestingly,

another interviewee- T21 admitted that she would not use questionnaires on learning styles due to having multiple groups and sharing these with other colleagues. She stressed that administering a questionnaire requires working co-operatively with all the teachers. Nevertheless, she reportedly was aware of her learners' learning styles through classroom observations. In this regard, she noted that her learners had multiple learning styles including visual, auditory, and kinesthetic styles. Therefore, she would try to apply different teaching styles to cater for her learners' diverse styles.

In a similar vein, interviewee T22 shared that she would not use a specific questionnaire to identify her learners' learning styles. However, she was also reportedly aware of their learning styles and described them as auditory and kinesthetic learners. Further, the language instructor expressed that she would provide more practice so that her students could become more active since they learn better when they are actively involved in the classroom. In the same vein, interviewee T23 would not use any questionnaire on learning styles; rather she would try to and could discover her learners' learning styles during the classes provided the class size was adequate. This participant would also try to apply different teaching styles through variations in her classroom behavior in order to cater for different learning styles.

4.4.6 Learners' awareness of their own learning styles

As regards the learners' awareness of their own learning styles, interviewee T1 believed that her language learners were not aware of their own learning styles. The language instructor's perception was that according to the learners' feedback they would try to consolidate strategies for better learning, for example, note-taking or

drawing pictures. The interviewee would provide feedback and observe how students undergo various language learning experiences in different ways. In the same vein, interviewee T4 did not believe that her learners were aware of their learning styles.

Further, interviewee T6 emphasized individual differences of her students, learning styles inclusive. She believed that some of her learners were aware of their learning styles, and stressed that such learners know how they learn. For instance, dependent on their style they would engage more actively in classroom events, which for her was an important means of self-discovery. In a similar vein, interviewee T7 believed that her learners were aware of their own learning styles. She held that learners usually know their learning ways. The language instructor regarded learning style as a generic term that applies not only to language learning. She also expressed that learners usually discover ways of better learning throughout their studies.

Conversely, interviewee T8 believed that her students were not aware of their learning styles. In this regard, she expressed that teachers should guide and encourage their learners throughout the classroom interaction. Interviewee T11 shared that some learners were aware of their learning styles, whereas others were not. She also believed that language instructors can discover their learners' learning styles from learners' involvement and preferences for certain activities.

Interviewee T21, in line with some of her colleagues, reported that the majority of the students were not aware of their own learning styles except some very successful students. The language instructor believed that teachers need to improve the curriculum and make required changes in instructional objectives accordingly.

Moreover, she emphasized that teachers should touch upon 'how learners are doing' rather than 'what they are doing' in order to help them become aware of their learning.

In the same vein, interviewee T22 believed that her students were not aware of their own learning styles. In this regard, interviewee T23 reported that her learners were not aware of their learning styles because of their cultural Middle Eastern background. To her knowledge, these students were taught in traditional classrooms where they just listened to their instructors and took notes.

4.4.7 Effects of learning styles on learning

Regarding the related effects on learning, interviewee T1 expressed that addressing different learning styles would create a more positive learning environment for learners. Also, learners would have more opportunities for language learning through variety in the classroom. In a similar vein, interviewee T4 believed that catering for different learning styles was motivating and would create a positive learning atmosphere in the language classroom.

In this regard, interviewee T6 reported that learners would pay more attention and be interested in their language courses if teachers took into account their learning styles in the classroom. Moreover, the participant held that that catering for different learning styles would make good effects on learners' achievements. In the same vein, interviewee T7 expressed that addressing different learning styles would make positive impact on learners in the language classroom and improve their language learning.

Further, interviewee also T8 believed that if teachers provide variety in the classroom, their learners would learn better. In a similar vein, interviewee T11 expressed that catering for different learning styles would have positive impact on learners' learning. Specifically, due to improved motivation, students would learn better, produce more language and be more involved in the learning process.

Interviewee T19 also referred to the issues of (de)motivation in the language classroom. In line with his colleagues, he also held that addressing different learning styles in the language classroom would make positive effects on learners, especially in matched instructional designs. The language instructor expressed that otherwise "*learners would have negative attitudes towards the course, the material, the teacher and language learning itself*". In the same vein, interviewee T21 reported that catering for different learning styles would help learners in their learning; they would learn better and easily, especially in terms of their analytical and other skills. Importantly, Further, learners would have more opportunities to use the target language and become better aware of what they were doing.

Furthermore, interviewee T22 expressed that variety through application of different techniques in the language classroom would attract learners' attention to the lesson and language learning. Interviewee T23 stressed that if language teachers addressed different learnings styles in the classroom, then learners would produce more in the target language and feel positive as well.

4.5 Research Question 3

How do the EFL teachers consider matched instructional designs?

As regards the EFL instructors' interviews in relation to the matched instructional design, the content analysis of their interview reports revealed 2 main themes as follows: adaptation of styles/ matching of styles and positive educational outcomes/ higher learner achievement.

4.5.1 Adaptation of styles/ Matching of styles

Regarding adaptation and matching of styles, interviewee T1 emphasized the necessity of addressing different styles and abilities in the language classroom. She believed that learners can find out their own learning styles since teachers try to cater for diverse learning styles; hence, instructional objectives as well as learning outcomes can be achieved. However, interviewee T6 stated that *"...No matter what teaching styles and what you apply in the classroom, it totally depends on the students' hard work and how they understand".* Thus, this participant emphasized the individual differences rather than teachers and their teaching styles.

Further, interviewees T7 and T8 expressed their complete agreement with the quote from Doyle and Rutherford (1984) in relation to which they were invited to share their opinions. They also reported that language teachers would try to cater for different learning styles in the language classroom and that she would not favor standard teaching situations.

However, interviewee T11 admitted that she would not have very negative approach towards and would prefer standard teaching situations since some students, especially at very low language level, would prefer this in the classroom. The

language teacher reportedly observed their better understanding in the standard instructional situations. Interviewee T19 held that applying different teaching styles to match different learning styles would produce positive outcomes. This participant would try to adapt his teaching style to his learners' learning styles. In this regard, he shared that *"... I have tailored my teaching style based on what I think the majority of learning styles of my students are"*.

Further, interviewee T21 complained about her classes with students at different English proficiency levels coming from different countries whose learning styles were not previously identified through any diagnostic test. Further, she emphasized the difficulty of addressing each individual style of learners. In this regard, she expressed that *"... We just try as teachers".* Interestingly, interviewee T22 also expressed her complete agreement, similar to her colleagues T1, T7, and T8, with the quote from the interview guide. Interviewee T23 reportedly would make required adaptations in the language classroom in accordance with their learners' intelligence, aptitude, and proficiency level. Although this participant was not sure about whether such adaptations resulted in higher level of achievement on the part of students she contended that teachers' consideration of their learners' individual differences would promote their better learning.

4.5.2 Positive educational outcomes/ Higher learner achievement

As regards positive educational outcomes, interviewee T1 emphasized that group work should not be simplified to sitting in the classroom one to another, rather it should be more than that. In order to implement group work, language teachers need to carefully observe their students, and assign students with different learning styles to groups to balance their style differences. Importantly, interviewee T4 would

reportedly assign group work in her language classes. She expressed that it was not difficult to group students with similar learning styles into the same group since she got used to how to diagnose the proficiency levels as well as learning styles of her students.

However, interviewee T6 regarded matching of learners' aptitudes in group work as 'luxury' since she had crowded classes including 40-50 students from 10-12 different countries. In this regard, she was not sure about whether it was possible to match their aptitudes or not, and she admitted that she had little chance to do it. Further, due to the differences of her learners' English proficiency levels she would reportedly try hard to help the lower level learners cope. On the other hand, she would not want to discourage the advanced level students, thus she had some difficulties in the classroom, and would attempt to cater for different proficiency level students. Another interviewee- T7 stressed the significance of grouping learners with matched aptitudes or learning styles since they would produce better language due to effective communication with the group members.

In the same vein, interviewee T8 emphasized the importance of having group work in the language classroom. However, the participant believed that learners with different proficiency levels, intellectual abilities, or learning styles should be placed in a group for ensuring variety and effective learning. She also expressed that teachers would assign group work strategically upon consideration of learners' differences. In a similar vein, interviewee T11 believed that learners with different learning styles should be placed into groups since they can observe different ways of working and learning on the part of their group members. Importantly, through

comparison of their own ways of working and learning they would increase their awareness of their own learning styles. Thus, this language instructor was positive about the diversity of learning styles in the language classroom.

Further, interviewee T19 shared his insights and agreed that placing students with certain learning styles into the same group and then provide matched teaching was a good idea. However, he admitted that he was not applying this in the language classroom, and kept questioning whether or not he could trial matching. In this regard, he suggested that research should be undertaken to investigate participants' perceptions, as well as practical outcomes. The language instructor believed that it might be worth examining learners' opinions and adapting his teaching style accordingly. Moreover, although reportedly he would not do it in his language classrooms since it seemed a little bit time consuming, he based on the classroom experience, would probably put the learners into the same group. Finally, the language instructor stressed that teachers need to consider different learning styles and aptitudes in their classes. Conversely, interviewee T21 was brief and admitted she was not applying any matching with her learners. However, she believed that it was worth trying and might help learners in their learning.

Furthermore, interviewee T22 shared that she would make changes considering her learners' different learning styles while forming groups in her classroom. She would also try to balance among the groups by putting active students next to passive ones. Yet another interviewee- T23 regarded the idea as useful, however, she expressed that she did not have an opportunity to apply it in her classes. Specifically, the participant held that putting learners with same aptitudes and learning styles in

groups can be useful with higher level of students. On the other hand, it would have negative consequences with lower level students since stronger student(s) would be active in task completion whereas weaker ones would just stay quiet.

4.6 Summary

This chapter displayed the results of the pertinent study. It presented the descriptive data on the EFL instructors' preferences in relation to different teaching styles, as well as their beliefs about their learners' preferences and Reid's hypotheses. Further, the chapter reported the language teachers' beliefs about their learners' learning styles. Finally, the chapter concluded with the interview data related to the EFL teachers' beliefs about matched instructional designs.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

This chapter presents the major findings of the current study. Further, these findings are discussed in relation to the relevant literature and studies. The following sections pertain to a summary, pedagogical implications, as well as suggestions for prospective research.

5.2 Discussion of Major Findings

The current study explored the teaching styles of the EFL instructors, as well as their beliefs about their learners' preferences and Reid's hypotheses (1987, 1995) through Peacock's (2001) modified version of the PLSPQ 'Perceptional Learning Style Preference Questionnaire' (Reid, 1987). Moreover, the present research investigated the participants' beliefs about their learners' learning styles (Reid, 1987, 1995) as well as their beliefs about matched instructional designs (Doyle & Rutherford, 1984).

The major findings of the study based on both quantitative and qualitative data revealed the following. The Cronbach's Alpha scores of the teachers' questionnaire (.73) was above the established acceptable standard (.70) which indicated the reliability of the data collection instrument.

5.2.1 Research question 1

What are the EFL's teachers' teaching styles?

The overall analysis of the EFL teachers' questionnaire responses revealed the following.

Most of the language instructors indicated to favor a repertoire of several teaching styles such as group, visual, auditory and kinesthetic ($3.52 \leq M \leq 3.65$). However, the teacher respondents expressed less favorable preferences for the application of individual and tactile teaching style ($2.94 \leq M \leq 3.11$). Comparison of these results in accordance with the established ranges was consistent in that most of the English teachers' teaching styles (group/ visual/ auditory/ kinesthetic) fell within the category of the major teaching style.

Further, the majority of the EFL instructors, ($M=3.65$), reportedly applied the group teaching style frequently which suggested that they were aware of the importance of social interaction in the language classroom to ensure their language learners' joint construction of knowledge and collaborative learning, which is in line with Vygotsky's socio-cultural theory (Vygotsky, 1978, 1987). The scholar offered a coherent framework for theorizing mediation coming out of "the experiences of others in the present (social), the experiences of others from the past (culture), and the immediate experiences of the individual with these others and with the artifacts they constructed" (Lantolf, 2001, p.104).

Furthermore, the language teachers reported employing frequently ($M=3.60$, and $M=3.56$, respectively) visual and auditory teaching styles which seemed to indicate

that they placed importance on such classroom routines as provision of language teachers' notes on the blackboard, their explanations, and input. These two major styles would also seem to cater for the majority of learners' learning styles; thus, the EFL instructors can consider matched instructional designs to promote their learners' better learning, performance and achievement.

Importantly, the English teachers reportedly adequately employed (M=3.52) the kinesthetic teaching style which suggested that the language instructors also catered for their learners' experiential learning through role-plays, practical classroom activities, as well as doing tasks individually in the classroom for their better learning.

It should be noted that the teacher respondents reported applying individual and tactile teaching styles somewhat frequently (M=3.11, and M=2.94, respectively) which seemed to indicate that they would not usually conduct the related activities in their language classes. In addition, the EFL instructors reportedly applied individual wok to their learners (M=3.11) infrequently, which is consistent with their questionnaire reports related to the employment of the group teaching style. Furthermore, we assumed that since the requirement of the freshman English classes do not include any specific hands-on type of activities such as making drawings or models, building or constructing something, the language teachers would apply these least frequently (M=2.94) as compared to the rest of the major style related activities.

5.2.2 Research question 2

What are the language teachers' beliefs about their learners' learning styles?

As regards the importance of learning styles in teaching, the majority of the EFL instructors emphasized the uniqueness of their learners' learning styles. In this regard, all of them noted the importance for the teachers to be aware of their learners' learning styles. Further, most of the EFL instructors would attempt to observe and identify their learners' learning styles, and plan, prepare and deliver language instruction accordingly. This result was consistent with the statment of Galbraith (1999) that the extent of learning stems from teachers' educational philosophy that lends direction and purpose to a teacher's teaching. Importantly, half of the teachers would follow the global approach in their language classrooms incorporating multiple learning styles. In addition, half of the language instructors would introduce a variety of techniques, tasks and assignments in order to cater for their learners' different learning styles. Some of the EFL instructors stressed the significance of knowing learning styles in approaching as well as promoting learners' better learning. These results were consistent with Ellis' account of 'the good teacher' (2012) who should be aware of various individual differences of their learners through the instructional activities and observations. However, some respondents would not reportedly address different learning styles of their students due to class time constraints as well as syllabus requirements. This finding was in line with the related results of the participating teachers' varying levels of guidance dependent on the nature of courses in Ayatollahi and Kassaians research (2010).

Regarding the application of learning styles in teaching, all of the EFL instructors stressed the importance of considering needs, learning styles, as well as cultural

background of the majority of learners at the lesson preparation stage to ensure variety in their classes. Further, most of the language teachers would attempt to use the blackboard and other visual materials to involve visual learners in the language classroom, while half of them would do various oral language practice activities to cater for auditory learners. Furthermore, English instructors would give tasks involving learner movement in the classroom to address the needs of kinesthetic learners. However, a few instructors noted the inadequacy of the available language classrooms such as lack of TVs, tape recorders and Internet connections.

As regards the related effects on teaching and learning, all of the EFL instructors emphasized the positive effect of consideration of learning styles both on learning and teaching. Most of them would regard taking into account learners' learning styles as motivating and creating positive learning environment in the language classroom. Further, most of the language teachers noted the significance of teachers' consideration of different learning styles of learners for enhancement of their learning. These results confirmed Brown's (2001) insights that teachers' receptivity to change as well as gaining knowledge about their learners and selves is crucial for language practitioners. Most of the respondents would view application of learning styles as a way of drawing their learners' attention to the lesson. Furthermore, half of the instructors believed that addressing different learning styles in the classroom would also raise learners' awareness of their language learning and satisfy all classroom participants. These findings were in line with the related reports by Sanders (1998) in relation to the effectiveness of individual classroom teachers on academic growth of the learners. Moreover, some instructors noted that lack of

consideration of different learning styles might cause negative attitudes on of the part of learners towards English classes.

Regarding teachers' awareness of their teaching styles, all of the EFL instructors were reportedly aware of them. Further, half of the language teachers would follow different teaching styles in addition to their preferred style in their classrooms dependent on their learners' needs, learning styles and cultural backgrounds. These findings were consistent with Grasha's (1996) description of teaching style as comprising the needs, beliefs, and behaviors that teachers display in the classroom. In this regard, most of the English instructors emphasized the importance of interactive teaching which suggests that they would encourage social interaction in the language classroom through reduced teacher talk and more learning and practice opportunities for learners. These findings supported the scholar, W. Rivers, that language classrooms need to be interactive in various contexts (1987).

Furthermore, some instructors reported applying visual teaching style through their notes on the blackboard; others reported employing auditory teaching style through their explanations, and some respondents reportedly used kinesthetic teaching style which suggested experiential teaching in their classroom. All of the EFL instructors also reported that they developed their awareness of own teaching styles through classroom observations and practice.

As regards the teachers' awareness of their learners' learning styles, most of the EFL instructors were reportedly aware of this very important individual learner difference, except one respondent who accounted for lack of awareness by time and syllabus

constraints. Further, all of the language teachers would attempt to ask questions before the lesson starts and do observations during the lesson time to identify their learners' learning styles rather than administering related questionnaires. Furthermore, most of the teachers would describe their learners as visual and auditory learners since they learn better through visual materials and hearing rules and teachers' explanations, while some instructors would favor their learners to kinesthetic ones since they are interested in experiential learning. Importantly, most of the language instructors would deliver language instruction through a variety of activities and provision of feedback dependent on their learners' learning styles and cultural backgrounds in their classrooms. These findings were in line with Sowden's account of "the good teacher" (2007) who should take into account various cultures of their learners and how those cultures influence the attitude and styles of the learners in the English language classroom.

Moreover, most of the EFL teachers agreed that their learners were not aware of their own learning styles and that these students needed teachers' guidance and encouragement. Some participants reported that in the same classroom some students were aware, whereas others not aware of their styles due to their countries of origin as well as cultural backgrounds. Interestingly, one respondent expressed that her learners were aware of their learning styles in that they knew what better fit them in their learning. These findings were in line with Holliday's (1994) guidelines that in spite of having different cultural assumptions of their students, teachers well observe certain values to differentiate their learners as well as Brown's account of 'good language teaching' characteristics (2001).

5.2.3 Research question 3

How do the EFL teachers consider matched instructional designs?

As regards the EFL instructors' self-repots in relation to Doyle and Rutherford's (1984) suggestion related to matched instructional designs appearing on the interview guide, most of the teachers agreed that addressing different learning styles and intellectual abilities of learners in the classroom, and making useful adaptations in their teaching styles based on their learners' learning styles would yield positive outcomes both for language learners and teachers. These findings confirmed Isemonger and Sheppard's (2003) suggestion that "it is a good starting point in helping the student to target, and adapt to, styles for which they have little current facility" (p. 196). Hence, effective teaching styles can contribute to effective learning (Knowles, 1980). Moreover, the results of this study were in line with the related discussion on the significance of matching teaching and learning styles in East Asian instructional contexts (Zhenhui, 2001). However, a few language teachers expressed their disagreement in this regard and stressed the benefits of standard teaching situations.

Furthermore, regarding Doyle and Rutherford's (1984) second suggestion, most of the language instructors noted the importance of group work in the language classrooms. Almost half of the teachers would attempt to use a variety to cater for their learners' levels, intellectual abilities and learning styles in group work in order to balance learner differences, whereas some of them favored placing students with certain learning styles into same groups. Importantly, some teachers emphasized the significance of grouping learners with matched aptitudes or learning styles, although they would not apply this due to infrastructure as well as instructional limitations in

the classrooms. These results supported Brown's (2001) focus on the application of a range of techniques such as group work or strategy training in language classrooms.

The present study had certain limitations in that it employed only 2 instruments for data collection- Peacock's (2001) Questionnaire on Teaching Styles and a semi-structured interview guide. Moreover, the study involved 30 instructors in the questionnaire administration and 10 volunteers in the interview. However, the delimitation of the research was that Peacock's (2001) questionnaire was a reliable instrument previously administered in an EFL context. Also it was assumed that the combined quantitative-qualitative data collected from a statistically adequate number of the participants also contributed to the delimitations of the present research.

5.3 Summary

The current descriptive study explored the EFL instructors' teaching styles and beliefs in freshman English classes at Eastern Mediterranean University. Specifically, the study employed Peacock's (2001) modified version of the PLSPQ 'Perceptional Learning Style Preference Questionnaire' (Reid, 1987) and collected pertinent quantitative data on the language instructors' preferences in relation to different teaching styles, as well as their beliefs about their learners' preferences and Reid's hypotheses (1987, 1995). Further, the study gathered qualitative data based on Reid's hypotheses (1987, 1995) as well as Doyle and Rutherford's (1984) suggestions on matched instructional designs. In this regard, it examined the English teachers' beliefs about their learners' learning styles as well as their beliefs about matched instructional designs.

The majority of the EFL instructors, (M=3.65), reportedly applied the group teaching style frequently which suggested that they were aware of the importance of social interaction in the language classroom to ensure their language learners' joint construction of knowledge and collaborative learning. Furthermore, the language teachers reported employing frequently (M=3.60, and M=3.56, respectively) visual and auditory teaching styles which seemed to indicate that they placed importance on such classroom routines as provision of language teachers' notes on the blackboard, their explanations, and input. Importantly, the English teachers reportedly adequately employed (M=3.52) the kinesthetic teaching style which suggested that the language instructors also catered for their learners' experiential learning through role-plays, practical classroom activities, as well as doing tasks individually in the classroom for their better learning. However, the teacher respondents reported applying individual and tactile teaching styles somewhat frequently (M=3.11, and M=2.94, respectively) which seemed to indicate that they would not usually conduct the related activities in their language classes.

The overall analysis of the EFL instructors' questionnaire responses revealed that the language teachers favored a repertoire of several teaching styles such as group, visual, auditory and kinesthetic. However, the teacher participants expressed less favorable preferences for the application of individual and tactile teaching style. Importantly, the majority of the EFL instructors reportedly applied group teaching style frequently.

Further, the analysis of English teachers' interview reports overall demonstrated their mostly positive beliefs about their learners' learning styles in terms of 7 emerging

themes as follows: the importance of learning styles in teaching, application of learning styles in teaching, related effects on teaching, awareness of teaching styles, teachers' awareness of their students' learning styles, learners' awareness of their own learning styles, and effects of learning styles on learning.

Finally, the examination of the language instructors' interview reports provided their mostly favorable insights in relation to the Doyle and Rutherford's (1984) suggestions on matched instructional designs. It should be noted that teaching styles are considered crucial in EFL classrooms in terms of the learning process, as well as learning outcomes. In this regard, as hypothesized by Reid (1987, 1995), a lack of agreement between teaching and learning styles can potentially cause learners' frustration, demotivation, and even failure. Therefore, the EFL instructors should bear in mind that catering for language learners' learning styles necessitates modification of their teaching styles and employment of a wide repertoire of strategies as highlighted by Callahan, Clark and Kellough (2002). It is also noteworthy that as teachers grow more comfortable with their teaching roles in the classroom, they learn the ways how to capitalize on the strengths of their teaching styles (Brown, 2001).

5.4 Pedagogical Implications

This research study contributes to the research on the language teacher, specifically teaching styles in EFL contexts. Given scarcity of studies on teaching styles in language classrooms, this study provided novel data on the English instructors' preferences for different teaching styles, as well as their beliefs about their learners' preferences, Reid's hypotheses (1987, 1995) as well as matched instructional design in EFL classrooms.

It is, therefore, hoped that the findings of this research provided EFL teachers and their line managers with insights related to the content, structure and delivery of the freshman English language courses on offer, as well as for teacher training and professional development at the institution.

5.5 Suggestions for Further Research

The present study makes the following suggestions. Prospective study can consider adopting a naturalistic enquiry approach to incorporate classroom observations in order to obtain a more comprehensive picture of the application of teaching styles in the EFL context. Further research can also examine EFL learners' beliefs about their learning styles, their teachers' teaching styles, as well as matched instructional designs. Finally, prospective studies can employ a comprehensive survey on learning and teaching styles in order to explore their matching to inform educational services on offer.

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APPENDICES

Appendix A: Consent Form for the Teachers' Questionnaire

<div align="right">Spring 2013</div>

Dear Colleagues,

I am investigating 'teaching styles' of the EFL teachers at Modern Languages Division of the School of Foreign Languages at Eastern Mediterranean University. You are, therefore, invited to participate in the research study by completing a questionnaire. I assure you that your identity and your responses will remain confidential. To my knowledge, there is no risk involved in the study and the data collected through this tool will be used for research purposes only. Please note that you may withdraw from the study any time. If you agree to participate in this research please fill in the consent form below.

Özge ÇAKMAK	Assoc. Prof. Dr. Gülşen MUSAYEVA VEFALI
Master Candidate	Thesis Supervisor
ELT Department	ELT Department
Faculty of Education	Faculty of Education
EMU	EMU

_____

Consent Form

Teacher's Name and Surname: ....

Signature: ....

Date: ....

_____

Appendix B: Consent Form for the Teachers' Interview

Spring 2013

Dear Colleagues,

I am investigating 'teaching styles' of the EFL teachers at Modern Languages Division of the School of Foreign Languages at Eastern Mediterranean University. You are, therefore, invited to contribute to the research study by participating in an interview. I assure you that your identity and your responses will remain confidential. To my knowledge, there is no risk involved in the study and the data to be provided by you will be used for research purposes only. Please note that you may withdraw from the study any time. If you agree to participate in this research please fill in the consent form below.

Özge ÇAKMAK   Assoc. Prof. Dr. Gülşen MUSAYEVA VEFALI
Master Candidate   Thesis Supervisor
ELT Department   ELT Department
Faculty of Education   Faculty of Education
EMU   EMU

_____

Consent Form

Teacher's Name and Surname: ....

Signature: ....

Date: ....

_____

Appendix C: Teachers' Questionnaire

Part I: Background Information

1. Age: _____

2. Sex: Male _____ Female _____

3. L1: _____

4. Years of Teaching Experience: _____

5. Degree and field of study: _____ in _____

6. Postgraduate Qualifications (e.g. MA, PhD, certificates, etc.): _____ in _____

Part II: Perceptual Teaching Style Preference Questionnaire

Teaching style has been defined as "natural, habitual, and preferred way(s) of teaching new information and skills in the classroom" (Peacock, 2001, p. 7).

In this regard, please respond to each statement below quickly, without too much thought. Try not to change your responses after you choose them. Please use "NA" if a particular item does not apply.

5 = always, **4** = often, **3** = sometimes, **2** = rarely, **1** = never

1 _____I give instructions to my students for their better understanding.
2 _____I assign my students things to do in class.
3 _____I assign my students work with their peers.
4 _____I assign group work to my students to learn better.
5 _____I prefer my students to learn things while working with others.
6 _____I prefer my students to read what I write on the blackboard.
7 _____I tell my students how to do things in class for their better learning.
8 _____I prefer my students to do things on their own.
9 _____I prefer to say things to my students than read in class for them to remember better.
10_____I prefer my students to read instructions to remember better.
11_____I assign my students a task of making a model of something to learn better.
12_____I prefer my students to read instructions to understand better.
13_____I assign my students individual work to remember things better.
14_____I prefer my students to make something for class projects to learn better.
15_____I prefer my students to do experiments with English in class.
16_____I assign my students a task of making drawings while studying.
17_____I give lectures in my classes.
18_____I assign my students individual work to learn better.

19____I assign my students role-playing for their better understanding.
20____I assign my students listening tasks for their better learning.
21____I assign my students mini-group work for their enjoyment.
22____I prefer my students to build something to remember what they have learnt.
23____I assign my students studying with their classmates.
24____I prefer to assign my students reading rather than listening for their better learning.
25____I assign my students making things for a class project.
26____I assign my students class activities to practice and learn better.
27____I give my students individual assignments to work better.
28____I assign my students individual projects.
29____I assign my students reading textbooks rather than listening to my presentation.
30____I prefer my students to work on their own.

Part III: Your Learners' Preferences

Please respond to each statement below quickly, without too much thought.

5 = Strongly agree, **4** = Agree, **3** = Undecided, **2** = Disagree, **1** = Strongly disagree

		5	4	3	2	1
1	My students want me to have a more traditional, teacher-centred role.					
2	My students want me to correct their errors.					
3	My students want me to provide them with a model.					
4	My students want me to provide a plenty of in class discussions.					
5	My students want me to encourage them to become independent learners.					

Part IV: Reid's Hypothesis

Please respond to each hypothesis below quickly, without too much thought.

5 = Strongly agree, **4** = Agree, **3** = Undecided, **2** = Disagree, **1** = Strongly disagree

		5	4	3	2	1
H1	All students have their own learning styles and learning strengths and weaknesses.					
H2	A mismatch between teaching and learning styles causes learning failure, frustration, and demotivation.					

H3	Learning styles (if unchecked) persist regardless of teaching methods and materials.					
H4	Learning styles can be adapted because they are partly habit rather than biological attributes.					
H5	Learning will be improved if students become aware of a wider range of styles and stretch their own styles.					

THANK YOU FOR YOUR CO-OPERATION…

Appendix D: Teachers' Interview

Part I: Background Information

1. Age: _____

2. Sex: Male _____ Female _____

3. L1: _____

4. Years of Teaching Experience: _____

5. Degree and field of study: _____ in _____

6. Postgraduate Qualifications (e.g. MA, PhD, certificates, etc.): _____ in _____

INTERVIEW GUIDE

Part II: Teachers' General Perceptions about Learning Styles and their Application in their Classes

1. Are you aware of your students' learning styles (visual, auditory, kinesthetic, etc)? How? Have you ever given an inventory to them?

2. Are your students aware of their own learning styles? How do you know?

3. Do you consider learning styles important in your teaching? Why do you think it is important? or Why do you think it is not important?

4. Do you apply learning styles in your teaching? Why?

5. How do you apply learning styles? Can you please give examples?

6. What are the effects of applying different learning styles in your teaching and in your students' learning? Can you please give examples?

7. Are you aware of your teaching style? How have you learnt about your teaching style? How do you think your teaching style influences your teaching? Can you please give examples?

Part III: Teachers' Beliefs about Matched Instructional Design

Doyle and Rutherford (1984) proposed two instructional approaches for matching learning and teaching styles.

Could you please share your beliefs in relation to the quote below?

a. Firstly, "if instruction is adapted to specific intellectual or emotional 'aptitudes', then it would seem that, in comparison to standard teaching situations, more students would reach higher levels of achievement" (1984, p. 20).

What about another quote from the same source?

b. Secondly, while dealing with diversity among students "it is useful to have an educational justification, such as matching aptitudes of students with dimensions of teaching, in forming groups" (Doyle & Rutherford, 1984, p. 20).

Appendix E: Cover Letter

<div align="right">March 22, 2013</div>

To: Asst. Prof. Dr. Nilgün HANCIOĞLU

FL EPS Director

I am writing to request permission to conduct my MA Thesis research which will involve questionnaire administration and an interview (Doyle & Rutherford, 1984; Peacock, 2001; Reid, 1995) with EFL Instructors at the Modern Languages Division of the School of Foreign Languages. The main purpose of my research is to explore Teaching Styles of the MLD EFL Instructors. I believe that prospective research will be original in that to my knowledge this topic has not been investigated in relation to EMU by the previous MA and PhD Theses in our department. Moreover, I genuinely believe that prospective findings will provide important insights to the MLD Instructors as well as the SFL Administration regarding perceived teaching styles of the instructors and their beliefs related to their students' styles and matched instructional designs. I am prepared to report my findings to the School of Foreign Languages upon completion of the study and would appreciate it if you could consider my request favorably.

Thank you very much for your consideration.

Özge ÇAKMAK

MA Candidate

ELT Department

Phone: 0533 871 35 00

E-mail: ozgecakmak4@gmail.com

Appendix F: Official Approval

	Eastern Mediterranean University **School of Foreign Languages & English Preparatory School**
	Research Request Form

Please fill in the form below and attach the necessary documentation (e.g. cover letter, sample questionnaire). NB. All documentation should be error free.

Name: Özge Çakmak

Contact no: 0533 871 35 00   **Email:** ozgecakmak4@gmail.com
         gulsen.musayeva@emu.edu.tr ·

Institution / Dept: ELT   **Supervisor:** Assoc. Prof. Dr. Gülşen Musayeva Vefalı

Area of Research: ELT

Proposed period of research: 2012/2013 Spring

Research to be carried out in:
☐ English Preparatory School   ☑ Modern Language Division   ☐ both
                   (English taught at Dept. Level)

Research to be carried out with:
☑ teachers   ☐ students   ☐ both   ☐ other *(please specify)* _____

Level of students:
☐ beginners   ☐ elementary   ☐ pre-intermediate   ☐ intermediate   ☐ upper-intermediate
☐ other *(please specify)* _____

No. of teachers required: 30/ 10   **No. of students required:** _____

Research to be carried out by:
☐ online questionnaire   ☑ paper based questionnaire   ☑ interview   ☐ classroom observation
☐ other *(please specify)* _____

Aim(s) of Research:
☑ thesis (masters)   ☐ thesis (PhD)   ☐ conference presentation
☐ other *(please specify)* _____

Any other relevant information:

Upon completion of my research, I agree to submit a copy of my findings to the SFLEPS administration and do a presentation if requested. I understand the administration have the right to intervene at any time during my research period and that any further requests on my behalf may not be accepted if I violate the code of conduct and ethics of research.

Date: 20./03/.2013   Signature _____

To be completed by the SFLEPS Administration
☑ Approved   ☐ Disapproved (reason)_____

Comments:

Date: 27/3/2013   Signature: _____