Appendix A
Background questionnaire

1. Name:	2. Faculty:
3. Age:	4. Gender and race :
5. Home town:	6. Race:

7. Languages you speak at home:
8. How long have you been studying English language:
9. How do you rate your overall proficiency in English language?(circle one) Excellent Good Fair Poor
10. How do you rate your overall performance in the language as compared with the proficiency of other students in your class?(circle one) Excellent Good Fair Poor
11. How important is it for you to become proficient in English language?(circle one) Very important Important Not so important
12. Why do you want to learn the English language ?(tick all that apply) - Interested in the language - Interested in the culture - Have friends who speak language - Required to pass the language to graduate - Need it for my future carrier - Need it for travel - Other reasons (list):--
14. Do you enjoy learning the language?(circle one) Yes No
15. What other language have you studied? ------------------
16. What has been your favorite experience in learning language?
17. Have you ever travelled to any English language countries? If yes. How many times? Purpose of trip?

Appendix B
INDEX OF LEARNING STYLES[*]

DIRECTIONS

Enter your answers to every question on the ILS scoring sheet. Please choose only one answer for each question. If both "a" and "b" seem to apply to you, choose the one that applies more frequently.

1. I understand something better after I
   a) try it out.
   b) think it through.

2. I would rather be considered
   a) realistic.
   b) innovative.

3. When I think about what I did yesterday, I am most likely to get
   a) a picture.
   b) words.

4. I tend to
   a) understand details of a subject but may be fuzzy about its overall structure.
   b) understand the overall structure but may be fuzzy about details.

5. When I am learning something new, it helps me to
   a) talk about it.
   b) think about it.

6. If I were a teacher, I would rather teach a course
   a) that deals with facts and real life situations.
   b) that deals with ideas and theories.

7. I prefer to get new information in
   a) pictures, diagrams, graphs, or maps.
   b) written directions or verbal information.

8. Once I understand
   a) all the parts, I understand the whole thing.
   b) the whole thing, I see how the parts fit.

9. In a study group working on difficult material, I am more likely to
   a) jump in and contribute ideas.
   b) sit back and listen.

---

[*] Copyright © 1991, 1994 by North Carolina State University (Authored by Richard M. Felder and Barbara A. Soloman) . For information about appropriate and inappropriate uses of the Index of Learning Styles and a study of its reliability and validity, see *<http://www.ncsu.edu/felder-public/ILSpage.html>*.

10. I find it easier
   a) to learn facts.
   b) to learn concepts.

11. In a book with lots of pictures and charts, I am likely to
   a) look over the pictures and charts carefully.
   b) focus on the written text.

12. When I solve math problems
   a) I usually work my way to the solutions one step at a time.
   b) I often just see the solutions but then have to struggle to figure out the steps
     to get to them.

13. In classes I have taken
   a) I have usually gotten to know many of the students.
   b) I have rarely gotten to know many of the students.

14. In reading nonfiction, I prefer
   a) something that teaches me new facts or tells me how to do something.
   b) something that gives me new ideas to think about.

15. I like teachers
   a) who put a lot of diagrams on the board.
   b) who spend a lot of time explaining.

16. When I'm analyzing a story or a novel
   a) I think of the incidents and try to put them together to figure out the themes.
   b) I just know what the themes are when I finish reading and then I have to go back
     and find the incidents that demonstrate them.

17. When I start a homework problem, I am more likely to
   a) start working on the solution immediately.
   b) try to fully understand the problem first.

18. I prefer the idea of
   a) certainty.
   b) theory.

19. I remember best
   a) what I see.
   b) what I hear.

20. It is more important to me that an instructor
   a) lay out the material in clear sequential steps.
   b) give me an overall picture and relate the material to other subjects.

21. I prefer to study
    a) in a study group.
     b)alone
22. I am more likely to be considered
    a) careful about the details of my work.
    b) creative about how to do my work.
23. When I get directions to a new place, I prefer
    a) a map.
    b) written instructions.

24. I learn
    a) at a fairly regular pace. If I study hard, I'll "get it."
    b) in fits and starts.   I'll be totally confused and then suddenly it all "clicks."

25. I would rather first
    a) try things out.
    b) think about how I'm going to do it.

26. When I am reading for enjoyment, I like writers to
    a) clearly say what they mean.
    b) say things in creative, interesting ways.

27. When I see a diagram or sketch in class, I am most likely to remember
    a) the picture.
    b) what the instructor said about it.

28. When considering a body of information, I am more likely to
    a) focus on details and miss the big picture.
    b) try to understand the big picture before getting into the details.

29. I more easily remember
    a) something I have done.
    b) something I have thought a lot about.
30. When I have to perform a task,   I prefer to
    a) master one way of doing it.
    b) come up with new ways of doing it.
31. When someone is showing me data, I prefer
    a) charts or graphs.
    b) text summarizing the results.
32. When writing a paper, I am more likely to
    a) work on (think about or write) the beginning of the paper and progress forward.
    b) work on (think about or write) different parts of the paper and then order them.

33. When I have to work on a group project, I first want to
    a) have "group brainstorming" where everyone contributes ideas.
    brainstorm individually and then come together as a group to compare ideas

34. I consider it higher praise to call someone
  a) sensible.
  b) imaginative.

35. When I meet people at a party, I am more likely to remember
  a) what they looked like.
  b) what they said about themselves.

36. When I am learning a new subject,   I prefer to
  a) stay focused on that subject, learning as much about it as I can.
  b) try to make connections between that subject and related subjects.

37. I am more likely to be considered
  a) outgoing.
  b) reserved.

38. I prefer courses that emphasize
  a) concrete material (facts, data).
  b) abstract material (concepts, theories).

39. For entertainment, I would rather
  a) watch television.
  b) read a book.

40. Some teachers start their lectures with an outline of what they will cover. Such outlines are
  a) somewhat helpful to me.
  b) very helpful to me.

41. The idea of doing homework in groups, with one grade for the entire group,
  a) appeals to me.
  b) does not appeal to me.

42. When I am doing long calculations,
  a) I tend to repeat all my steps and check my work carefully.
  b) I find checking my work tiresome and have to force myself to do it.

43. I tend to picture places I have been
  a) easily and fairly accurately.
  b) with difficulty and without much detail.

44. When solving problems in a group, I would be more likely to
  a) think of the steps in the solution process.
  b) think of possible consequences or applications of the solution in a wide range of areas.

ILS SCORING SHEET

1. Put "1"s in the appropriate spaces in the table below (e.g. if you answered "a" to Question 3, put a "1" in Column A by Question 3).

2. Total the columns and write the totals in the indicated spaces.

3. For each of the four scales, subtract the smaller total from the larger one. Write the difference (1 to 11) and the letter (a or b) for which the total was larger on the bottom line.

    For example, if under "ACT/REF" you had 4 "a" and 7 "b" responses, you would write "3b" on the bottom line under that heading..

4. On the next page, mark "X"s above your scores on each of the four scales.

ACT/REF			SNS/INT			VIS/VRB			SEQ/GLO		
Q	a	b	Q	a	b	Q	a	b	Q	a	b
1	___	___	2	___	___	3	___	___	4	___	___
5	___	___	6	___	___	7	___	___	8	___	___
9	___	___	10	___	___	11	___	___	12	___	___
13	___	___	14	___	___	15	___	___	16	___	___
17	___	___	18	___	___	19	___	___	20	___	___
21	___	___	22	___	___	23	___	___	24	___	___
25	___	___	26	___	___	27	___	___	28	___	___
29	___	___	30	___	___	31	___	___	32	___	___
33	___	___	34	___	___	35	___	___	36	___	___
37	___	___	38	___	___	39	___	___	40	___	___
41	___	___	42	___	___	43	___	___	44	___	___

Total (sum X's in each column)

ACT/REF		SNS/INT		VIS/VRB		SEQ/GLO	
a	b	a	b	a	b	a	b
___	___	___	___	___	___	___	___

(Larger – Smaller) + Letter of Larger (see below*)

_____	_____	_____	_____

*Example: If you totaled 3 for a and 8 for b, you would enter 5b in the space below.

Transfer your scores to the ILS report form by placing X's at the appropriate locations on the four scales.

ILS REPORT FORM

ACT											REF
11a	9a	7a	5a	3a	1a	1b	3b	5b	7b	9b	11b

SEN											INT
11a	9a	7a	5a	3a	1a	1b	3b	5b	7b	9b	11b

VIS											VRB
11a	9a	7a	5a	3a	1a	1b	3b	5b	7b	9b	11b

SEQ											GLO
11a	9a	7a	5a	3a	1a	1b	3b	5b	7b	9b	11b

If your score on a scale is 1-3, you are fairly well balanced on the two dimensions of that scale.

If your score on a scale is 5 or 7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favors that dimension.

If your score on a scale is 9 or 11, you have a very strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference.

See "Learning Styles and Strategies" by Richard Felder and Barbara Soloman for explanations of your preferences on the individual scales.

LEARNING STYLES AND STRATEGIES[1]

Richard M. Felder
Hoechst Celanese Professor of Chemical Engineering
North Carolina State University

Barbara A. Soloman
Coordinator of Advising, First Year College
North Carolina State University

ACTIVE AND REFLECTIVE LEARNERS[2]

Active learners tend to retain and understand information best by doing something active with it—discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.

"Let's try it out and see how it works" is an active learner's phrase; "Let's think it through first" is the reflective learner's response.

Active learners tend to like group work more than reflective learners, who prefer working alone.

Sitting through lectures without getting to do anything physical but take notes is hard for both learning types, but particularly hard for active learners.

Everybody is active sometimes and reflective sometimes. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If you always act before reflecting you can jump into things prematurely and get into trouble, while if you spend too much time reflecting you may never get anything done.

How can active learners help themselves?

If you are an active learner in a class that allows little or no class time for discussion or problem-solving activities, you should try to compensate for these lacks when you study. Study in a group in which the members take turns explaining different topics to each other. Work with others to guess what you will be asked on the next test and figure out how you will answer. You will always retain information better if you find ways to do something with it.

How can reflective learners help themselves?

If you are a reflective learner in a class that allows little or not class time for thinking about new information, you should try to compensate for this lack when you study. Don't simply read or memorize the material; stop periodically to review what you have read and to think of possible questions or applications. You might find it helpful to write short summaries of readings or class notes in your own words. Doing so may take extra time but will enable you to retain the material more effectively.

---

[1]Copyright 1993 by Richard M. Felder and Barbara A. Soloman. Based on material in R.M. Felder and L.K. Silverman, "Learning and Teaching Styles in Engineering Education," *Engr. Education*, *78*(7), 674-681 (1988), <*http://www.ncsu.edu/felder-public/Papers/LS-1988.pdf*>.
[2] See R.M. Felder, "Meet Your Students: 5. Edward and Irving." *Chemical Engineering Education,* Winter 1994, pp. 36–37, < *http://www.ncsu.edu/felder-public/Columns/Edirv.html*>. Edward is an extravert and Irving is an introvert, types related to active and reflective learners although not identical to them.

SENSING AND INTUITIVE LEARNERS[3]

Sensing learners tend to like learning facts, intuitive learners often prefer discovering possibilities and relationships.

Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition. Sensors are more likely than intuitors to resent being tested on material that has not been explicitly covered in class.

Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.

Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.

Sensors don't like courses that have no apparent connection to the real world; intuitors don't like "plug-and-chug" courses that involve a lot of memorization and routine calculations.

Everybody is sensing sometimes and intuitive sometimes. Your preference for one or the other may be strong, moderate, or mild. To be effective as a learner and problem solver, you need to be able to function both ways. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work; if you overemphasize sensing, you may rely too much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

How can sensing learners help themselves?

Sensors remember and understand information best if they can see how it connects to the real world. If you are in a class where most of the material is abstract and theoretical, you may have difficulty. Ask your instructor for specific examples of concepts and procedures, and find out how the concepts apply in practice. If the teacher does not provide enough specifics, try to find some in your course text or other references or by brainstorming with friends or classmates.

How can intuitive learners help themselves?

Many college lecture classes are aimed at intuitors. However, if you are an intuitor and you happen to be in a class that deals primarily with memorization and rote substitution in formulas, you may have trouble with boredom. Ask your instructor for interpretations or theories that link the facts, or try to find the connections yourself. You may also be prone to careless mistakes on test because you are impatient with details and don't like repetition (as in checking your completed solutions). Take time to read the entire question before you start answering and be sure to check your results.

VISUAL AND VERBAL LEARNERS

Visual learners remember best what they see—pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners get more out of words—written and spoken explanations. Everyone learns more when information is presented both visually and verbally.In most college classes very little visual information is presented: students mainly listen to lectures and read material written on chalkboards and in textbooks and handouts.

---

[3] See R.M. Felder, "Meet Your Students: 1. Stan and Nathan," *Chemical Engineering Education,* Spring 1989, pp. 68–69, *<http://www.ncsu.edu/felder-public/Columns/Stannathan.html>*. Sensing and intuition are modes of perception that originate in Carl Jung's theory of psychological type.

Unfortunately, most people are visual learners, which means that most students do not get nearly as much as they would if more visual presentation were used in class. Good learners are capable of processing information presented either visually or verbally.

How can visual learners help themselves?

If you are a visual learner, try to find diagrams, sketches, schematics, photographs, flow charts, or any other visual representation of course material that is predominantly verbal. Ask your instructor, consult reference books, and see if any videotapes or CD-ROM displays of the course material are available. Prepare a concept map by listing key points, enclosing them in boxes or circles, and drawing lines with arrows between concepts to show connections. Color-code your notes with a highlighter so that everything relating to one topic is the same color.

How can verbal learners help themselves?

Write summaries or outlines of course material in your own words. Working in groups can be particularly effective: you gain understanding of material by hearing classmates' explanations and you learn even more when you do the explaining.

SEQUENTIAL AND GLOBAL LEARNERS[4]

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."

Sequential learners tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

Many people who read this description may conclude incorrectly that they are global, since everyone has experienced bewilderment followed by a sudden flash of understanding. What makes you global or not is what happens before the light bulb goes on. Sequential learners may not fully understand the material but they can nevertheless do something with it (like solve the homework problems or pass the test) since the pieces they have absorbed are logically connected. Strongly global learners who lack good sequential thinking abilities, on the other hand, may have serious difficulties until they have the big picture. Even after they have it, they may be fuzzy about the details of the subject, while sequential learners may know a lot about specific aspects of a subject but may have trouble relating them to different aspects of the same subject or to different subjects.

How can sequential learners help themselves?

Most college courses are taught in a sequential manner. However, if you are a sequential learner and you have an instructor who jumps around from topic to topic or skips steps, you may have difficulty following and remembering. Ask the instructor to fill in the skipped steps, or fill them in yourself by consulting references. When you are studying, take the time to outline the lecture material for yourself in logical order. In the long run doing so will save you time. You might also try to strengthen your global thinking skills by relating each new topic you study to things you already know. The more you can do so, the deeper your understanding of the topic is likely to be.

_____

How can global learners help themselves?

If you are a global learner, just recognizing that you aren't slow or stupid but simply function differently from most of your classmates can help a great deal.[4] However, there are some steps you can take that may help you get the big picture more quickly. Before you begin to study the first section of a chapter in a text, skim through the entire chapter to get an overview. Doing so may be time-consuming initially but it may save you from going over and over individual parts later. Instead of spending a short time on every subject every night, you might find it more productive to immerse yourself in individual subjects for large blocks. Try to relate the subject to things you already know, either by asking the instructor to help you see connections or by consulting references. Above all, don't lose faith in yourself; you will eventually understand the new material, and once you do your understanding of how it connects to other topics and disciplines may enable you to apply it in ways that most sequential thinkers would never dream of.

First interview: Flipping through the Prior experiences

1. **Tell me about your educational background**

- What kinds of teaching methods do you remember your teachers were using?

- What kind of facilities did your teacher use?

- How do you prefer to work? Individually? In a   Team?

- Have you ever experienced doing activities in class? if yes   which subjects?

- Who was your favorite teacher? Why?

2. What aspects of your teaching/profession would you like to focus on to improve during your experience as a lecturer?

3. would you please briefly explain your teaching experience?

4. Your instructional approach in the classroom

a. What kind of teaching styles are you currently utilizing in your class?

b. How do you evaluate the success of those approaches?

c. Is there anything that you would like to change about your teaching?

5. Your first experiences   and your first encounters with the concept of learning styles

a. When was the first time you heard of learning styles?

b. How would you define learning styles?

6. **Are you aware of your learning styles preferences?**

7. What are the learning styles preferences of your students in your classroom ?

8. Do you think that your teachers considered your learning style preferences when you were a student?

9. Do you make efforts to consider the learning styles of your students? If so, how? If not, why?

10. What does it mean to you to "teach to the learning styles of your students?"

Second   interview: Looking at the Current and actual   experiences

Some refreshing question from the last session….

15. We are going to focus on your current experiences in terms of learning styles.

a. What have you learned during the past few weeks about learning styles?

b. Do you think of considering the learning styles of your students now? If so, how? If not, why?

c. What does it mean to you to " tailor your teaching styles based on your students preferences" now?

d. How important/effective do you feel it is to adapt your teaching styles in ways that accommodate the

learning styles of your students?

16. You have been working in faculty of foreign language for a few years?

a. How different is your approach to teaching compared to before?

b. Are you planning to consider the learning styles of your students in your teaching plane ? If so, how?

C. Please list some of the challenges that you have faced regarding accommodating the learning styles

preferences of your students?

17. What is your student's reaction towards your new teaching styles?

 a. Are they receptive?

b. Are there any problems that you have encountered?

c. What is the impact of this change in your class?

18. How do you compare the previous method with some of your current experiences "teaching that

is tailored   based on students learning styles preferences" in your class?

a. How often do you   use   some activities in the classroom?

b. Are you implementing the different methods to interact with students in the classroom, Is there a

difference in the way you interact with students now? Or students among themselves?

c. how do you evaluate your students participants in the class activity?

19. Are you planning to try out new methods in your future classes?

Outlook for the future

20.What are your future plan to continue your efforts to address your students' learning styles?

21. How do you see the idea of accommodating to your students learning styles preferences?.

a. What are the changes that are involved in this accommodation ?

22.How do you like your new experience along those lines?

23.   Please list some of the challenges on your way of accommodating your students prefernces in the class?

  24. How have you benefited from your adapted approach? How have your students benefited?

a. are you going to revise your future teaching plan based on this approach?

APPENDIX D
Consent Letter
Teachers

My name is Zahra Naimie and I am doing my PhD research project. I am currently student at University of Malaya and I am working on my PhD thesis. The research project is designed to learn about college student learning styles and lecturer's teaching styles and its impact on achievement in EFL courses. The title of the research study is "The impact of teaching styles and learning styles match and mismatch on student's achievements." The purpose of this study is to examine the relationship between learning style preferences and teaching style and its impact on students' achievement (grades).

The overall purpose is to investigate the influence of the matching teaching styles and learning styles which learning styles are preferred so that recommendations can be provided regarding teaching methods that may best each learning styles.

If you agree to join this project, you will be asked to:

• Fill in a learning style inventory. Using the Felder Soloman Learning Style Inventory (LSI)

• Let the researcher to observe your class

• Participate in the interview conducted by the researcher regarding the theme of this Research

It's possible that being in this project might help you by gaining knowledge about your individual learning style and how to best use this knowledge to study and teach your students. In addition, knowing about your own learning style can help you in your educational career by being able to choose methods of teaching that are congruent

to your students learning styles preferences. In addition, this project might help faculty learn about the student learning style preferences.

The methods to be used to collect information for this study are explained below. I will be using the survey, interview and observation as the main research instruments for this research. You are encouraged to ask any questions at any time about the nature of the study and the methods that I am using. From this information, I will write a case report about your teaching styles in the classroom. Your suggestions and concerns are important to me; please contact me at any time at the address/phone number listed above.

Zahra Naimie
3-7-7 Pantai Panorama Kondo,
Jalan Kerinci,Kuala Lumpur
59200
00601-29274273
z.naimie@gmail.com
==
=

Thank you for agreeing to participate in this study. This form outlines the purposes of the study and provides a description of your involvement and rights as a participant.

Background Information:
The purpose of this study is to investigate the level of the match and mismatch between the teachers and their learners in the classroom environment and the influence of this match on student's achievements.

Procedures:
If you agree to be in this study, you will be asked to answer a few questions on a form. You will be asked for scores of your students for a current semester.

Voluntary Nature of the Study:
You joining this study is voluntary. You choosing to join or not to join will not change your current or future job standing. At first, if you choose to join, you are still free to quit at any time later without changing your job standing.

Risks and Benefits of Being in the Study:
There are token risks linked with joining in this study.
The benefits of study include helping you decide which teaching style you would like to use.If you feel stress or worry because you join the study, you may pull out at any time. You do not have to answer any questions you feel is too personal or worrying.

Compensation:
There will be no payment for you joining in this study.

Confidentiality:
The records of this study will be kept private. In any report of this study that might be published, the researcher will not include any information that will make it possible to identify you. Research records will be kept in a locked file, and only the researcher will have access to the records.
Contacts and Questions:
The researcher conducting this study is Zahra Naime. The researcher's faculty advisor is Prof.Dr.Saedah Siraj,drsaedah@yahoo.com,+03-79675000 You may ask any questions you have now. If you have questions later, you may contact them via email at z.naimie@gmail.com.

You will receive a copy of this form from the researcher.

Statement of Consent:
I have read the above information. I have asked questions and received answers. I consent to participate in the study.

Printed Name of Participant

Participant Signature

Signature of Investigator