



The Academic Effects of VAK Learning Styles on EFL (English as a Foreign Language) Students to learn English Vocabulary

ID No. 3356

(PP 276 - 287)

<https://doi.org/10.21271/zjhs.24.3.17>

Parween Shawkat Kawther

English of Department - College of Education / Salahaddin University-Erbil
parween.kawther@su.edu.krd

Received: 04/12/2019

Accepted: 08/03/2020

Published: 28/10/2020

Abstract

The main purposes of the study are to investigate about how the linguistic levels of the students and their attitudes towards English language learning process influence their vocabulary learning styles through the practice of visual, auditory or kinesthetic (VAK) learning styles and to find out if the preferred VAK learning styles affect the students' abilities to increase the amount of the new vocabulary. Also the researcher aims to find out if the gender affects the selection of the VAK learning styles for learning vocabulary and exploring the correlation between EFL instruction and the preferred vocabulary learning styles so as to come up with teaching techniques that can support the quality of teaching and learning English as a foreign language. In particular the study tries to answer the following questions:

- 1) What is the most common learning style of visual, auditory or kinesthetic (VAK)?
- 2) Do the students have awareness about these learning styles which are visual, auditory or kinesthetic?
- 3) Do the teachers take into their considerations their students' learning styles when they decide the best teaching method that they should apply in the classroom?
- 4) Do the cultural background, age, and gender factors affect VAK learning styles preferences by EL students?

The researcher tries to explore certain hypotheses which are formulated in this situation such as that male and female students of English department have different preferred learning styles since they have great individual differences among them. In addition, their Kurdish cultural background and the teaching methods may have important roles in their learning styles preference selection particularly in learning English language vocabulary.

Keywords: learning styles, VAK learning styles, learning vocabulary

1. Introduction

English language students follow different learning styles to receive the linguistic knowledge and try to comprehend and absorb this knowledge and store it in their cognitive system so that they can use it in the different life situations and solve their academic problems. At the same level English language teachers try to apply different methods of teaching English so as to satisfy the learners' linguistic needs and certainly they are in need to match the teaching methods with the different learning styles that the learners follow according to their culture, gender or even according to the teaching—learning environment that exists. EFL students who come to study in English department in the college of education /Erbil –Salahaddin University have Kurdish cultural background which leads them to choose different vocabulary learning styles than the ones common in other English societies. As a result, different learning styles and different cultural backgrounds may affect their scores through the different kinds of the assessment processes that they go through during the two semesters. Most of the students believe that learning vocabulary has a great importance to master English language and being able to express themselves by depending on their saved amount of vocabulary that they have already learnt through different learning styles. But the problem that faces most of the students is the challenges that they go through when new language content is presented to them and the lacks that occur in adapting new learning styles since



they have already adjusted with previous ones. Even the teachers face difficulties to select the appropriate teaching methods and techniques that fit and go together with the students' different learning styles particularly for learning vocabulary.

2. Methodology

2.1 Material Description

English language teachers always try to find the suitable methods and techniques that facilitate the teaching process and make their classes to be more productive and effective since the most important aim is to enable their students to communicate in varied situations effectively. On the other hand the students follow different learning styles according to their needs and preferences. Every teacher should know that teaching is not only telling information so he/she must go beyond the limited concepts of teaching and recognize that teaching style is a result of the academic background of the teachers. Some teachers usually prefer teaching that makes them feel relaxed and comfortable in a learning situation and encourage students to notice their ways of teaching. While others believe that imitation their styles of teaching can help the students in learning and understanding the instructions influentially. Believing that the methods of teaching can benefit the students to understand properly makes the teachers pay no attention to their students' learning styles and mismatch between them (Yassin & Al-Masri, 2015, p.30). This mismatch appears between the student and the teacher because of some difficulties in recognizing the positive features of the teaching styles or some teachers are not qualified enough to teach in spite of their knowledge. Teaching style is formed by two parts: first the teacher's own learning styles and the second is their experiences. The academic gap occurs in the class when the teaching styles do not work equally with the students' learning styles and when this takes place neither the teacher nor the student will feel comfortable in class. Certainly this gap leads to low comprehension level and students may become less motivated and bored. Working on the teaching styles is necessary to motivate the students and make them high achievers (Ibid.31). The previous researches have showed that the learning styles have great impacts on learning outcomes; furthermore there are other background characteristics or factors that have an impact on learning style. In order to improve the quality of learning outcomes, it would be appropriate for teachers to devise specific strategies for teaching so as to enhance learning outcomes for students with different characteristics since these varied characteristics have their contribution to succeed the foreign language learning (Zhou,2011, p:74). Motivation is one of the factors that determines a person's desire to do an activity or complete a task in an appropriate way. Having desire by the learner makes the learning process more efficient and leads to achieve the learning aims more successfully. There are two distinguished types of motivation: a) Integrative motivation: when the learner has the interest to know the foreign culture and communicate by using the foreign language. b) Instrumental motivation: when the learner tries to learn the foreign language so as he can be able to find some job opportunities, to pass a test or to read a foreign newspaper. It has been stated that learners can be affected by both types of motivation. Age is also one of the most important natural factors that directs the foreign language learning. It is generally believed that children are better at language acquisition than adults but the studies that have investigated about the age factor show that each age in learning a foreign language has some advantages and disadvantages and the suitable period to start learning the foreign language is decided by the individual learner's own situation. The studies also show that younger age is better at language acquisition, but adults are better at learning language rules and systems. Intelligence is another factor that can be defined as the general ability of the learner to master academic skills.

According to the previous studies there is a strong relationship between intelligence and learning of a foreign language as the learners with high IQ (intelligence quotient) achieve better results on language tests than who has fewer score. It is proved that the rate and the success of the foreign language learning process can be predicated by the intelligence factor



in the formal language classroom. There are other factors also can be involved in language learning process in addition to what are mentioned previously such as the learner's aptitude which means the natural ability to learn a language and his personality which is a set of features that characterize an individual (Khasinah, 2014, p. 258-264). Genovard and Gotzens (1990, p. 266) define learning strategies as "those behaviors that the student play during the learning process and that influence in the process of encoding information to be learned". Learning strategies are considered mindful and purposed activities that lead the actions to achieve certain learning goals. So the foreign language learners try to find the suitable and successful strategy that make the learning process easier and fruitful for them. Strategies such as:

1. Repetition strategy: it is to pronounce repetition, name or say repeatedly presented stimuli in a learning task. It would, therefore a memory mechanism that activates the information materials to keep them in short-term memory and, at the same time, transfer to long-term memory

2. Development strategy is to integrate information materials relating new information with the information already stored in memory.

3. Organizational strategy: seeks to combine selected data elements into a coherent and meaningful whole. It is important to acknowledge that the teaching-learning process based on learning styles is not the same process to carry out with all the students since everyone has different needs. For this reason, it is necessary to put into action appropriate strategies based on a model focused in the visual, auditory and kinesthetic learning styles in order to obtain successful results in learners' second language acquisition (Marin et al., 2017, p. 7).

It has become certain the necessity of vocabulary knowledge in foreign language learning and how the vocabulary growth has a great importance to academic success. In most of the EFL classes the lexical items are presented by the teachers in a passive, old fashioned methods of teaching, i.e., the teachers of EFL classes mostly teach the words aurally without applying any illustration techniques while students are required merely to write the meaning of the words in their own language without involvement which leads to the students' inability to recall and use these words in their linguistic performances; therefore the traditional methods currently used in English language classes for teaching new vocabulary are in need to be modified and developed so as to provide the learners with more than just dictionary meaning, synonyms, and antonyms (Kazimi et al. 2016, p.342). The need is to focus on innovative methods both for presenting, practicing, organizing new words and making them accessible and memorable for the sake of fluent and accurate daily communication.

Learning preferences can be considered as personal learning strengths and weaknesses, and different approaches or ways of learning. Many educators believe that learners have apparent preferences for how they go through the learning process of new teaching material and the nature of the teaching styles to these preferred styles will increase the learners' academic success. In every daily instruction the teacher is required to use a variety of instructional approaches to reach all of the students in the classroom (Fu, 2009, p.9). Many traditional language teaching methods as Direct Method, Audio-Lingual Method, and Communicative Language Teaching which call for the importance of teaching grammatical structures and the limitation of the number of words believe that receiving new words excessively could lead the learners away from perception of the grammatical structures. They have put a principle that teaching grammar is fundamental and productive since it helps the learner to create numberless of grammatical sentences while vocabulary is just introducing a group of items. But when Michael Lewis in 1998 introduced the Lexical Approach, he valued the importance of teaching and learning of word frequency and lexical chunks to master the foreign language. Also other teaching methods such as Natural Approach, Total Physical Approach, Suggestopedia, Content Based Teaching confirmed the significance of presenting vocabulary in teaching foreign language (Catin, 2009, p.73).



VAK theory is considered as one of the classical learning theories in the educational field, it is known as VAKT, visual (V), auditory (A), kinesthetic (K) and tactile (T). The first development of VAK was in 1920, by psychologists and teaching specialists such as Fernald, Keller, Orton, Gillingham, Stillman and Montessori who state that the students' receiving vision, hearing and touch are the basic elements that the VAK learning style is based on according to the VAK learning style. The main principle of this theory confirms that most foreign language learners have a leading learning style that may be aligned with other preferences in certain situations which means that some learners may use multi learning styles according to certain needs (Moayyeri, 2015, 134). Byrnes (2010:4) stated that "the VAK model can be utilized to assist in incorporating different learning techniques into classroom instruction and activities". It means that the teacher needs to select the teaching techniques that can stimulate all these sensory receivers so as to reinforce the learners' control for most of the language skills. The previous studies prefer using pictures for teaching vocabulary since pictures improve both reading and listening comprehension because using pictures creates a strong link between the material learned and learners' mental activity. Pictures are effective tools that make a correlation between intellectual images and knowledge in the long-term memory. Visuals are represented in different forms - illustrations, pictures, perceptions, mental images, figures, impressions, likeness, replicas, reproductions – and supply the learners with swift comprehension assist. It is the teacher's duty to select the pictures that stimulate the learner's comprehension because well-chosen pictures can make any vocabulary teaching tasks easier and more enjoyable and produce positive attitudes towards the learning situation. But at the same time the teachers should not ignore kinesthetic elements in teaching process because there are some learners who can learn only if they practice what information they have been presented in the class by their teachers. These kinesthetic elements appear a lot in the early learning stages and become strong by acquiring different learning experiences through their lives but they shift to visual or auditory learning style when they reach advanced levels after they obtain these elements successfully (Moayyeri, 2015, p.75).

English language students are in need to learn the written and the spoken form of the lexical items and to comprehend the most usual meanings of these items. There are also other important aspects that are necessary for the students to know and learn them. Such as its grammar, collocational links, connotations, appropriateness of use, and its relationships with other items and with the students' native language. These aspects are:

- Form : pronunciation and spelling

It is necessary to know how words are pronounced and how do they look like (its spelling). Most of the learners encounter the form of words before they know the meaning of these words or sometimes vice versa but for mastering lexical items they need to know both the form and the meaning.

- Meaning : denotation

It is necessary for the learners to understand the meaning of the words and to what they refer to or denote and the metaphorical extensions of the meaning of the original word.

- Grammar

The grammar of the new items need to presented within the general grammatical rules since some items go through unpredictable changes of forms in certain grammatical contexts.

- Collocation

This term refers to the style of the words tend to co-occur with other words and expressions (Ur, 2012, p. 60).

2.2 Analysis Procedure

1. The participants

The participants of the study were 5 English language instructors and 35 students of two groups of the English language department. The total number of the students in both groups is 70 students



2. Instruments

The following instruments were used for gathering data:

1. Rebecca Oxford's Style Analysis Survey (SAS)
2. Learning Style Questionnaire

Rebecca Oxford's Style Analysis Survey (SAS) is used to explore the tendencies of the participants in the current study who are the second grade students respect to their learning and working styles. (SAS) is divided into 5 major activities named: Activity 1 How I use My Physical Senses to Study or Work?, Activity 2 How I Deal with Other People?, Activity 3 How I Handle Possibilities?, Activity 4 How I Approach Tasks? and, Activity 5 How I Deal with Ideas?. In addition to that, their 110 items displayed. The section "How I use My Physical Senses to Study or Work" had 30 items, while the other four activities only had 20 items. Also, for the five sections there is a series of multiple choice answers which are situated in each item, those response options are represented by multiple number where 0 represents never, 1 represents sometimes, 2 represents very often and 3 represents always. The persons who answer the survey must circle the responses.

3. Findings and Discussion

3.1 The Results of the Learning Style Questionnaire

Through the application of preference learning styles checklist (13) of the learners agreed that their preferred learning style is visual 62% but (1) learner prefers auditory learning style and it scored 5% while (4) learners prefer kinesthetic learning style and it scored 19% and only (3) learners prefer multi -preference learning styles and it scored 14%. The scores indicate that most of the learners prefer to learn English language depending on their visual skill. (see table no 1).

Table no.1 General Preferences Learning Styles

No.	Learning Styles	All Students (N= 21)	Percentages
1.	Auditory	1	5%
2.	Visual	13	62%
3.	Kinesthetic	4	19%
4.	Multi -preference learning Styles	3	14%
5.	Total	21	100%

3.2 The Preferences Learning Styles according to Gender

In Table 2, only 1 male learner prefers auditory learning style while no one from the female learners prefers this style. 7 female learners prefer visual learning style which is more than the male learners who scored 6. Both of genders scored 2 concerning the kinesthetic learning style. 2 female learners prefer multi learning style while one of the male learners has the same preference learning style which is multi learning style.

Table (2) The Preferences Learning Styles according to Gender

Preference s Learning Styles	Male (N=10)	Female (N=11)	All students (N=21)
Auditory	1	-----	1
Visual	6	7	13
Kinestheti c	2	2	4
Multi learning styles	1	2	3



3.3 The Significance differences of Preference Learning Styles according to Gender

In Table 3, the results indicate that there are no significant differences between the male and female students on auditory, visual, kinesthetic and multi learning styles. This means that both male and female students prefer all the styles of learning but sometimes the auditory and kinesthetic are more accepted than the other styles since they study English language and they comprehend in a better way if they listen a lot and enhancing this step with practicing certain activities and tasks.

Preference Learning Styles	Male (N=10) M SD	Female (N=11) M SD	All students (N=21) M SD
Auditory	20.3 8.19	23.54 0.984	21.95 9.174
Visual	17.45 34.7	17.61 11.41	19.22 46.11
Kinesthetic	19.27 8.23	21.18 8.58	20.72 16.81
Multi learning style	21.66 -8.3	19 0.48	20.44 -7.82

3.4 Percentages of Preference Learning Styles according to Gender

In table 4 the girls got the highest score in auditory styles while the boys got the highest score in multi style while the girls got the lowest score in multi learning style. The boys got the lower score in visual learning style.

Table (4) Percentages of Preference Learning Styles according to Gender

No.	Preference Learning Styles	Male %	Female %	Total %
1.	Auditory	44.8	51.8	96.6
2.	Visual	38.4	46.2	84.6
3.	Kinesthetic	44.6	46.6	100.12
4.	Multi learning style	25.4	11.4	36.8

According to table (4) the results indicate that both gender prefer kinesthetic learning style which scored 100.12 % which is a high score. Which means that English language students learn better if they practice a lot the language so as to accomplish the learning process.

3.5 The Results of Rebecca Oxford's Style Analysis Survey (SAS)

The researcher has selected Rebecca Oxford's Style Analysis Survey to be one of the instruments to gather data about the learners' different attitudes about their preference learning styles. The questionnaire includes four main activities in the forms of questions that are followed by different answers that allow the learner to choose one of them that suits his / her point of view. In activity (1) the learners were asked (How do I use my physical senses to study or work?) while in activity (2)they were asked about (How do I handle possibilities?). In activity (3) the question was (How do I approach tasks?) while the last question was about (How do I deal with ideas?).



3.6 Percentage of Results of Rebecca Oxford's Style Analysis Survey (SAS) according to Gender

In table no (4) the results indicate that in the first activity that the students were asked about the female score is a little higher than the male which means that the female prefer using physical or empirical senses more than the male. The results of the second activity show that the male have more power and interest to handle the possibilities that they face generally in language learning and particularly in vocabulary learning process. They deal with these situations more positively than the female and they have the readiness to be involved in tasks that can lead them to change. The results of the third activity indicate that both male and female are predicated to have the interest to perform the proposed tasks by using their own knowledge to express themselves. The results of the fourth activity show that both genders have the abilities to think out of the box and express their ideas in the classroom if they have the opportunities and the facilities in the classroom.

Table no (4)

No.	Activities	Male %	Female %	Total
1	How do I use my physical senses to study or work?	0= 26.6	0=25.55	0=51.11
		1=45	1=50.55	1=95.55
		2=50	2=74.16	2=124.16
		3=47.2	3=60.5	3=107.7
2	How do I handle possibilities?	0=14.16	0=20	0=34.16
		1=31.66	1=57.5	1=88.71
		2=59.16	2=45.83	2=104.99
		3=61.66	3=57.5	3=118.71
3	How do I approach tasks?	0=22.2	0=17.5	0=39.7
		1=55.83	1=55	1=110.83
		2=49.16	2=49.16	2=98.32
		3=47.5	3=61.66	3=108.71
4	How do I deal with ideas?	0=17.5	0=22.5	0=40
		1=43.33	1=60	1=103.93
		2=58.33	2=43.3	2=101.36
		3=47.5	3=58.3	3=105.8

3.7 The Significance differences of the Rebecca Oxford's Style Analysis Survey (SAS) according to Gender

Table 5

No.	Activities	Male (N=10)		Female (N=11)		All students (N=21)	
		M	SD	M	SD	M	SD
1.	How do I use my physical senses to study or work?	2.53	2.74	1.86	3.19	4.39	5.93
2.	How do I handle possibilities?	2.5	3.18	2.71	2.31	5.21	5.49
3.	How do I approach tasks?	2.62	3.6	2.75	10.74	5.37	14.34
4.	How do I deal with ideas?	2.5	2.1	2.76	3.8	5.26	5.9

3.8 The Significance differences of Rebecca Oxford's Style Analysis Survey (SAS) according to T-Tests



The researcher has applied T-Tests to the data that was gathered through conducting Rebecca Oxford's Style Analysis Survey (SAS) and following results have been scored: concerning the first learning style which is auditory the females scored $M = 23.54$ only slightly higher than the males who scored $M=20.3$ and the difference is not large enough to be statistically significant ($t = 1.3051, p = 0.2074$). In the second learning style which is visually in this style the females scored $M = 17.61$ and the males who scored $M=17.45$ and the two scores can be considered the same since the difference is very limited so it is not large enough to be statistically significant ($t = 0.0145, p = 0.9886$). Also the third learning style which is Kinesthetic the females scored $M = 21.18$ only a little bit higher than the males who scored $M=19.27$ and the difference is not great enough to be statistically significant ($t = 0.5194, p = 0.6095$). While the last learning style which is the multi style the males scored $M = 21.66$ which higher than the females who scored $M=19$ and the difference is not great enough to be statistically significant ($t = 1.0638, p = 0.3008$) see table (6)

Table 6 The Significance differences of Rebecca Oxford's Style Analysis Survey (SAS) according to T-Tests

Variable		Male s (n=10)	Females (n=11)	t-value	P-Value
Auditory	M	20.3	23.54	1.305	0.207
	S	8.19	0.984	1	4
	D				
Visually	M	17.45	17.61	0.014	0.988
	S	34.7	11.41	5	6
	D				
Kinesthetic	M	19.27	21.18	0.519	0.609
	S	8.23	8.58	4	5
	D				
Multi – Learning Styles	M	21.66	19	1.063	0.300
	S	-8.3	0.48	8	8
	D				

3.9 The Results of Rebecca Oxford's Style Analysis Survey (SAS) according to ANOVA Formula

The results of the application of ANOVA one way formula indicate that there are no statistical significant differences among the different learning styles that the students follow in learning English language vocabulary since P-Value scored -7.75 which is less than the critical value which is 2.98 which leads to the opinion that all the students whether they are male or female depend on their different senses to acquire English language vocabulary (see table 7)

Table (7) ANOVA Summary table for Rebecca Oxford's Style Analysis Survey (SAS)

Variation Source		Sum of Squares	Degree of Freedom (df)	(Critical Value)	Mean Squares	P-Value
Treatment (between)	Auditory	25	3	2.98	8.3	-7.75
	Visually					
	Kinesthetic					
Error (within)	Auditory	-30	28	2.98	-1.07	
	Visually					



	Kinesthetic				
Total		-253	31	2.98	

3.10 The Significance differences of the Preference Learning Styles according to T-Tests

The researcher also has applied T-Tests to the data that was gathered through conducting Preference Learning Styles questionnaire which includes four main learning style activities and following results have been scored: concerning the activity which asks about (How do I use my physical senses to study or work? In this activity the males scored $M = 2.53$ only a little higher than the females who scored $M=1.86$ and the difference is not large enough to be statistically significant ($t = 0.5137, p = 0.6134$). In the second activity which asks about (How do I handle possibilities?) the males scored $M = 2.5$ and the females who scored $M=2.71$ and the two scores can be considered the same since the difference is very limited so it is not large enough to be statistically significant ($t = 0.1744, p = 0.8634$). While the third activity asks about (How do I approach tasks?) the females scored $M = 2.75$ only a little more than the males who scored $M=2.62$ and the difference is not considered enough to be statistically significant ($t = 0.0364, p = 0.9714$). While the last activity which asks about (How do I deal with ideas?) the females scored $M = 2.76$ which higher than the males who scored $M=2.5$ and the difference is not enough to be statistically significant ($t = 0.1912, p = 0.8504$). See table 8

Table (8) the Preference Learning Styles according to T-Tests

Variable		Males (n=10)	Females (n=11)	t-value	P- Value
1. How do I use my physical senses to study or work?	M SD	2.53 2.74	1.86 3.19	0.5137	0.6134
2. How do I handle possibilities?	M SD	2.5 3.18	2.71 2.31	0.1744	0.8634
3. How do I approach tasks?	M SD	2.62 3.6	2.75 10.74	0.0364	0.9714
4. How do I deal with ideas?	M SD	2.5 2.1	2.76 3.8	0.1912	0.8504

3.11 The Results of The Preferences Learning Styles Questionnaire according to ANOVA Formula

The results of the application of ANOVA one way formula indicate that there are statistical significant differences among the different learning styles that the students follow in learning English language vocabulary since P-Value scored 34.95 which is greater than the critical value which is 3.15 which leads to the opinion that all the students whether they are male or female do the activities that are listed in the preference learning style questionnaire in different ways depending on their skills, attitudes, beliefs and their points of view according to the learning situations that they are in (see table 9).

Table (9) ANOVA summary table for The Preferences Learning Styles Questionnaire

Variation Source	Sum of Squares	Degree of Freedom (df)	Tabulated degree of Freedom (Critical Value)	Mean Squares	P-Value



Treatment (between)	458.6	2	3.15	229.3	34.95
Error (within)	394	60	3.15	6.56	
Total	64.6	62			

4. Conclusions

The purpose of this study is to find out English language students' desirable learning styles for vocabulary in particular since vocabulary is considered one of the most important areas of language that requires being included in every instruction. The researcher has conducted two statistical instruments for gathering data which are Rebecca Oxford's Style Analysis Survey (SAS) and Learning Style Questionnaire and certain results are achieved by applying different statistical formulas such as: percentage, T-Tests and One way ANOVA formula. After the analysis of the reached results it was revealed that

1. There are no significant differences between the male and female students concerning the best style for learning vocabulary.
2. Also the results revealed that all the students of both genders apply occasionally multi-learning style for learning English vocabulary but generally they prefer vision learning style more than the other learning style. Generally they prefer to use different senses when they are presented with new lexical items according to the learning situation.
3. It is revealed that matching teaching methods that are applied in the classroom to students' learning styles has an important role to improve the language performance level of students and may have an effect on determination the nature of the preference learning style that the learner prefers to employ it in the learning process.

5. Pedagogical Implication

1. Teaching vocabulary is very necessary to increase the learner's knowledge about the language but it is obvious the teachers still apply traditional vocabulary teaching methods that lack the new techniques that motivate the learners and match with the preference learning styles.
2. Through the results of the present study it is suggested that teachers can enrich their instructions by using visual techniques such flash cards, photographs, wall charts, board drawings and relia. In other words, presentations and illustrations that go with the words should be attractive to them. On the other hand, kinesthetic learners are in need to be involved in some hands-on activities and body involvement so as to enjoy receiving the lexical items and apply them appropriately.
3. To sum up, based on the quantitative analysis of the learning style questionnaires and the T-test and ANOVA one way results , it can be concluded that considering learning style preferences in language learning is a significant element facilitating the learning process. The individuals' differences have vital roles in the selection of the preference learning style as well as in deciding the teaching approaches that should be directed to be more student-centered than teacher-centered ones.

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التأثيرات الأكاديمية لأساليب VAK التعليمية على طلاب اللغة الإنكليزية (EFL) لتعلم مفردات اللغة الإنكليزية

بروين شوكت كوثر

كلية التربية - قسم لغة الانجليزية / جامعة صلاح الدين-ايل

ملخص

تتمثل الاهداف الرئيسية للدراسة في استكشاف كيفية تأثير المستويات اللغوية المختلفة للطلاب ومواقفهم التعليمية على عملية تعلم اللغة الإنكليزية ومن ثم على أساليب تعلمهم مفردات اللغة الجديدة من خلال ممارسة أساليب التعلم المرئية، السمعية او الحركية كما و تهدف الدراسة ايضا الى اكتشاف فيما اذا كانت الطريقة المفضلة لتعلم المفردات الجديدة تؤثر ايجابا على عملية اكتساب مفردات لغوية جديدة. و يهدف الباحث ايضا الى ايجاد مدى الاختلاف بين الطلاب الذكور والاناث في اختيار الطريقة الامثل للتعلم. كما يهدف الباحث الى ايجاد العلاقة بين تدريس اللغة الانكليزية كلغة اجنبية وطريقة التعلم المفضلة من اجل الوصول الى تحديد التقنيات التعليمية التي تدعم عملية تعلم وتدريس اللغة الانكليزية كلغة اجنبية. تحاول الدراسة تحديدا الإجابة على الأسئلة التالية:

1. ماهي طريقة التعلم المفضلة للمفردة اللغوية الانكليزية، هل هي بصرية، مرئية ام حركية (VAK)؟
 2. هل المتعلمون على دراية بهذه الطرق التعليمية المختلفة؟
 3. هل لدى التدريسين القدرة على ايجاد الترابط بين الطريقة المتبعة لتدريس اللغة الانكليزية مع اساليب التعلم المفضلة لدى الطلاب؟
 4. هل الخلفية الثقافية، العمر او نوعية الجنس تؤثر على اختيار الطلاب للطريقة المفضلة لتعلم اللغة الانكليزية؟
- يحاول الباحث في هذه الدراسة وضع عدة فرضيات تتكون في هذه المواقف التعليمية منها بان الفروق الفردية بين الذكور والاناث تؤثر على اختيار الطالب لطريقة التعلم المفضلة لديه. بالاضافة الى ان الخلفية الثقافية الكردية للطلاب والطريقة المتبعة في عملية التدريس لهما دور كبير في تحديد طريقة التعلم بشكل عام وتعلم المفردة اللغوية الانكليزية بشكل خاص.
- الكلمات الدالة:** أساليب التعلم، لأساليب VAK التعليمية، أساليب تعلم مفردات اللغة

كارىگه ريبه نه كاديميه كانى شيوازه كانى فيربوونى فاك له سه ر قوتايانى زمانى ئينگليزى وهك زمانى بيانى بۆ فيربوونى وشه كان زمانى ئينگليزى

بروين شوكت كوثر

كوئليزى په روه ردهى - به شى زمانى ئينگليزى/ زانكوى سه لاهه ددين-هه ولىتر

پوخته

مه به سته سه رهكى يه كانى نه م توئيزينه وهيه بريتين له ليكوئينه وهيه له چۆنيه تى كارىگه رى ئاسته كانى زمانه وانى قوتايان و هه لوئستيان به رامبه ر به پرۆسه ي فيربوونى زمانى ئينگليزى له سه ر شيوازه كانى فيربوونى وشه كان له رڤگه ي پياده كردنى شيوازه كانى بينين و بيستن و جووله بۆ فيربوون ياخود زانينى ئاخۆ چاكترين شيوازه كانى (VAK) كارده كه نه سه ر توانستى قوتايان تاكو پرى وشه نوچ به كان زياد بكن هه روه ها زانينى ئاخۆ جوړى ره گه ز كارده كاته سه ر هه لباردن شيوازه كانى فيربوونى وشه كان و بوئه نجامدانى ليكوئينه وهيه ده رباره ي په يوه ندى نيوان رڤنمايى زمانى ئينگليزى وهك زمانى دووهم و شيوازه كانى فيربوونى چاكترين وشه كان بۆ گه يشتن به و شيوازه انه ي وانه وتنه وه كه ده كرى پالڤشتى جوړى فيربوون و فيركردن بكن. توئيزينه وهكه به شيوه يه كى تايبه ت هه ولى وه لأم دانه وهى نه و پرسيارانه ي خواره وه ده دات:

1. چ جوړه فيربوونهك له شيوازه كانى بينين و بيستن و جوله ي (VAK) هه ره بلاوترين جوړه؟
2. ئايا قوتايى به كان ئاگادارى نه و جوړه شيوازه ي فيربوونى؟
3. ئايا ماموستايان ده توانن شيوازه كانى وانه وتنه وه و باشترين شيوازه كانى فيربوون لاي قوتايان به يه كتر به سته وه؟
4. ئايا هوكاره كانى پيشينه ي كه لتور و ته مهن و ره گه ز كارده كه نه سه ر به چاكترا زانينى شيوازه كانى فاك بۆ فيربوون له لايهن قوتايانى زمانى ئينگليزى. توئيزه هه ولى ده دات له هه نديك گريمان بكوئيته وه له و حاله ته دا، بۆ نمونه قوتايى به كچ و كوره كانى به شى زمانى ئينگليزى خاوه ن باشترين و جياوازترين شيوازه ي خوڤان بۆ فيربوون چونكه نه وان له رووى تاكه وه جياوازه ي گه ريه ان هه يه له نيوان خوڤان. نه م و شان به شانى نه و پيشينه كه لتوورى به كوردى به يه و شيوازه ي وانه وتنه وهيه بوڤان هه يه ره ولى گرنگيان هه بڭ له هه لباردن باشترين شيوازه كانى فيربوون به تايبه ت بۆ فيربوونى وشه كانى زمانى ئينگليزى.

وشه كليبيه كان: vak وشه سه رهكى يه كان، فيربوونى شيوازه كانى فيربوون، فيربوونى وشه كان