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YOUNG EFL LEARNERS' LEARNING STYLES: MATCHES AND MISMATCHES BETWEEN LEARNERS' PREFERENCES AND THEIR TEACHERS' PERCEPTIONS

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 800710006 numaralı Özlem YAHYAOĞLU YARDIM'ın hazırladığı "İlköğretim beşinci sınıf öğrencilerinin tercih ettikleri İngilizce öğrenme stilleri ve ilköğretim İngilizce öğretmenlerinin öğrencilerin öğrenme stilleri hakkındaki algılamaları" konulu Yüksek Lisans ile ilgili tez savunma sınavı, 17 / 08 /2011 günü 13:00 – 14:00 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin başarılı olduğuna oybirliği ile karar verilmiştir.

Başkan

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ABSTRACT

The purpose of this study is to investigate the preferred learning styles of the fifth grade EFL students in state schools, the perceptions of EFL teachers about the fifth grade EFL students' learning styles, the correlation among EFL students' preferred learning styles, the correlation among EFL teachers' perceptions on students' preferred learning styles and, the main matches or mismatches between the learners' preferred learning styles and their teachers' perceptions of learning styles.

193 fifth grade students from four different state primary schools and 63 EFL teachers from different state primary schools participated in the study. In order to collect the data for the study, two questionnaires were administered. The first questionnaire was administered to students, the second questionnaire was administered to EFL teachers. The two questionnaires included Five-point Likert type items in which the participants were asked to declare their degree of agreement from 1)Strongly agree; to 2)Agree; 3)Undecided; 4)Disagree; 5)Strongly disagree.

Within the framework of the previous research on learning styles, the questionnaires involved eleven categories (extroverted, introverted, intuitive random, sensing sequential, closure oriented, open perceiving, thinking, feeling, auditory, visual and kinesthetic learning styles). Based on those eleven categories, the data were analysed by means of Mann-Whitney U test. Relationships between variables were analysed by Pearson Correlations Analysis.

Findings indicated that open perceiving was the most preferred learning style by the fifth grade EFL students, but feeling was perceived as the most preferred learning style of students by the EFL teachers. Introverted learning style was the least preferred learning style by students and it was also perceived as the least preferred learning style of students by the EFL teachers. Moreover, the learning style preferences of the fifth class learners changed according to gender and the English level of their families. However, EFL teachers were not totally aware that gender and the English level of their families affect the learning style preferences of the fifth grade EFL students. The results also indicated that the fifth class students could be called eclectic learners, they could use the combination of learning styles while learning English, yet EFL teachers were quite unable to address the variation of students' learning preferences during the English lessons.

Key Words: Fifth Grade Students, Learning Styles, Teachers' Perceptions on Learning Styles

ÖZET

Bu yüksek lisans tezi ilköğretim beşinci sınıf öğrencilerinin tercih ettikleri öğrenme stillerini, İngilizce öğretmenlerinin bu konudaki algılarını, öğrencilerin tercih ettikleri öğrenme stilleri arasındaki korelasyonu, İngilizce öğretmenlerinin tercih edilen öğrenme stilleri hakkındaki algıları arasındaki korelasyonu ve öğrencilerin tercih ettikleri öğrenme stilleri ile İngilizce öğretmenlerinin algıları arasındaki uyum ve uyumsuzlukları araştırmayı amaçlamıştır.

Araştırmaya dört farklı devlet ilköğretim okulundan 193 beşinci sınıf öğrencisi ile farklı devlet ilköğretim okullarında çalışan 63 İngilizce öğretmeni katılmıştır. Gerekli datayı elde etmek için biri öğrencilere diğeri öğretmenlere olmak üzere iki farklı anket uygulanmıştır.

Öğrenme stilleri ile ilgili olarak daha önce yapılan araştırmalara dayanılarak, anketler 11 farklı öğrenme stiline hitap edecek şekilde düzenlenmiştir. Data Mann-Whitney U testi kullanılarak analiz edilmiştir. Değişkenler arasındaki korelasyon Pearson Korelasyon Analizi kullanılarak bulunmuştur.

Sonuçlar öğrencilerin tercih ettikleri öğrenme stilleri ile öğretmenlerin algıları arasında dikkate değer farklılıklar olduğunu göstermiştir. Öğrenciler en çok "open perceiving" öğrenme stilini tercih etmiş, öğretmenler ise öğrencilerinin en çok "feeling" öğrenme stilini tercih ettiklerine inanmışlardır. Öğrenciler en az "introverted" öğrenme stilini tercih etmiş, öğretmenler de bu konuda öğrencileriyle aynı fikri paylaşmışlardır. Öğrenme stilleri cinsiyete ve öğrencilerin ailelerinde İngilizce bilen birilerinin olup olmamasına göre değişiklik göstermiştir. Bununla birlikte, İngilizce öğretmenlerinin, cinsiyetin ve ailede İngilizce bilen birilerinin bulunmasının öğrenme stili tercihini etkilediği konusunda yeteri kadar bilgi sahibi olmadığı ortaya çıkmıştır. İngilizce öğrenirken, öğrenciler birkaç öğrenme stilini bir arada kullandıkları için eklektik olarak adlandırılmış, öğretmenler ise İngilizce derslerinde öğrencilerin öğrenme stilleri çeşitliliğine yeteri kadar hitap etmeyi başaramamışlardır.

Anahtar Sözcükler: Beşinci Sınıf Öğrencileri, Öğrenme Stilleri, Öğretmenlerin Öğrenme Stilleri Hakkındaki Algıları

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Abbreviation	Bibliographic Information
CD	Compact disc
EFL	English as a foreign Language
eg	exempli gratia (for example)
ESL	English as a second language
etc.	Et cetera
FD	Field dependent
FI	Field independent
FLT	Foreign Language Teaching
IQ	Intelligence Quotient
i.e.	id est (that is to say)
LL	Language Learning
LSI	Learning Style Inventory
PC	Personal Computer
SLSI	Students' Learning Style Inventory
SPSS	Statistical Package for the Social Sciences
TTSI	Teachers' Teaching Style Inventory
US	United States

CHAPTER 1

INTRODUCTION

Educators have been trying to find out the answer to this question: "Why some students learn a foreign language easily while others have difficulty or completely fail in the learning process?". Individuals differ in their general skills, aptitudes and preferences for processing information, constructing meaning from it and applying it to new situations. Individuals also differ in their abilities to perform different tasks and outcomes (Jonassen and Grabowski 1993; cited in Boyluoğlu, 2000). One of the factors that leads to these individual differences is learning styles. Students learn in many ways—by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style (Felder and Henriques 1995). Beside the learning styles, there is another element which affects the achievement in learning a foreign language is teaching style of the instructor. The match between the learning styles of the students and teaching styles of the instructors improves students' achievement in the learning process.

Two of the most valuable components in the learning process are the individuality of the teacher and the individuality of each student. Yet those individual differences often interfere with academic achievement unless teachers attempt to incorporate students' learning style preferences into their lesson planning (Campbell 1991). Often teachers share the frustration of knowing they are failing to meet the needs of a portion of the students in their classrooms. One reason is the failure to accomodate the unique learning styles of those students. Recognizing and defining the styles by which a person learns is important to the learning process as diagnostic tests are to healing process in the field of medicine. Teachers need to guard against over-teaching by their own preferred learning styles. To teach one's own learning style is a natural tendency because teachers subconsciously operate on the assumption that the way they learn is the most effective way for everyone to learn. Therefore, teachers have an

obligation to broaden their teaching styles to support opportunities for students to broaden their learning styles. Teachers are most helpful when they □rof□ students in identifying and learning through their own style preferences (Friedman and Alley 1984).

No two students are alike. They have different backgrounds, strengths and weaknesses, interests, ambitions, senses of responsibility, levels of motivation, and approaches to studying. Teaching methods also vary. Some instructors mainly lecture, while others spend more time on demonstrations or activities; some focus on principles and others on applications; some emphasize memory and others understanding. How much a given student learns in a class is governed in part by that student's native ability and prior preparation but also by the compatibility of the student's attributes as a learner and the instructor's teaching style (Felder and Brent 2005). Mismatches between an instructor's style of teaching and a student's method of learning have been cited as potential learning obstacles within the classroom and as a reason for using a variety of teaching modalities to deliver instruction. The concept of using a menu of teaching modalities is based on the premise that at least some content will be presented in a manner suited to every type of learner within a given classroom or course (Dunn and Dunn 1987).

The mismatches between the learning styles of students in a class and the teaching style of the instructor probably result with unfortunate potential consequences. The students get bored and do not attend the class regularly, do poorly on tests, get discouraged about the lesson, and begin to think that they are not good at learning a foreign language and finally they become unsuccessful. Moreover, instructors confront by low test grades, unresponsive or hostile classes, poor attendance, and dropouts.

It is widely accepted that the match between learning styles of the students and the teaching styles of the language teachers is very important (Campbell 1991; Dunn and Dunn 1979; Hinton 1992; Hispania and Hokanson 2000) and this match improves the achievement in language learning process (Dunn 1984; Hanigsfield and Dunn 2006; Smith and Halliday 1986).

A number of studies on learning styles have investigated the relationship between gender and the preferred learning styles in language learning process (Hanigsfeld and Dunn 2006; Maubach and Morgan 2001; Nihlen 1975; Severins and Dam 1994; Shipman and Shipman 1985). There are studies that proved the significance of learning styles in language learning process (Campbell 1991; Dunn 1984; Dunn and Dunn 1979; Hanigsfeld and Dunn 2006; Hinton 1992; Hispania and Hokanson 2000). It was also observed that some studies displayed the benefits of using various teaching styles (Doyle and Rutherfold 1984; Ellis 1979; Galbraith and Sanders 1987; Henson and Borthwick 1984; Moody 1988; O'Neil 1990; Romanelli, Bird and Ryan 1987; Sparks and Ganschow 1991; Westwood and Arnold 2004; Lipitt 1991). Some of the previous researches were designed to compare the learnig style preferences of students from different cultures (McCormick 2001; Perney, cited in Banks 1988; Ramirez and Castaneda, cited in Singh 1988). In addition, some studies were made to identify the learning styles of students. However, unlike this study, those studies mostly focused on the university students (Kikuchi 2005; Reid 1987; Stewert 1979; Wasson 1980 cited in Smith and Renzulli 1984) or the secondary school students (Hodge 1982; cited in Reid 1987) or the school leavers (Millroad 2002). While Price (1980) was examining ways in which learning styles characteristics appeared to change as students advanced from grade to grade, he worked with students in grades 3 through 12. He identified the learning styles of students in grades 3 through 12, but summarized the preferred learning styles of fifth grade students in general, not in detail. He also did not mention anything about English teachers' perceptions of their students' learning styles. Smith and Halliday (1986) worked with fourth, fifth and sixth grade students to find out the differences of learning styles between low achievers and high achievers, but they were not interested in the similarities , they just considered the differences between them so there was not much information about general characteristics of fifth grade students in their research. They also did not refer to teachers' perceptions.

There is a common question in Turkey especially mentioned by adults "Why we could not learn English and why our children □rof can not learn it although they have been taught English since the fourth grade.". Unfortunately, the success percent of language learning in primary schools in Turkey is below the expected level. The success

percentages of English lesson of the fifth classes in Mustafa Itri Primary School are given in Appendix 1. This is a kind of □rof for failure in learning English. This study aims to find out whether the failure of the fifth grade EFL students is a result of the mismatches between primary school fifth grade EFL students' preferred English learning styles and primary school EFL teachers' perceptions of their students' preferred English learning styles.

Apart from the previous researches, the purpose of this study is to specifically focus on the preferred learning styles of the fifth grade unsuccessful EFL students in order to find out whether there are mismatches between the preferred learning styles of the students and EFL teachers' perceptions of their students' learning styles.

The research questions to be answered in this study are stated as follows:

1. What are the preferred learning styles of the fifth grade students?
2. What are the EFL teachers' perceptions of the fifth class students' learning styles?
3. Is there a correlation amongs the fifth grade students' preferred learning styles?
4. Is there a correlation amongs EFL teachers' perceptions on students' preferred learning styles?
5. What are the main points of matches or mismatches between the fifth grade learners' and their teachers' perceptions?

CHAPTER 2

LITERATURE REVIEW

Turkish Education System is divided into three: primary school education, secondary education and university education. The primary school education is also divided into two parts: first grade and second grade education. Students begin the first grade education when they are seven years old and they complete it when they are eleven years old. The first grade education includes 1st, 2nd, 3rd, 4th and 5th grades. These first grade students are called young learners. Having completed first grade education, children go on the second grade education and they finish it when they are fourteen. The second grade education includes 6th, 7th and 8th classes. These second grade students are called older children.

2.1. Characteristics Of Young Learners

The term "Young Learners" is defined by Philips (1993) as children from the first year of schooling (five or six years old) to eleven or twelve years of age. According to Philips (1993) , it is not so much the age that counts in the classroom as how mature they are. To teach this age group requires to understand them, know what their attitudes, opinions and interests are. Several investigations were made about young learners (Brezinova 2009; Cameron 2005; Donaldson 1978; Ellis-Jean 2002; Halliwell 1992; Linse 2005; Piaget 1970; Scott-Yreberg 1990; Slattery-Jane 2001; Slattery-Willis 2003; Oxford 1990). As results of them, it was proved that there are some characteristics which differ young learners from older children and adults. In this study, preferred learning styles of fifth class primary school students will be discussed. The fifth grade young learners, when they are compared with older children and adults, have some different characteristics which EFL teachers should bear in mind when preparing activities and teaching them. General characteristics of young learners are described on the following pages:

1. Curiousty

One of the most important characteristics of a young learner is the curiosity. It comes from young learner's desire to discover the world.

> *"The child actively tries to make sense of the world (…) asks questions (…) wants to know (…) Also from a very early stage, the child has purposes and intentions:he wants to do."* *(Donaldson 1978 : 86)*

2. Being Egocentric

Young learners want to be in the center of the lesson. They want to answers all the questions and they want to join every activity presented by their teachers. They do not consider other students' needs.

> *"(…) young learners will still operate in a very egocentric way, where they find it difficult to consider others' needs, tend not to cooperate with others as effectively as older children and can become easily frustrated if their needs are not met. "*
> *(Ellis – Jean 2002 : 28)*

3. Imaginative

Children have a very large imagination, so they can adapt to different roles easily. They can play with a stick as if it is a horse or a doll. Slattery and Willis (2003) point out that they love to play and use their imagination. According to Halliwell (1992) young learners do not come to the language classroom empty-handed. They bring an already well established set of instincts, skills and characteristics which will help them to learn another language and they have ready imagination and great skill in using limited language creatively.

4. Energetic

Young learners are energetic creatures. That's why they can not sit on their desk for a long time. They always want to move around the class. Piaget (1970) asserts that children are active learners. They construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration. As Scott and Ytreberg (1990) describe, young learners' own understanding comes through hands and eyes and ears. The physical world is dominant at all times.

5. Involuntary attention

Young learners have *involuntary* attention and memory, which means that their mind will be engaged in the semantics—the task, topic, or situation—but will not focus on the linguistic code. If they manage to acquire the form, it will be achieved indirectly.

> *"They are not able to understand grammatical rules and explanations about language. (…) They learn things through playing; they are not consciously trying to learn new words or phrases – for them it's incidental."* *(Slattery – Jane 2001)*

6. Limited attention

Young learners have a short *attention* which means they can lose their concentration easily.

> *"They have a short attention span; they can easily get bored after 10 minutes."*
>
> *(Harmer 2007)*

> *"(…) they also lose interest more quickly and are less able to keep themselves motivated on the tasks they find difficult. (…) When they focus on some part of a task or the language they want to use, children may not be able to keep in mind the larger tas kor communicative aim because of limits to their attentional capacity."*
>
> *(Cameron 2005: 1-9)*

7. Inability to observe regularities and causal relations

Children's capacity for a conscious learning of forms and grammatical patterns is still relatively undeveloped; they gradually become able to *generalise* and *systematise*.

> *"Young children are still developing numeracy and literacy in their first language and up to the age of puberty are still learning to master complex grammatical expressions even when speaking or writing their L1."*
>
> *(Ellis – Jean 2002 : 28)*

8. Weak memory

Young learners cannot control what they are taught; the younger the learner, the patchier the *recall* is, which again makes recycling activities necessary, whereas age improves language learning capacity. Brezinova (2009) claims that young learners' short attention spans means that teachers must explain things at the level of young

learner and be prepared to answer many questions and to repeat the instructions or reinforce them through actions and repetition.

9. Limited experience

Young learners may not know certain vocabulary words, grammatical structures, or other language features in their native language before they learn them in English, in which case merely translating a word or phrase may be of little help to them.

> *" (…) The broader and richer the language experience that is provided for children, the more they are likely to learn. Foreign language lessons often provide all or most of a child's experience of the language in use; if we want children to develop certain language skills, we need to ensure they have experiences in lessons that will build those skills.*
>
> *(Cameron 2005:20)*

10. Mechanical memory

Young learners are quick to learn words (they learn particularly through mimicry, and this concerns not only language, but also all other kinds of knowledge as well as behaviour and skills), but they are slower to learn complex phrases and structures, which pose the necessity of a constant repetition and recycling. Halliwell (1992) claims that young learners are good at interpreting meaning without necessarily the individual words.

11. Motivation

While real motivation comes from within each individual (Harmer 1998: 8), young learners rarely have clear motivation; they may come to class simply taking it for granted, or because they like the teacher. They will all at once be less able to assume responsibility for their learning to use the metacognitive strategies of focusing, arranging, planning, monitoring, and evaluation (Oxford 1990:16).

Linse (2005) reports that children develop socially/emotionally, cognitively and physically. According to Linse (2005) children are emotionally in a positive mood, they have positive relationships with one or two peers; shows the capacity to really care about them and miss them if they are absent, express wishes and preferences clearly, give reasons for actions and positions, express frustrations and anger effectively and

without escalating disagreements or harming others and show interest in others; exchange information with and request information from others appropriately. They can cognitively follow one-step, two-step, three-step instructions, make connections between different concrete concepts, abstract and concrete concepts and abstract concepts, recognize patterns and follow a sequence of events. They physically demonstrate the muscle coordination, the muscle and hand-eye coordination, the muscle and foot-eye coordination.

2.2. Differences Between Young Learners and Adult Learners

People of different ages have different needs, competences, and cognitive skills (Harmer 2003), all of which result in different characteristics. Being different ages, young learners and adult learners have different characteristics and these differences affect the language learning process.

Young learners are totally egocentric in nature. They often seem less emberressed than adults at talking in a new language. Young learners gradually become aware of the world around them as they grow older. The learner experiences inhibitions when she feels frustrated or threatened in the struggle of learning a different language (Brown 1994).

Young learners have almost no experience. They gain experience through the relationship with their family, teachers and classmates. On the other hand, adult learners come to class with experiences and knowledge in various areas. Adult learners are realistics and have insights about what is likely to work and what is not. They are readily able to relate new facts to past experiences.

Young learners have no goals in their mind while learning a language. They join the activity because they find it enjoyable or they want to please their teachers. Despite the young learners, adult learners are goal-oriented. Adult learners want to learn why they are learning something. Adults have needs that are concrete and immediate.

Young learners are usually depend on adults for direction, material support, psychological support and life management. Young learners are other-directed while adult learners are self-directed; not dependent on others for direction.

Young learners are likely to accept new information without trying or questioning it. On the other hand, adult learners are often skeptical about new information.

Young learners are externally motivated (by the promise of good grades, praise from teachers and parents, etc.). Adults are more internally motivated (by the potential for feelings of worth, self esteem, achievement, etc).

Harmer (2003) and Pinter (2006) summarize the differences of young learners from older children, adolescents and adults in the following ways:

- They respond to meaning even if they do not understand individual words (Harmer 2003). Generally they have a holistic approach to language, which means that they understand meaningful messages but cannot analyse the language yet (Pinter 2006).
- They have lower levels of awareness about themselves as language learners as well as about process of learning (Pinter 2006). They often learn indirectly rather than directly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught (Harmer 2003).
- They have limited knowledge about the world (Pinter 2006). They generally display an enthusiasm for learning and curiosity about world around them (Harmer 2003).
- Generally, they are more concerned about themselves than others (Pinter 2006). They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom (Harmer 2003).
- They enjoy fantasy, imagination, and movement (Pinter 2006). Unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so (Harmer 2003).

2.3. Learning Styles

Simply , a learning style is the way a person acquires knowledge. It is not "what" a person learns, but "how" a person learns. With learning styles, students become more involved in the learning process and they are expected to actively apply and transform

the information received into a style that matches their strengths, based on their experiences and ability. According to standard definition, learning styles refer to "an individual's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid 1995) ; thus, they are "broad preferences for going about the business of learning"(Ehrman 1996).

2.3.1. Definitions of learning styles

There are several definitions of learning styles. Followings are commonly referred to in the literature:

> *"Cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment."*
>
> *(Keefe 1979, cited in Ellis 1995: 499)*

> *"Distinctive behaviours which serve as indicators of how a person learns from and adapts to his environments."*
>
> *(Gregorc 1979, cited in Oxford and Ehrman 1993 : 196)*

> *"Preferred or habitual patterns of mental functioning, and dealing with new information."*
>
> *(Ehrman and Oxford 1990 : 311)*

> *"Internally based characteristics, often not perceived or consciously used by learners, for the intake and comprehension of new information"*
>
> *(Reid 1998 : ix)*

Obviously, the definitions of learning styles mentioned above have a great deal in common. To sum up the definitions, learning styles are cognitive, affective and physiological characteristics that are used by an individual habitually in order to understand, organize and retain the new information.

For Rita Dunn, Kenneth Dunn and Gary Price (Hyman and Rosoff 1984) , learning style is the manner in which at least eighteen different elements from four basic stimulis affect a person's ability to absorb and retain. These eighteen elements from four types of stimuli are sound, light, temperture, design (environmental); motivation, persistence, responsibility, need for structure (emotional); working alone, working with

another student, working with many students, working with a team of students, working with an adult, working with some combination of adults and peers (sociological); perceptual strengths, intake, time of day, need for mobility (physical).

Learning styles are often confused with learning strategies. Although they are quite related, they are not same and can not be used synonymously. Language learners use different language learning strategies according to their general learning styles (Oxford et al. 1990). Whereas learning styles represent unintentional, or automatic individual characteristics, learning strategies are actions chosen consciously by students to enhance their learning process (Oxford et al. 1993). In short, style refers to consistent and enduring tendencies or preferences within an individual, and strategies are specific methods of approaching a problem or task (Brown 2000).

2.3.2.Dimensions of learning styles

> *"Cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information."*
>
> *(Dörnyei 2005 : 124)*

In their analysis of cognitive learning styles, researches such as Messick (1976) have identified a wide range of dimensions, which can be examined in pairs, to illustrate contrasts in learning styles.

In their book Riding and Rayner(1998) summarize the dimensions of learning styles with the table on the next page:

The wholist-analytic dimension	
Field dependency-Independency	Individual dependency on a perceptual field when analysing a structure or form which is part of the field.
Levelling-Sharpening	A tendency to assimilate detail rapidly and lose detail or emphasise detail and changes in new information.
Impulsivity-Reflectiveness	Tendency for quick as against a delibarate response.
Converging-Diverging thinking	Narrow, focused, logical, deductive thinking rather than broad, open-ended, associational thinking to solve problems.
Holist-serialist Thinking	The tendency to work through learning tasks or problem solving incrementally or globally and assimilate detail.
Concrete sequential/ Concrete random/ Abstract sequential/ Abstract random	The learner learns through concrete experience and abstraction either randomly or sequentially.
Assimilator/ Innovators	Adaptors prefer conventional, established procedures and innovators restructuring or new perspectives in problem Solving.
Reasoning-Intuitive active-Contemplative	Preference for developing understanding through reasoning and or by spontaneity or insight and learning activity which allows active participation or passive reflection.
The verbal-imagery dimension	
Abstract versus Concrete thinker	Preferred level and capacity of abstraction.
Verbaliser-visualiser	The extent to which verbal or visual strategies are used to represent knowledge and in thinking.
An integration of the wholist-analytic and verbal-imagery dimensions	
Wholist-analytic, Verbal-imagery	Tendency for the individual to process information in parts or as a whole and think in words or pictures.

Table 2.3.2: The Dimesions of Learning Styles (Riding and Rayner 1998)

2.3.3.Learning Style Models

Silver, Strong and Perini (1997) claims that altough learning-style theorists interpret the personality in various ways, nearly all models have two things in common:

1-A Focus on Process: Learning-style models tend to concern themselves with the process of learning; how individuals absorb information, think about information, and evaluate the results.

2-An Emphasis on Personality: Learning style theorists generally believe that learning is the result of a personal, individualized act of thought and feeling.

The followings are brief information about some models of learning styles:

Silver, Strong and Perini (1997) define four types of learning styles. **The mastery style learner** absorbs information concretely; processes information sequentially, in a step-by-step manner; and judges the value of learning in terms of its clarity and practicality. **The understanding style learner** focuses more on ideas and abstractions; learns through a process of questioning, reasoning, and testing; and evaluates learning by standards of logic and the use of evidence. **The self-expressive style learner** looks for images implied in learning; uses feelings and emotions to contruct new ideas and products; and judges the learning process according to its originality, aesthetics, and capacity to surprise or delight. **The interpersonal style learner** focuses on concrete, palpable information, prefers to learn socially; and judges learning in terms of its potential use in helping others.

Anthony Gregorc (1982; cited in Schmeck 1988) developed the Gregorc Style Delineator, a self report instrument designed to identify an individual's learning style as **(a)concrete sequential**, **(b)abstract sequential**, **(c)abstract random**, or **(d)concrete random**. Gregorc describes **the concrete sequential person** as objective, and careful with detail.**The abstract sequential person** as objective, persistent, and careful with detail.The abstract sequential person is evaluative, analytical, logical, and oriented to research. **The abstract random person** is sensitive, aesthetic, aware, and spontaneous. **The concrete random person** is intuitive, experimenting, creative, and risk taking.

David Kolb developed the Experimental Learning Theory. This model is similar to that of Gregorc's as both recognize the dimensions of learning preference. For example, the concrete-abstract dimension of Gregorc is also recognized by Kolb. Some learners prefer concrete experience of events whilst others tend to apply abstract conceptualization. Kolb (1979; cited in cited in Schmeck 1988) defines perceiving and processing as two dynamics of learning styles. He describes four types of people based on their learning styles: **divergers**, **assimilators**, **convergers** and **accomodators**. The divergers take in information concretely and process it reflectively. **Type 1 learners (concrete, reflective, the diverger)** respond well to explanations of how course material relates to their experience, interests and future careers. Their characteristic question is "Why?". To be effective with Type 1 students, the instructor should function as a motivator. **Type 2 learners (abstract, reflective, the assimilator)** respond to information presented in an organized, logical fashion and benefit if they are given time for reflection. Their characteristic question is "What?". To be effective, the instructor should function as an expert. **Type 3 learners (abstract, active, the converger)** respond to having opportunities to work actively on well-defined tasks and to learn by trial-and-error in an environment that allows them to fail safely. Their characteristic question is "How?". To be effective, the instructor should function as a coach, providing guided practice and feedback in the methods being taught. **Type 4 learners (concrete, active, the accommodator)** like applying course material in new situations to solve real problems. Their characteristic question is "What if?". To be effective, the instructor should pose open-ended questions and then get out of the way, maximizing opportunities for the students to discover things for themselves (Felder and Brent 2005).

Dunn and Dunn (1978; cited in Friedman and Alley 1984) simply identify student style preferences in learning style instrument in eight dimensions. **Auditory linguistic student** prefers to learn by means of the spoken words. **Visual linguistic student** prefers to see words in books, on the chalkboard, charts, or graphs in order to learn. **Auditory numerical student** learns easily from hearing numbers and oral explanations. **Visual numerical student** prefers to see numbers on the board, in the book, or on a paper. **Audio-visual-kinesthetic combination** likes a combination of the three basic modalities. **Individual learner** works best alone. **Group learner** likes

learning with others. **Oral expressive learner** prefers to share knowledge by telling others. **Written expressive learner** prefers the written sharing of knowledge.

Kenneth and Dunn (1979) examined the results of educational, industrial and psychological research involving the ways in which children and adults learn. Dunn and Dunn model included 21 elements and when these were subsequently classified, their characteristics revealed that learners are affected by:

- Environmental Learning style elements include sound, temperture, design and light.
- Emotional learning style elements include responsibility, structure, persistance, and motivation.
- Socioliogical learning style elements are concerned with the social patterns in which one learners. (learning best alone, in a pair, in a small group, as part of a team, or with either an authoritative or collegial adult, and wanting variety as opposed to patterns and routines)
- Physiological learning style elements relate to time of day, food and drink intake, perception (visual, auditory, and kineasthetic) and mobility.
- Psychological learning style elements relate to global versus analytical processing. The construct of field dependence/independence is a component of this learning style.

The Dunn and Dunn (1993, cited in Boyluoğlu 2004) model is based on the following theoretical assumptions:

- Instructional environments, resources and approaches respond to diversified learning styles strengths.
- Everyone has strengths, but different people have very different strengths.
- Individual instructional preferences exist and can be measured.
- Given responsive environments, resources, and approaches students attain statistically higher achievement and attitude test scores in matched rather than mismatched treatments.
- Most teachers can learn to use learning styles as a cornerstone of their instruction.

- Many students can learn to capitalize on their learning style strengths when concentrating on new or difficult academic material.

McCarthy (1982) developed a 4 Mat System which identifies four types of learners. **Type 1 Innovative Learners** are primarily interested in personal meaning. They need to have reasons for learning--ideally, reasons that connect new information with personal experience and establish that information's usefulness in daily life. Some of the many instructional modes effective with this learner type are cooperative learning, brainstorming, and integration of content areas (e.g. science with social studies, writing with the arts, etc.). **Type 2 Analytic Learners** are primarily interested in acquiring facts in order to deepen their understanding of concepts and processes. They are capable of learning effectively from lectures, and enjoy independent research, analysis of data, and hearing what "the experts" have to say. **Type 3 Common Sense Learners** are primarily interested in how things work; they want to "get in and try it." Concrete, experiential learning activities work best for them-using manipulatives, hands-on tasks, kinesthetic experience, etc. **Type 4 Dynamic Learners** are primarily interested in self-directed discovery. They rely heavily on their own intuition, and seek to teach both themselves and others. Any type of independent study is effective for these learners. They also enjoy simulations, role play, and games.

In their model, Felder and Silverman (Felder 1993) classify students as **sensing**, **intuitive**, **visual**, **verbal**, **inductive**, **deductive**, **active**, **reflective**, **sequential** and **global**. **Sensing learners** favor information that comes in through their senses. They tend to be practical. They are careful but may be slow. They learn best when given facts and procedures. Since they are concrete learners, they are not good at symbols. **Intuitive learners** favor information that arises internally through memory, reflection, and imagination. They prefer concepts and interpretations. Intuitors are quick but may be careless. They are conceptual, innovative, oriented towards theories and meanings. **Visual learners** get more information from visual images (pictures, diagrams, graphs, demonstration), **verbal learners** prefer written and spoken explanations. **Inductive learners** prefer to learn a body of material by seeing specific cases first (observation, experimental results, examples) and working up to governing principles and theories by

inference; **deductive learners** prefer to begin with general principles and to deduce consequences and applications. **Active learners** tend to learn while doing something active, trying things out, bouncing ideas off others; **reflective learners** do much more of their processing introspectively, thinking things through before trying them. **Sequential learners** absorb information and acquire understanding of material in small connected chunks; **global learners** take in information in seemingly unconnected fragments and achieve understanding in large holistic leaps.

Moody(1988) described MBTI type as an indicator that is designed to measure differences on four bi-polar scales: **extraversion-introversion**, **sensing-intuition**, **thinking-feeling**, and **judging-perceiving**. **Extraverts(E)** tend to be outgoing. Their interests flow exuberantly to the outer world of actions, objects, and people. In contrast, **introverts(I)** are more restrained, focusing mainly on the inner world of concepts and ideas. **The sensing-intuition** scale deals with how a person prefers to perceive the world, either through the five senses, paying attention to the concrete, real, solid facts of experience **(sensing, S)** or by concentrating on abstract possibilities, meanings, and relationships **(intuitor).** The third scale, **thinking-feeling**, measures how a person likes to make judgements or decisions regarding the information he acquires in the form of sensory data and ideas. **Thinking(T)** types tend to be objective and impersonal. They analyze facts and order them in terms of cause and effect. **A feeling person(F)** bases decisions on a subjective and personal weighting of values, on the importance of the choice for himself or herself and for others. The fourth scale assesses how a person prefers to live by **judging(J)**, that is, in a planned, orderly way, seeking to regulate and control events, or by **perceiving(P)**, that is, in a flexible, spontaneous way, aiming to understand and adapt to events.

Fischer and Fischer (1979) classify the learners as **incremental**, **intuitive**, **sensory specialist-generalist**, **emotionally involved**, e**motionally neutral**, **explicitly structured**, **open-ended structured, damaged** and **eclectic. The Incremental Learners** proceed in a step-by-step fashion, systematically adding bits and pieces together to gain larger understanding. An analogy to bricklaying is appropriate with larger structures emerging from the careful and, at times, tedious adding of piece upon

piece. **The Intuitive Learners'** learning style does not follow traditional logic, chronology, or a step-by-step sequence. There are leaps in various directions, sudden insights, and meaningful, and accurate generalizations derived from an unsystematic garhering of information and experience. The quality of their thinking generally exceeds their verbal ability to describe the steps by which conclusions are reached. **The Sensory Specialist-Generalist** student relies primarily on one sense for the meaningful formation of ideas. While the other senses are intact and functioning, one sense tends to predominate. Among these learners, the most commonly identifiable styles are the visual and auditory specialists. Sensory generalist student uses all or many of the senses in gathering information and gaining insights. He/she relies on sight, sound, touch, smell and any other relevant sense to gather ideas and to test them against his/her prior knowledge as well as against the data his/her senses provide. **The Emotionally Involved** students function best in a classroom where the atmosphere carries a high emotional charge. At least two such types of classrooms can be identified. The first one provides an emotionally colorful and vivid learning atmosphere through the teacher's use of poetry, drama, lively descriptions, and the teacher's own obvious enjoyment and involvement in the substance of learning. The second type of emotionally involving classroom is one in which the teacher and students carry on active, open discussions where disagreements are common. **The Emotionally Neutral** students function best in a classroom where the emotional tone is low-keyed and relatively neutral. Interpersonal conflicts are subdued; the immediately perceived tone of the class is intellectual rather than emotional. **Explicitly Structured** students learn best when teacher makes explicit a clear, unambiguous structure for learning. These students function best when they feel safe and at home in a well-defined structure. An open-ended, loosely structured learning setting interferes with this student's style and thus lessens learning. **Open-ended Structured** students learn best in a fairly open-ended learning environment. The overall structure of the classroom is sufficiently visible, yet there is place within it for divergence, for exploration of relevant yet not explicitly preplanned phenomena. A tight structure is resisted by such students. **The Damaged Learners** are physically normal yet damaged in self-concept, social competency, aesthetic sensitivity or intellect in such a way that they develop negative learning styles. They may systematically avoid

learning, reject learning, fantasize, or pretend that they are learning. Damaged learners need special attention and special treatment depending on their particular damaged approach to the learning situation. **The Eclectic Learners** can shift learning styles and function profitably. They may find one or another style more beneficial, but can adapt to and benefit from others.

Sensory Style (**the visual, auditory, kinesthetic model**) is defined by Reid (1987), Maggioli (1995), Tileston (2005) and Brown (2007).

In devising her framework, Reid (1987) focused on students' perceptual and sociological learning styles preferences. The perceptual dimension measures a learner's preference for one of the sensor modes of experiencing learning: the modes are kinesthetic or psychomotor, visual or spatial, and auditory or verbal (Reid 1987).

Price and Griggs (1985) offer a description of each of the elements that make up the perceptual dimension, suggesting that the visual mode encompasses reading or studying from texts and notes, requiring less oral explanation in comparison to the auditory mode which includes listening to lectures, oral explanations, audio tapes, and discussions in class; the kinesthetic mode focuses on experiential learning and physical involvement in learning activities; and the tactile mode stresses "hands on" experiences in classroom learning (Price and Griggs 1985).

Visual learners have vivid imagery and are better at keeping details in mind. They prefer using images, pictures, colors, and maps to organize information and communicate with others. This kind of learners can easily visualize objects, plans and outcomes in their mind's eyes.

> *"Visual learners tend to prefer reading and studying charts, drawings, and other graphic information."*
>
> *(Brown 2007 : 129)*

Maggioli (1995) states that visual learners

- rarely speaks in class
- are very verbal in their mother tongue
- tend to follow the teacher with their eyes as he or she moves around the classroom.(They do “lip-reading” and need to “see” what the teacher is saying.
- are very neat and organized
- find it useful to underline and highlight information
- generally work quickly in class and finish early
- reproduce information by visualizing text page
- generally respond better to teacher’s written comments than to verbal messages

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They prefer information presented visually and/or in a written language format. They tend to see the information in their minds. They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

The auditory (aural-musical-rhythmic) learners like to work with sound and music. This type of learners have a good sense of pitch and rhythm. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder. They remember what was discussed, learn by listening and they enjoy reading aloud.

"Auditory learners prefer listening to lectures and audiotapes."

(Brown 2007 : 129)

"Auditory learners are those who remember information that they hear and discuss."

(Tileston 2005 : 19)

Tileston (2005) adds that auditory learners

- like to talk and enjoy in which they can talk to their pers org ive their opinion.
- encourage people to lough.
- are good storytellers.
- may show signs of hyperactivity or poor fine motor coordination.
- usually like listening activities.
- can memorize easily.

The kinesthetic learners use their body and sense of touch to learn about the world around them. They are more sensitive to the physical world around them. They typically use larger hand gestures and other body language to communicate. When they are learning a new skill or topic, they would prefer to "jump in" and play with the physical parts as soon as possible. Bodily-kinesthetic learners like physical movement. They learn well when involved in physical exercise and in forms of expression like dance, mime, drama, or role playing. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

"…kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement."

(Brown 2007 : 129)

"Kinesthetic learners learn best through movement and touching."

(Tileston 2005 : 24)

Tileston (2005) adds the following characterisitcs about kinesthetic learners: They

- need the opportunity to be mobile;
- want to feel, smell, and taste everything;
- may want to touch their neighbor as well
- usually have good motor skills, may be athletic;
- like to take things apart to see how they work;
- may appear immature for their age group;
- may be hyperactive learners.

2.4. The Importance of Match Between The Preferred Learning Styles of The Fifth Grade EFL Students and Perceptions of EFL Teachers on The Learning Styles Used By Their Students

Fisher and Rose (2001) point out that students do not learn in the same cookie-cutter fashion and a dynamic analysis of learning and development provides powerful new tools for understanding their variation. Effective learning takes place when teachers' instruction esteems the different learning styles of their students.

Doyle and Rutherford (1984) explained that the wide popularity of proposals and programs for matching learning and teaching styles would seem to have two sources. First, the logic underlying the approach is compelling. Learners differ in a wide variety of ways and these differences are likely to influence how they respond to and benefit from a given instructional method or program. If instruction is adopted 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. Second, the approach seems to offer an intelligent diversity among students. Under most circumstances, students have to be grouped in some way for instruction. It is useful to have an educational justification, such as matching aptitudes of students with dimensions of teaching, in forming such groups.

Learning styles are determined by the combination of how one perceives and processes information. People do this in a variety of ways. In order to accommodate this

variety of learning styles, effective instruction must involve all the senses and must require teachers to immerse students in a variety of activities. If this is not done, conflicts may arise when the instructional style of teachers is different from the learning styles of their students (Oxford & Anderson 1995). Knowledge of learning styles could help teachers understand and appreciate individual differences among students. It has been suggested that students will learn faster and with greater ease when teachers gear instruction to students' learning styles (Hodges 1983).

Dunn (2006) reported that many students achieve poorly in school because their teachers do not teach them the way they learn through their learning styles.

Hyman and Rosoff (1984) state that the issue of matching teaching styles with learning styles is not simple, but learning style is important for all teachers concerned with the proper eduction of their students.

According to Sparks and Ganschow (1991), one factor affecting students' ability to learn a FL is the match between learning style and the FL environment. Oxford(1989, cited in Sparks and Ganschow, 1991) asserts that it is important to assess learning styles because the role of style and strategies may be crucial in determining language learners' success.

On the other hand, some researchers claim that the match between students and teachers plays only a little role in learning process. Jones(1971) found that matching teachers and students on introversion characteristics seemed to make little difference in the frequency or nature of student-teacher dyadic interactions. Similarly, McDonald found that mutual attraction between teachers and students did not seem to affect classroom interaction patterns (Mcdonald 1972; cited in Smith and Renzulli, 1984). In his study, FitzGibbon (1991) examined whether teaching styles should be matched to learning. It was applied to student teachers during their teacher education. In this research, student teachers had to determine the learning styles of their students using the Kolb Learning Styles Inventory, and design and implement a lesson in which the four phases of the Kolb Learning Cycle were included. Student teachers indicated that they would examine the learning styles of their students in the future. They felt that learning styles did not have to be matched to teaching styles but there should be variety in

instruction. When the learning styles of the student teachers themselves were considered, it was found that “divergers” reported least change in teaching style and “convergers” claimed to have changed their role more than any other group.

2.5.Research on Learning Styles

Following research review is examined under six main sections; (1) learning styles and gender, (2) learning styles and age, (3) learning styles and achievement, (4) learning styles and culture, (5) identifying the preferred learning styles of students, (6) importance of the match between the preferred learning styles on the fifth grade EFL students and perceptions of EFL teachers on the learning styles used by their students.

2.5.1.Learning styles and gender

Maubach and Morgan (2001) investigated the differences between gender and language learning with reference to the preferred learning styles of a small sample of students who were 12 or 13 years old. According to their investigation:

-Girls preferred presentation of grammatical rules as opposed to trusting their intuition in this respect.

-Boys showed quite a high tolerance of ambiguity while females demonstrated a lower tolerance of ambiguity.

-Boys were more reflective than girls. Boys were unwilling to guess at answers since they consider the risks of guessing and being wrong may have involved losing face in front of a class full of girls.

-Boys were willing to associate their success with ability whereas girls were more willing to attribute their success to hard work alone.

-Majority of the boys were happy to speak spontaneously. In contrast, girls had a desire to prepare fully in advance before making an oral contribution.

-Girls were more conscientious, spending longer on homework and being more meticulous than boys when it came to detail.

-Boys had greater self-confidence about asking questions of the teacher to aid their own understanding.

-Girls were more interested in reading and presenting well-organized written work.

Hanigsfeld and Dunn (2006) examined 150 studies concerned with adults' learning styles and the findings showed that adult males and females had significantly different learning styles from each other. Females in every nation were more auditory, motivated, persistent and responsible than their male counterparts. Despite males, females require statistically more instructionally diverse approaches while learning.

The study made by Severins and Dam (1994) to determine the direction and magnitude of gender differences showed that men were more likely than women to prefer the abstract conceptualisation made of learning. Women apperently tend to experience more anxiety and to be more pessimistic than men about academic success. Women seem to be more intrinsically motivated and men to be more extrinsically and achievement motivated.

In her study with kindergarten students, Nihlen (1975) discovered that

-Girls are more verbal at an earlier age than are boys. Girls begin to use short and long sentences earlier than boys anda re more fluent in the preschool years. This means when children enter the verbal environment of school, girls usually accommodate to the classroom and teacher easier than boys. Their style of learning is more adjusted to and in tune to verbal commands and directions, and they know more about how and when to respond.

-Girls are more sensitive to social cues. As infants, they react more to smiling adult faces and to visual and physical contact with other people. When girls are in school, they are more dependent on the teacher for direction and stimulus than on themselves. This makes girls more amenable to cultural role patterns, to conformist behaviour and to higher school achievement. They are cognitively ready to take in the full brunt of socialization and to learn correct behaviour.

-Girls are less exploratory than boys. They wander less from their mother or homesite. Through predisposition or early socialization, girls stay closer to their caretakers. As they get older, they show less inclination to move any great distances from the homesite except when performing chores.

-Girls tend to stay closer to adults and interact more with them.

Shipman and Shipman (1985) found that small but significant sex differences in the extent of field independence are a consistent finding in studies of adolescents and adults, with males performing slightly more field independently. Although this style becomes evident as a coherent cluster of measures as early as 6 to 7 years of age, findings of sex differences among children are less consistent, with girls sometimes performing more field independently than boys. Thus, as Van Leeuwen (1978, cited in Shipman and Shipman, 1985) noted, it appears that what was thaught to be a stable sex difference from early childhood is not a consistent or significant difference until early adolescence.

2.5.2.Learning styles and age

Price (1980) examined ways in which learning styles characteristics appeared to change as students advanced from grade to grade. Selected environmental, emotional, sociological, and physical traits appeared to be stable over time, whereas others tended to paralel the growth curve. A total of 3,972 subjects in grades 3 through 12 completed the LSI during the 1979-1980 school year. Some of the statistically significant findings revealed were:

1-The higher the grade level, the more sound and light were preferred.

2-The higher the grade level, the less preference was indicated for formal design (wooden, plastic, or steel chairs when studying).

3-Self-motivation decreased during grades 7 and 8 (secondary one and two), but then a gradual increase was observed in each of the grades thereafter.

4-The higher the grade level, the less teacher-motivated students became.

5-Although the junior high school years are considered strong periods for peer influence, there was a greater need to learn/study alone in grades 9, 10, 11 and 12 than during any other interval.

6-The younger the student, the more tactual and kinaesthetic he/she is.In primary school, less than 12% are auditory and 40% are visual. Over time, visual strengths

develop, followed by the development of auditory strengths at the beginning of grades (or primary) 5 and 6.

Price's study (1980) showed that how students' learning styles could be affected as they grew from elementary school into adolescence and young adulthood.

2.5.3.Learning styles and achievement

Hanigsfeld and Dunn's (2006) findings pointed out that high achievers colloge students had significantly different learning styles from low achievers. High achievers colloge students were essentially analytic characteristics, such as needing to learn in quiet, bright light, on formal seating, either alone or with an authority figure present, with little or no intake, and persistently until task completion. In contrast, as a group, low achievers college students preferred to learn with music or conversation in the background; soft illumination; on a couch, bed, easy chair or floor; with peers or a collegial teacher; with food and drinks present; and frequent breaks.

Smith and Holliday (1986) made a research on high achievers and low achievers. High achievers indicated a need for significantly fewer physical needs (mobility, perceptual preferences, etc.) than the other groups. The low achievers perceived themselves as less responsible, needing more structure, being more adult oriented, having a preference for learning through several approaches and desiring more visual material during instruction as compared to the high achieving and average groups. The high achievers perceived themselves as being more responsible, needing less structure, being less adult oriented, and regarded learning through several different approaches as being less desirable than the average and low achieving groups. The average achievers dislike using visual stimuli during instruction.

In her research, Dunn (1984) compared the learning styles of the high achievers (gifted students who have higher IQ) with the learning styles of underachievers. Gifted students are highly motivated and persistent whereas the underachievers usually are unmotivated and are not persistent in academic matters. A majority of the gifted dislike imposed structure; a majority of underachievers require structure. The higher the students' achievement levels, the stronger and more varied their perceptual strengths.

Underachievers appear to learn most easily tactually and kinesthetically; the gifted learn equally as well tactually; kinesthetically, visually, and auditorially.

2.5.4.Learning styles and culture

The purpose of the Ramburuth and McCormick' study (2001) was to investigate the learning style preferences of Asian students and make comparisons with the learning styles of Australian students at the same university. Asian students demonstrated significantly higher use of deep motivation, surface strategies, and achieving strategies; while Australian students demonstrated higher use of deep strategies and surface motivation. The groups also differed significantly in their learning style preferences in group, auditory, tactile and kinesthetic modes of learning with the strongest difference being in group learning, supporting the Notion of Asian students being more collaborative in their learning styles. Asian students indicated a stronger preference for tactile learning than Australian students. Australian students indicate a stronger preference for auditory learning.

Perney (cited in Banks, 1988) studied field dependence-independence among suburban Black and White sixth-grade students. No information is given about the social class status of the community. She found that the Black students were significantly more field dependent than were the white students. However, it was the scores of the Black females in the study that accounted for most of the difference between races. Black females in the study, as a group, were significantly more field dependent than males. Perney's study reveals that there are significant field-dependence differences between Black and White students and males and females. However, it does not help to determine the extent to which field dependence is related or sensitive to social-class status.

Ramirez and Castaneda (1974, cited in Singh 1988) found that learning styles of traditional Chicano children conflict with those often reinforced in the classroom. Traditional Mexican children tend to be motivated when the subject matter is related to personal and family experiences and concerns, but less motivated by abstract, objective and unemotional presentation of information. Similarly, traditional Mexican-American children tend to be very sensitive to the social environment, preferring personal,

informal relationships with authority figures. Mexican American children scored higher on need affiliation (meaning a greater desire to interact with other and belong to a social group) and on the need to nurture (showing greater sensitivity to other's feelings and willingness to help others). The Mexican-American children are willing to rely on others, particularly adults, for help and guidance.

2.5.5.Identifying the preferred learning styles of students

Kikuchi (2005) explored what are students' preferred English learning styles and expectations of teachers, and how well native and non-native English teachers at the Mishima campus of Nihon University are supporting students' learning needs. The research included 434 university students, 26 Japanese EFL teachers and 27 native EFL teachers. Results indicate that both students and teachers think students learn best when teachers use fun activities and students learn best when teachers move around the class and help individual students. Both of them agree that students learn best when teachers let students discover answers. Both of them like to use pair work and group work in class and the idea of teaching test taking skills. Both of them prefer a series of small quizzes to one large test in evaluation. While many students perceive that they learn best when they have translation exercises, some teachers(especially native English teachers) do not think that it helps them improve their English proficiency. While many students like to work in same sex groups, teachers do not think that they learn most effectively when working in same-sex groups.

Stewart investigated the difference in preferred learning style between gifted students and students in the general population. Results indicated that gifted students differ significantly from students in the general population, with lecture, independent study, discussion, and projects contributing most to the differences between the two groups. Students in the general population show stronger preference for lecture style. It was conluded that gifted students tend to prefer instructional methods that emphasize independence while students in the general population prefer instructional methods with somewhat more structure (1979; cited in Smith and Renzulli 1984). Besides,Wasson's research on the LSI revealed that gifted students rely on the auditory modality, i.e., drill and recitation, lecture and discussion. The most preferred instructional strategies of

gifted youngster students were teaching games and independent study (1980; cited in Smith and Renzulli 1984).

Reid (1987) designed a research to determine the perceptual learning styles of ESL university students in US. Responses were statistically analyzed to identify the relationship of learning style preferences to such variables as language background, major field of study, level of education, TOEFL score, age, sex, length of time in US. The results showed ESL students strongly preferred kineasthetic and tactile learning styles. Most groups showed a negative preference for group learning. Graduate students indicated a significantly greater preference for visual and tactile learning than undergraduates. Undergraduates were significantly more auditory than graduates. Both graduates and undergraduates strongly preferred to learn kinesthetically and tactilely. Males preferred visual and tactile learning significantly more than females. In general, responses for all six major fields (engineering, medicine, business, computer science, hard-sciences, humanities) that kinesthetic learning was a major learning style preference. The older the student, the higher the preference means for visual, auditory, kinesthetic and tactile learning. The longer students had lived in the US, the more auditory their preference became.

The research with secondary students by Hodges (1982; cited in Reid 1987) has demonstrated that approximately 90% of traditional classroom instruction is geared to the auditory learner. Teachers talk to their students, ask questions, and discuss facts. However only 20% to 30% of any large group could remember 75% of what was presented through discussion.

In Millroad's research (2002) to study the learning profiles of the pupils, the 15 school leavers in Russia were asked to assess themselves according to certain categories which were given them. Unsuccessful learners perceived themselves as "listeners", "writers", "communicators", "analysers", "serial learners", as being "ambiguity intolerant", and as having "attention problems".Successful learners of English saw themselves as "readers" rather than "listeners". They also felt more like "speakers" than "writers". Most considered themselves to be "communicators" and "analysers" who had less need to rely on their memories. They were also "serial" and "ambiguity intolerant"

to a greater degree than unsuccessful learners. However, many of the successful learners admitted to having slight "attention" and "thinking" problems. According to the teacher's account, these unsuccessful learners have poor communicative skills (both receptive and productive), low language competence (ungrammatical structures, limited vocabulary, mispronunciation), and knowledge-processing problems (low memory, and poor meaning comprehension). Her assumption was that unsuccessful learners were quite able, but unwilling to study. Contrary to the teacher's assumptions, all of the essays expressed to general message that the unsuccessful learners were willing, but unable to learn.

2.5.6.Research on the importance of match between the preferred learning styles on the fifth grade EFL students and perceptions of EFL teachers on the learning styles used by their students

Hinton (1992) designed a research to determine the learning style preferences of students in a graduate class. The theoretical backdrop for the study was to find out the impact of learning styles on both the academic achievement of students and the teaching effectiveness of the instructor. The results showed that the learning style theory was useful in classroom practice at the graduate level because the knowledge of students' learning style empowered the instructor to modify teaching and adapt individual teaching style for the benefit of the individual education.

Reiff (1992, cited in Hinton,1992) reviewed several approaches to learning styles and made some strong arguments for all teachers to understand and use the research to their advantage in professional practice. A listing of each approach may be helpful to the reader:

1-Teachers who know about learning style will reduce their frustrations as well as those of their students.

2-Knowledge of learning style will improve students' self concept and achievement.

3-The teacher with an understanding of learning styles can plan varied and appropriate lessons for a variety of learners.

4-A knowledge of learning styles will increase a teacher's variability and flexibility. Students and teachers should be able to adapt and change styles even if they have individual preferred styles.

5-Teacher style rigidity will inhibit reaching a majority of students, therefore using a variety of techniques in the classroom is highly recommended.

Hansen and Stansfield (1982) dealt with the effect of teacher-student styles on classroom social interaction more than with their effect on learning. Results indicate that when students and teachers are matched, they like each other better and feel a greater interpersonal attraction than when they are mismatched.

How learning style preferences affect the teacher's preferred teaching methodology was examined by means of Lawrence and Veronica's (1997) study. They investigated the preferred learning styles of secondary school teachers and managers. Findings revealed that:

1-Teachers tended to have similar learning style preferences;

2-A highly significant interaction was found between the subject taught and the teacher's learning style preferences;

3-Teachers became aware of their own learning style preferences, many commented on the way this helped them understand better the variety of behaviours within their classes; for example; why the same task might motivate some and not others.

Tobias's (cited in Felder 1993) research shows that students are characterized by significantly differently learning styles; they preferentially focus on different types of information, tend to operate on perceived information in different ways, and achieve understading at different rates. Students whose learning styles are compatible with the teaching style of a course instructor tend to retain information longer, apply it more effectively, and have more positive post-course attitudes toward the subject than do their counterparts who experience learning/teaching style mismatches. Felder defends that students who experience the mismatches between the prevailing teaching style and the learning styles feel as though they are being addressed in an unfamiliar foreign

language; they tend to get lower grades than students whose learning styles are better matched to the instructor's teaching style.

Campbell (1991) claims that teachers tend to use teaching techniques that fit into their own preferred learning style. In fact, teachers need to be aware of (a)the meaning of learning styles, (b)the available instruments to measure learning style, (c)considerations in choosing an instruments, and (d)ways to incorporate students' learning styles into lesson planning to implement a student learning style successfully. Students and teachers need to be aware of their own preferred learning styles and particular characteristic inherent with each other of those styles. With this knowledge, students will understand the learning process better, and teachers will understand the teaching process better.

Thelen (1967; cited in Smith and Renzulli 1984) reported that in classes where teachers and students were matched, more manageable classes resulted, students received higher grades, and were generally more satisfied with classroom activities.

Researches done by Domino (1970), and Farr (1971) at the college level and by Cafferty (1980), Copenhaver (1979), Lynch (1981) and Douglass (1979) at the secondary level revealed that students develop more positive attitudes towards learning when their styles are similar to their teachers. The greater the match between the student's and his or her teacher's style, the higher the grade point average, the lower the match, the lower the grade point average (cited in Dunn 1983).

In their research, Dunn, Beaudry and Klavas (1989) pointed out that in four of five studies, when students' sociological preferences were identified and the youngsters then were taught in multiple treatments both responsive and unresponsive to their diagnosed learning styles, they achieved significantly higher test scores in matched conditions and significantly lower test scores when mismatched many students in grades 3-8 learn better in small, well-organized groups than either alone or with the teacher. After grade 8, however, they learn better alone.

Dunn and Dunn (1979) state that extensive observations and research verify significant improvement in both student achievement and motivation when learning and

teaching styles are matched. Instructor should follow these two thing to facilitate the learning process: a)match instructional resources (which are a form of teaching) with identified student characteristics, b)gradually expand their present modes of operation to help students who have not responded to traditional strategies.

Reports by Dunn, Dunn and Price (1978), Carbo, Dunn and Dunn (1986), and Keefe (1988) suggested that the identification of individual or group patterns of learning styles could have a significant impact upon academic when the results are incorporated into classroom use. Research into benefits of teaching in accordance with diagnosed learning styles consistently demonstrated an increase in academic achievement and positive attitude toward learning, and a decrease in discipline problems (cited in Lippitt 1991).

Hispania and Hokanson (2000) who supported that students learn more when teaching style matches student cognitive style, researched whether matching teaching styles with learning styles improves achievement. The prime focus of the experiment determining if methodology matching student cognitive style preferences influences learning and the answer is "Yes". There were both control groups where instructors teached without considering learners' learning styles and there were experimental classes where instructors used the methodology appropriate for the learners. Those classes totally included 212 English speaking university students. The result showed that featuring each teacher's control class compared to his or her experimental class, the experimental class performed better.

Moody (1988) states that students perceive the world and interpret it in basically different ways. As a result, different students given the same presentation may respond very differently, and these ways of responding may be fundementally unchangeable. For this reason, one can not expect a student to adapt to the instructor. Rather, the instructor must design approaches that will take advantage of student's unique talents.

Henson and Borthwick (1984) report that assessing learning styles provides today's teachers with a new direction to take toward developing a more personalized form of instruction. They believe that assessing of the students' learning styles preferences provides teachers an oppotunity to design their lessons in a more

personalized way. When learners' preferred learning styles match with teaching style, greater improvement is achieved in students' learning.

Galbraith and Sanders (1987) thought that every individual has a preferred way of processing information and every teacher has a dominant and preferred teaching styles. The purpose of their study was to examine the perceptual learning styles (visual, aural, interactive print, kinesthetic, haptic, olfactory) of junior college educators and to compare how their individual learning style preference would affect their teaching methodologies used in their instructional situations. The research results indicated that there is a considerable interrelation between the learning styles and teaching styles among various junior college educators. It was also found that the methods of these junior college teachers used a style of teaching which matched their own preferred learning style, without considering the area they taught in, for example sex, years of teaching experience or educational attainment. In conclusion, they state that the inserting a variety of teaching methods into the lesson plans would not make the learning process more challenging and diverse but perhaps more meaningful and rewarding to the learners.

Dunn and Dunn (1987) found that when teachers expand their instruction to respond to students' individual learning styles, it takes as little as six weeks to see increased achievement and a decrease in discipline problems. They emphasized that students who are at the risk of becoming unsuccessful can be aided by means of an appropriate teaching strategy that is responsive to individual differences.

Romanelli, Bird and Ryan (2009) point out that the best practice most likely involves a teaching paradigm which addresses and accomodates multiple dimensions of learning styles that build self-efficacy. Instructing in a way that encompasses multiple learning styles gives the teacher an oppotunity to reach a greater extent of a given class, while also challenging students to expand their range of learning styles and aptitudes at a slower pace. This may avoid lost learning opportunities and circumvent unnecessary frustration from both the teacher and student.

O'Neil (1990) claims that teachers have a duty to stretch outside their own styles and it is the best way to plan the lesson content and activities with several broad style types in mind.

Ellis (1979) suggests that instead of attempting to make matches between teaching and learning styles, teachers should be taught to use various styles, so exposing students to different methods of information processing.

In Westwood and Arnold (2004) research, respondents were asked to express their beliefs about desirability and feasibility of differentiation in the language learning context. They were in no doubt that it is highly desirable for teachers to recognize individual differences among learners and to use methods that allow them address these differences in positive ways. A contributor from Spain summed up the majority view when she said, "In an ideal world, everyone in the class should be treated differently.".

According to Lippitt (1991), it is important to develop a flexible method in relation to the learning styles while teaching in her study on the learning styles of American Indian students at the Sante Fe Indian School. Analysis of the student profiles suggested that teaching strategies and curriculum shoul focus on a)small group learning activities, b)positive rapport between teacher and students, c)augmentation of information processing skills which embrace both hemispheric approaches to learning, and d)a flexible instructional delivery which incorporates information on how individuals learn.

Sparks and Ganschow (1991) support that good teachers have always known that students have different ways of taking new information and that instruction which is best for one student is not necessary so for another. So there should be variety of instruction in a lesson.

Sigel and Coop (1974 cited in Shipman and Shipman, 1988) recommanded that teachers keep track mentally of the analytic and global tendencies of their students so as to encourage them, through redirecting their attention, to learn to use different approaches to obtain different kinds of information. They believed that styles or modes of information processing do not have a priori value, but rather are differentially suited

to different sorts of tasks, and that it is the responsibility of educators to help students acquire the skills and understandings necessary for success with a variety of problems.

Doyle and Rutherford (1984) state that it would seem that matching is only one way to utilize information about learning and teaching styles. An alternative and perhaps more general use would center on how learner and teacher styles are acted out in classrooms. There is evidence that particular styles on such dimensions as field dependence are associated with particular patterns of behaving in classes, and it is in classrooms that conditions which foster achievement are jointly constituted and carried out by teachers and students. It would be useful, therefore, to know whether a given style leads a teacher to select particular types of classroom activities, to emphasize particular kinds of academic work, or to treat students in particular ways. Similarly, it would be helpful to know more about how students' styles influence their conduct in class and their engagement in different types of academic work.

CHAPTER 3

RESEARCH METHODOLOGY

It has been accepted that students' learning styles and their teachers' instruction address to those styles appropriately are of vital importance for enhancing their learning process and attaining higher achievement (Dunn and Dunn 1987), (Galbraith and Sanders 1987), (Henson and Borthwick, 1984), (Romanelli, Bird and Ryan 2009), (Sparks and Ganschow 1991). However, there are not any studies that have been done to identify the preferred language learning styles of the students at the fifth grade and EFL teachers' perceptions about them in Turkey or in another country. In order to bridge the gap, this study is carried out to investigate the language learning styles of the fifth grade students and perceptions of EFL teachers and demonstrate the matches and mismatches between them.

3.1.Objectives

The main objectives of this study are to identify the language learning styles of the fifth grade students at various schools in Istanbul and Bursa, to investigate the EFL teachers' perceptions of the fifth grade students' learning style, to demonstrate the the main points of matches or mismatches between the fifth grade learners' preferred learning styles and their EFL teachers' perceptions, and to make some suggestions for students and teachers at primary schools about learning and teaching English in Turkey. Through analyzing the data, this study is meant to answer the following questions:

1. What are the preferred learning styles of the fifth grade EFL students in Turkish state schools?
2. What are the EFL teachers' perceptions of the fifth grade students' learning styles?
3. Is there a correlation amongs the fifth grade students' preferred learning styles?

4. Is there a correlation amongs EFL teachers' perceptions on the fifth grade students' preferred learning styles?
5. What are the main matches or mismatches between the preferred learning styles of the fifth grade students' and their EFL teachers' perceptions of learning styles?

In gathering the data for this study, two structured questionnaires, one of the categories of the survey research, were used. Firstly, in order to elicit data from the fifth grade students, students' questionnaire on preferred learning styles was used. Then, teachers' questionnaire on the perception of preferred learning styles of the fifth grade students was used to gather data from EFL teachers.

3.2.Participants

There are two groups of participants in this study: (1) 193 fifth grade students in Istanbul Mustafa Itri Primary School, Istanbul Kocatepe Primary School, Bursa Orhangazi Ali Tekin Primary School, Bursa Orhangazi Atatürk Primary School; and (2) 63 primary school EFL teachers in Istanbul and Bursa.

The first group of participants includes the fifth grade students. These fifth grade students were chosen from four different schools, Istanbul Bayrampasa Mustafa Itri Primary School, Istanbul Bayrampasa Kocatepe Primary School, Bursa Orhangazi Alitekin Primary School and Bursa Orhangazi Ataturk Primary School. 193 fifth grade students from these four primary schools were not selected at random but in a discriminating manner. The main aim was to identify the general language learning styles of the fifth grade students, so in each school, 10 students who got 5, 10 students who got 4, 10 students who got 3, 10 students who got 2, and 10 students who got 1 in English exams participated in the study. Turkey adopted a new legislation in 1997, making 8 year primary education compulsory for every child. With the legislation adopted, English was a compulsory course beginning at the 4th grade. Until 2008-2009 education year, the fourth and fifth classes had 2 hours English in a week, but in 2008, it was changed. Students in fourth and fifth grades in state schools in Turkey began to have 3 hours English lessons in a week in 2008. The fifth grade students who were participated in this study had been learning English 3 hours in a week for one and a half

year. They had been learning English for one and a half year because they completed the questionnaire at the beginning of the second term.

The fifth grade students were chosen for this study because fourth grades, as they are called newbie, had not realized in what ways they learn better yet; and sixth, seventh and eighth classes had already been prejudiced that English was difficult and there was no way they could learn it. However, the fifth grades have one year experience in learning English, they were more experienced than fourth grades and less prejudiced than sixth, seventh and eighth grades. Therefore it is necessary to help students of fifth grade regain consciousness about learning styles while learning English, which may result in their improved English proficiency.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Girl	116	60,1	60,1	60,1
	Boy	77	39,9	39,9	100,0
	Total	193	100,0	100,0	

Table 3.2.1: Participant Students' gender

193 fifth class students' questionnaires were evaluated for this study. From these 193 students, 116 students were female and 77 students were male.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10,00	3	1,6	1,6	1,6
	11,00	176	91,2	91,2	92,7
	12,00	14	7,3	7,3	100,0
	Total	193	100,0	100,0	

Table 3.2.2: Participant Students' ages

Participant students' ages can be seen from the table. 3 of them were 10, 176 were 11 and 14 of them were 12 years old.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	40,4	40,4	40,4
	No	115	59,6	59,6	100,0
	Total	193	100,0	100,0	

Table 3.2.3: Participant Students' family members' English Knowledge

As it can be seen from the table 3.2.3, 78 students have one or more members in their family who knows English and can help them while studying English. On the other hand, 115 students have no one in their family who knows English. That means, they are alone while studying English.

The second group of participants includes EFL teachers who work in state primary school. 63 EFL teachers, 33 EFL teachers in Istanbul and 30 EFL teachers in Bursa, participated in the study. Only state primary school EFL teachers joined the study because the learning styles change according to the amount of time spent on learning. In private primary schools, students begin to learn English from the first grade; since the amount of time spent on English learning in private primary schools is higher than the state schools, the fifth grade students' learning styles in private school and state school will be different, so will the perceptions of EFL teachers in private school and state school.

	What is your sex?	How old are you?
	Count	Count
Female	47	
Male	16	
23,00		1
24,00		6
25,00		8
26,00		8
27,00		8
28,00		4
29,00		5
30,00		3
31,00		3
32,00		2
33,00		3
34,00		1
35,00		1
36,00		2
37,00		1
38,00		2
39,00		2
43,00		1
44,00		1
46,00		1

Table 3.2.4:Participant EFLTeachers' gender and ages

	How long have you been teaching English?	How long have you been teaching English in Primary School?
	Count	Count
1,00	5	7
2,00	7	8
3,00	9	10
4,00	6	4
5,00	11	12
6,00	2	5
7,00	2	3
8,00	3	2
9,00	5	3
10,00	5	4
11,00	1	1
12,00	2	1
14,00	1	1
15,00		1
17,00		1
18,00	2	
20,00	2	

Table 3.2.5: Participant EFL Teachers' Teaching Period

63 EFL teachers who work in state primary schools participated in the study. As it can be seen from the table, 47 EFL teachers were female and 16 EFL teachers were male. The youngest teacher was 23 years old and the oldest teacher was 46 years old. 39 teachers began teaching in primary schools and went on teaching in primary schools. 14 teachers began teaching in secondary schools and then changed their schools and were appointed to primary schools.

3.3.Instruments

Two instruments were used to gather the data for this study: (1) a questionnaire on learning styles for EFL students, and (2) a questionnaire on EFL teachers' perceptions about learning styles.

1.Students' questionnaire on preferred learning styles: A lot of research was done to identify learning styles and the most common learning styles metioned in those studies were sensory styles (introverted, extraverted, visual, auditory, tactile and kinesthetic) by Reid (1987), Maggioli (1995), Tileston (2005), Brown (2000); auditory linguistic/numerical, visual linguistic/numerical, individual, group, oral and written expressive by Dunn and Dunn (1978); sensing versus intuition, thinking versus feeling, exraversion versus introversion, judging versus perceiving by Moody (1988), by Celce-Murcia (2001). This instrument was developed by the researcher, based on Kikuchi's (2005) and Reid's(1987) studies, dimensions defined by Celce-Murcia(2001) and the most common learning styles (introverted versus extraverted, intuitive random versus sensing sequential, closure oriented versus open perceiving, thinking versus feeling, auditory, visual, kinesthetic) expressed above. Kikuchi (2005) designed a questionnaire to identify the preferred learning styles of colloge students at Nihon University. Items 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 20, 21, 24, 27, 31, 35, 36 and 45 were taken from his questionnaire, but item 4 and 45 were changed. Kikuchi applied his questionnaire to Japanese students so in his questionnaire the original item was "I learn best when the teacher makes explanations in Japanese." Students' Questionnaire was applied to Turkish EFL students, so the word "Japanese" in the original item was changed into "Turkish". Moreover, the students who joined Kikuchi's research were university students and they were asked to answer this item: "I like the way I was taught English in high school.". In this study, this item adapted to fifth grade EFL students and changed as "I like the way I am taught English". Reid (1987) developed a questionnaire to identify perceptual learning style preferences of native and non-native English speakers. Items 1, 2, 10, 23, 33, 34, 35 and 44 were taken from his questionnaire. Items 8, 9, 11, 14, 18, 19, 22, 25, 26, 28, 29, 30, 32, 37, 38, 39, 40, 41, 42 and 43 were added based on Celce-Murcia's (2001) statements and comments considering the level of fifth grade students.

This study identified learning styles of the fifth grade students as inroverted, extraverted, intuitive random, sensing sequential, closure oriented, open perceiving, thinking, feeling, visual, auditory and kinesthetic learners. The questionnaire consisted of 44 items, 4 items to identify each learning style. Five-point Likert type items were

produced for which the students declare their degree of agreement from 1) Strongly agree; to 2)Agree; 3)Undecided; 4)Disagree; 5)Strongly disagree.

Items related to introverted learners

The characteristics of introverted learners are :

- They derive their energy from the internal world, seeking solitude and tending to have just friendships, which are often very deep. (Celce-Murcia, 2001)
- They are interested in their own thoughts and feelings.
- They need to have own territory.
- They often appear reserved quiet and thoughtful.
- They like concentration and quietness.
- They have difficulties in making new contacts.

Item 1: When I work alone, I learn better. (They drive their energy from the internal world, seeking solitude)

Item 12: I prefer using the library/LL self-study rooms to study English. (They need to have own territory.)

Item 23: I prefer working on projects by myself. (They like concentration and quietness.)

Item 34: When I study alone, I remember things better. (They like concentration and quietness)

Items related to extraverted learners

The characteristics of extraverted learners are:

- They want interaction with people and have many friendships.(Celce-Murcia 2001)
- They are interested in what is happenig around them.
- They are open and often talkative.

- They compare their own opinions with the opinions of others.
- They like action and initiative.
- They easily make new friends.

Item 2: I learn more when I study with a group. (They want interaction with people.)
Item 13: I like to practice English outside of the class. (They like action and initiative, they like interaction.)

Item 24: I like it when we (students) help each other in correcting our written work. (They are open and talkative, they compare their opinions with the opinions of others.)
Item 35: I like talking with other students in English. (They are open and talkative.)

Items related to intuitive-random learners:

The characteristics of intuitive-random learners are:

- They think in abstract, futuristic, large-scale and nonsequential ways. (Celce-Murcia 2001)
- They like to create theories. (Celce-Murcia 2001)
- They prefer to guide their own learning. (Celce-Murcia 2001)
- They are interested in everything new and usual.
- They are attracted more to the theory than practice.
- The key to teaching intuitive random learners is to offer multiple options and enrichment activities for intuitive-random learners. (Celce-Murcia 2001)

Item 3: I learn best when I can choose other students to work with. (They prefer to guide their own learning.)
Item 14: I like research assignments in English. (They think in abstract ways, and like to create theories.)

Item 25: If I do not know the answer to a question, I like to try to guess the answer. (They think in absract ways, and like to create theories.)

Item 36: I learn best when I choose what work I would like to do. (They want to guide their own learning.)

Items related to sensing-sequential learners:

They characteristics of sensing-sequential learners are:

- They are grounded in the here and now. (Celce-Murcia 2001)
- They like facts rather than theories. (Celce-Murcia 2001)
- They want guidance and specific instruction from the teacher and look for consistency. (Celce-Murcia 2001)
- They tend to be patient with the details.
- The key to teaching sensing-sequential learners is to offer a highly organized structure for sensing-sequential learners. (Celce-Murcia 2001)

Item 4: I learn best when the teacher makes explanations in Turkish. (They want guidance and specific instruction from the teacher.)

Item 15: I learn best when the teacher let me discover answers by myself rather than just giving me the answers. (They want guidance and specific instruction from the teacher.)

Item 26: I think repetitions and revisions are necessary. (They want guidance and specific instruction from the teacher, look for consistency.)

Item 37: I prefer the teacher to tell me all the steps in detail before we start the activities. (They tend to be patient with details.)

Items related to closure-oriented learners:

The characteristics of closure-oriented learners are:

- They want to reach judgements or completion quickly and want clarity as soon as possible. (Celce-Murcia 2001)
- They are serious, hard-working students who like to be given written information and enjoy specific tasks with deadlines. (Celce-Murcia 2001)

- They are task-driven learners. (Celce-Murcia 2001)

Item 5: I learn best when the teacher is strict and controls the lessons. (They are serious and they learn seriously.)

Item 16: I learn best when we have translation exercises. (They are serious, hard working students who like to be given written information. They are worse in developing fluency than open-perceiving learners.)

Item 27: I like the teacher to correct all my mistakes immediately. (They want to reach completion quickly and want clarity as soon as possible.)

Item 38: I prefer the teacher to give me the tasks with deadlines. (They enjoy specific tasks with deadlines.)

Items related to open-perceiving learners

The characteristics of open-perceiving learners are:

- They want to stay avaible for continuously new perceptions and are therefore sometimes called perceiving. (Celce-Murcia 2001)
- They take second language learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed.
- They dislike deadlines, they want to have a good time and seem to soak up second language information by osmosis rather than hard effort. (Celce-Murcia 2001)
- They are better in developing fluency. (Celce-Murcia 2001)
- They are disadvantage in a traditional classroom setting. (Celce-Murcia 2001)
- They know how to have fun. (Celce-Murcia 2001)

Item 6: I learn best when there is friendly atmosphere in class. (They take L2 learning less seriously, treating it like a game to be enjoyed. They want to have a good time.)

Item 17: I learn best when the teacher makes the learning fun. (They want to have a good time.)

Item 28: I like playing games and presenting sketches in the class because it is enjoyable. (They treat L2 like a game to be enjoyed.)

Item 39: I learn best when the teacher tells us jokes. (They want to have a good time.)

Items related to thinking learners:

The characteristics of thinking learners are:

- They are oriented toward stark truth, even if it hurts some people's feelings. (Celce-Murcia 2001)
- They want to be viewed as competent and do not tend to offer praise easily. (Celce-Murcia 2001)
- Sometimes they seem detached. (Celce-Murcia 2001)
- They tend to make decisions based on logic and rules. (Celce-Mucia 2001)

Item 7: I like studying English grammar and learning the rules of correct English. (They tend to make decisions based on logic and rules.)

Item 18: I prefer the teacher to critize and correct me even if this hurts my feelings. (They are oriented toward stark truth, even if hurts some people's feelings.)

Item 29: I want to be the best student in my classroom. (They want to be viewed as competent.)

Item 40: I prefer warning my friends consistently when they make mistakes. (They are oriented toward stark truth, even if hurts some people's feeling.)

Items related to feeling learners:

The characteristics of feeling learners are:

- They value other people in very personal ways. (Celce-Murcia 2001)
- They show emphaty and compassion through words not just behaviour. (Celce-Murcia 2001)
- They want to be respected for personal contributions and hard work. (Celce-Murcia 2001)

Item 8: The teacher's being in a friendly manner motivates me in learning English. (They show emphaty and compassion through words not just behaviour.)

Item 19: I like my projects to be displayed on classroom or school boards. (They want to be respected for personal contributions and hard work.)

Item 30: I want the teacher to praise me for my success in the class. (They want to be respected for personal contributions and hard work.)

Item 41: I like to comfort my friends when they have difficulty in doing the activities. (They show emphaty and value other people in very personal ways.)

Items related to auditory learners:

The characteristics of auditory learners are:

- They are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral instructions. (Celce-Murcia 2001)
- They like narratives, jokes and stories.
- They can repeat information given in a verbal way with a high degree of accuracy after only a few repetitions.
- They use rhythm and sound as memory aids.
- They perform better in class than their test results indicate.

Item 9: I think worksheets are useless. (They sometimes have difficulty in written work.)

Item 20: I like learning from tapes/ CDs/ PCs in class. (They like listening activities.)

Item 31: I like learning from videos and televisions in class. (They like listening activities, they are better with oral instructions.)

Item 42: When the teacher tells me the instructions, I understand better. (They profit from unembellished lectures, conversations, and oral instructions.)

Items related to visual learners:

The characteristics of visual learners are:

- They like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral instructions without any visual backup can be very confusing. (Celce-Murcia 2001)
- They rarely speak in class.
- They are very verbal in their mother tongue.

- They reproduce information by visualizing the text.
- They generally respond better to teacher's written comments than to verbal messages.

Item 10: I learn more by reading the textbooks than by listening to the lectures. (They respond better to written comments than to verbal messages.)

Item 21: I learn best when I see the words rather than just hearing them. (They generally respond better to teacher's written comments than to verbal messages.)

Item 32: I like to read newspapers and magazines in English. (They reproduce information by visualizing the text.)

Item 43: I think the teacher should bring real objects related to topic while telling the lesson. (They like to read and obtain a great deal from visual stimulation.)

Items related to kinesthetic learners:

The characteristics of kinesthetic learners are:

- They like lots of movement. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room. (Celce-Murcia 2001)
- They need to do things with their hands, write things over and over, touch.
- They are good at sports and physical tasks.
- They must move; they can not sit for long periods.
- They need to see and hear and physically do things in class.

Item 11: I like playing games and presenting sketches in the classroom because I don't want to sit on my desk for a long time. (They like lots of movement.)

Item 22: I like to learn English while working with a computer. (They need to do things with their hands, write things over and over, touch.)

Item 33: I prefer to learn by doing something in class. (They need to see and hear and physically do things in class.)

Item 44: I learn best in class when I can participate in related activities. (They need to see and hear and physically do things in class.).

Item 45 was added to the questionnaire not to be used to identify any of the related learning styles but to realize whether the students were like the way they were taught English.

Item 45: I like the way I am taught English in my school.

2. Teachers' questionnaire on the perceptions of preferred learning styles of the fifth grade students: This questionnaire was distributed to 63 EFL teachers from 19 different primary schools in Bursa and 10 different primary schools in Istanbul. This questionnaire was adapted from Students' Questionnaire on the Preferred Learning Styles to identify their perceptions about their students' learning styles and whether they teach English considering their students' learning styles. Teachers' Questionnaire included 44 items for EFL teachers to recognize their perceptions about which learning styles (extroverted versus introverted, intuitive random versus sensing sequential, closure oriented versus open perceiving, thinking versus feeling, visual, auditory or kinesthetic) the students extensively have and which learning style they commonly address. Teachers responded on a five-point Likert scale which are: 1)Strongly agree; 2)Agree; 3)Undecided; 4)Disagree; 5)Strongly disagree and this would be useful to compare the perceptions of EFL teachers with the actual preffered learning styles of the fifth grade students.

Items related to introverted learning style:

Item 1: Students learn best when they are alone.

Item 12: I guide students to use the library /LL self-study rooms to study English.

Item 23: I prefer students to work on projects by themselves.

Item 34: Students remember things better, when they study alone.

Items related to extroverted learning style:

Item 2: Students learn more when they work in pairs or small groups so I like students to work in pairs or small groups.

Item 13: Students like practising English outside of the class.

Item 24: I support peer correction in class.

Item 35: Students like talking with other students in English.

Items related to intuitive random learning style:

Item 3: Students learn best when they choose other students to work with.

Item 14: I give assignments which students should research.

Item 25: I encourage students to guess the answer if they don't know it.

Item 36: Students learn best when they choose what work they would like to do so I let them to choose the work they would like to do.

Items related to sensing sequential learning style:

Item 4: I think it is an advantage to use Turkish when explaining classroom activities and assignments to students.

Item 15: Students learn best when the teacher lets them discover their own answers.

Item 26: I think we should revise the items and make students to repeat regularly.

Item 37: I prefer to tell the students all the steps in detail before they start doing the activities.

Items related to closure oriented learning style:

Item 5: Students learn best when the teacher is very strict and controls the lesson.

Item 16: Translation exercises help develop English proficiency.

Item 27: I try to correct all student mistakes promptly, including oral errors.

Item 38: Students prefer the teacher to give them the tasks with deadlines so I assign deadlines for the tasks I give them.

Items related to open perceiving learning style:

Item 6: Students learn best when there is friendly atmosphere in class.

Item 17: Students learn effectively when classroom learning is fun.

Item 28: I think playing games and presenting sketches with young students in a class improves learning and creates a friendly atmosphere.

Item 39: Students learn best when the teacher tells them jokes so I use jokes in my lessons.

Items related to thinking learning style:

Item 7: I like teaching English grammar and the rules of correct English.

Item 18: I critize and correct the students even if this hurts their feelings.

Item 29: Students want to be the best in English in my classrooms.

Item 40: I warn my students promptly when they make mistakes.

Items related to feeling learning style:

Item 8: The teacher's being in a friendly manner motivates the students in learning English.

Item 19: I display the best projects of students on classroom or school boards.

Item 30: I praise my students for their success in the class.

Item 41: I try to comfort my students when they have difficulty in doing the activities.

Items related to auditory learning style:

Item 9: I do not prefer giving worksheets to my students.

Item 20: I like to use tapes/ CDs/ PCs in class.

Item 31: I like to use video and television in class.

Item 42: When I tell the instructions, students undertsand better.

Items related to visual learning style:

Item 10: I provide opportunities for the students to read the textbook rather than just listening to my lectures.

Item 21: Students learn best when they see the words rather than just hearing them.

Item 32: I assign homework, which makes students read English newspapers or listen to English radio programs.

Item 43: I bring real objects related to the topic while telling the lesson.

Items related to kinesthetic/tactile learning style:

Item 11: I think playing games and presenting sketches with young students are effective activities since they give chance to students to move and walk around the class.

Item 22: I like to teach English with computer assisted language learning programme.

Item 33: I allow students to try doing something new in class.

Item 44: I encourage students participate in related activities.

3.4.Data Collection Procedure

The questionnaires were administered in February 2010 in individual classes. In order to make the students take it seriously, their EFL teachers were asked to conduct it. The questionnaire and the research as a whole were explained to the teachers so that they would be able to answer questions if there were any from the students.

Each time before the students responded to the questionnaire, the teacher explained the purpose of this study and the contribution it would make to FLT. The teacher also emphasized that there were no right or wrong answers to all the items in the questionnaire, also the results would not affect their grades and the students should answer it according to their true situation. The students were allowed to ask questions about the questionnaire when they had. The students were not forced to answer the questionnaire, the reluctant students were not distributed a questionnaire. The students were given 30 minutes to finish the questionnaire in class. When the students were working on the questionnaire, some did not quite understand one or two statements, but their EFL teacher helped them. After they finished the questionnaire, the teacher asked them to check and make sure that they did not miss any items in the questionnaire. Finally, the teacher collected the questionnaires and thanked the participants.

Only the volunteer students participated in the study. 200 questionnaires were administered and the same number returned.

For getting data on teachers' perceptions of their fifth grade students' learning styles, 29 different primary schools in Istanbul and Bursa were visited during the 2009-2010 education year, the purpose of this study and the contribution it would make to FLT were explained by the researcher and the questionnaires were distributed to only volunteer EFL teachers.

3.5.Data Analysis

The raw data obtained from the subjects were coded.

The present study is a quantitative study. SPSS (version 13.0) was used to analyze the data.

By the help of SPSS (13.0):

(1)Cronbach's alpha coefficient was calculated for reliability analysis of the SLSI and TTSI, item total correlation was calculated and factor analysis was calculated. The overall Cronbach alpha reliability for the 45-item learning style inventory of the student questionnaire was 0,722 and the overall Cronbach alpha reliability for the 45-item teaching style inventory of the teacher questionnaire was 0,797, which reached the statistic requirement (a≥ 0,6). It shows that the questionnaires could be employed for statistical analysis. (The reliability of each item was given in Appendix 2).

Reliability Statistics

Cronbach's Alpha	N of Items
,722	45

Table 3.5.1:Reliability of student questionnaire

Cronbach's Alpha	N of Items
,797	45

Table 3.5.2:Reliability of teacher questionnaire

(2)Descriptive statistics, including frequencies, percentages, median, means and Standard deviations were computed to summarize the students' and teachers' responses to learning style items.

(3)Pearson correlation analysis was conducted to examine the relationships between the learning style preferences of the fifth class learners and their teachers' perceptions.

CHAPTER 4

RESULTS

The present study aimed to investigate the preferred language learning styles of the fifth grade EFL students and the perceptions of the primary school EFL teachers of the fifth grade students' preferred language learning styles.

In this section, the learning style questionnaires and teacher questionnaires were assessed. The results from the learning style questionnaire which was composed of 45 items were presented. Each item was presented in graphs which demonstrate the percentages of the participants' responses. In addition, the frequency tables which show the number of responses to the items were included with the aim of supporting the graphs. The results of teacher questionnaire which included 45 items related to their perceptions about preferred language learning styles of the fifth class students were analyzed and presented in frequency tables and graphs.

In statistical comparisons, whether the variables were appropriate for the normal distribution was tested by Shapiro-Wilk Test. The result of Shapiro-Wilk Test showed that the variables in Students' and Teachers' Questionnaires were not appropriate for the normal distribution. For this reason, statistical comparisons were made by Mann-Whitney U Test since the variables were not appropriate for the normal distribution. Statistical Comparisons in which Mann-Whitney U Test was used referred to comparisons between the categorical and numerical variables. Whether there were meaningful differences between categorial and numeric variables were tested by Mann Whitney U Test and then those meaningful differences were defined by looking at the related values (see 4.3. Students' Learning Style Differences in Terms of Gender, 4.4. Students' Learning Style Differences in Terms of Their Families' English Knowledge, 4.6. EFL Teachers' Learning Style Perceptions of their Students in Terms of Gender) Descriptive statistics (median, means, standard deviations) were used for the non-parametric distribution in the correlation analysis. Those correlations amongs variables were analysed by Pearson Correlations Analysis.

In statistical calculations alpha decision level is selected to be α=0,05 and results are interpreted according to this level.

4.1.Items Related to Preferred Language Learning Styles of The Fifth Grade Students in The Students' Questionnaire

Item 1: When I work alone, I learn better.

When I work alone, I learn better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	41	21,2	21,2	21,2
	Disagree.	50	25,9	25,9	47,2
	Undecided	35	18,1	18,1	65,3
	Agree.	28	14,5	14,5	79,8
	Completely agree.	39	20,2	20,2	100,0
	Total	193	100,0	100,0	

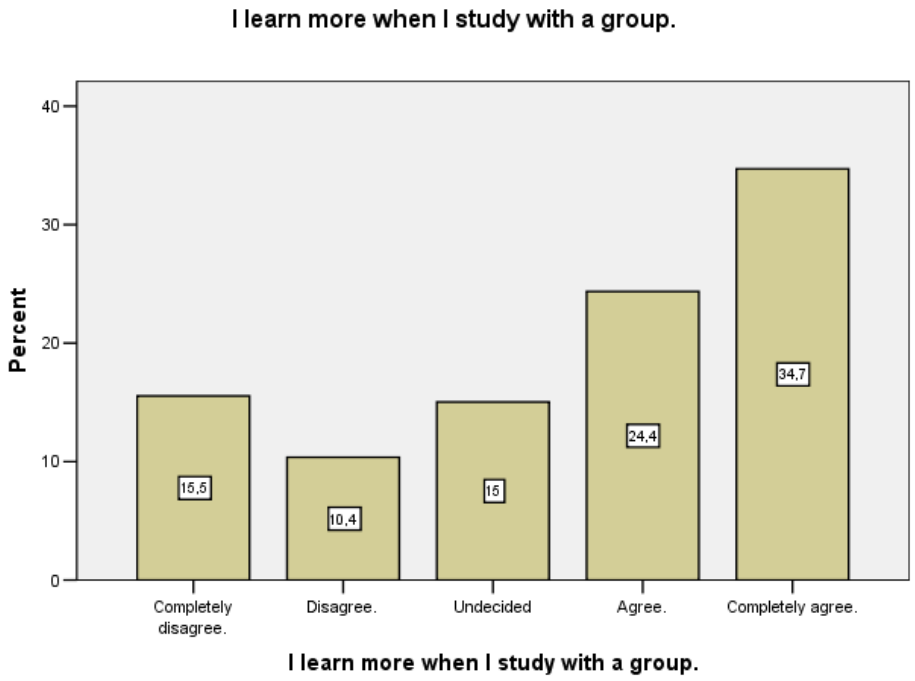
Graph 4.1.1 The percentage of the learners' responses to item 1

As it is shown on the graph 21,24% of the learners completely diagree, 25,91% of them disagree, 14,51% of them agree, 20,21% of them completely agree that when they work alone, they learn better. 18,13% of the learners are undecided.

Item 2: I learn more when I study with a group.

I learn more when I study with a group.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	30	15,5	15,5	15,5
	Disagree.	20	10,4	10,4	25,9
	Undecided	29	15,0	15,0	40,9
	Agree.	47	24,4	24,4	65,3
	Completely agree.	67	34,7	34,7	100,0
	Total	193	100,0	100,0	



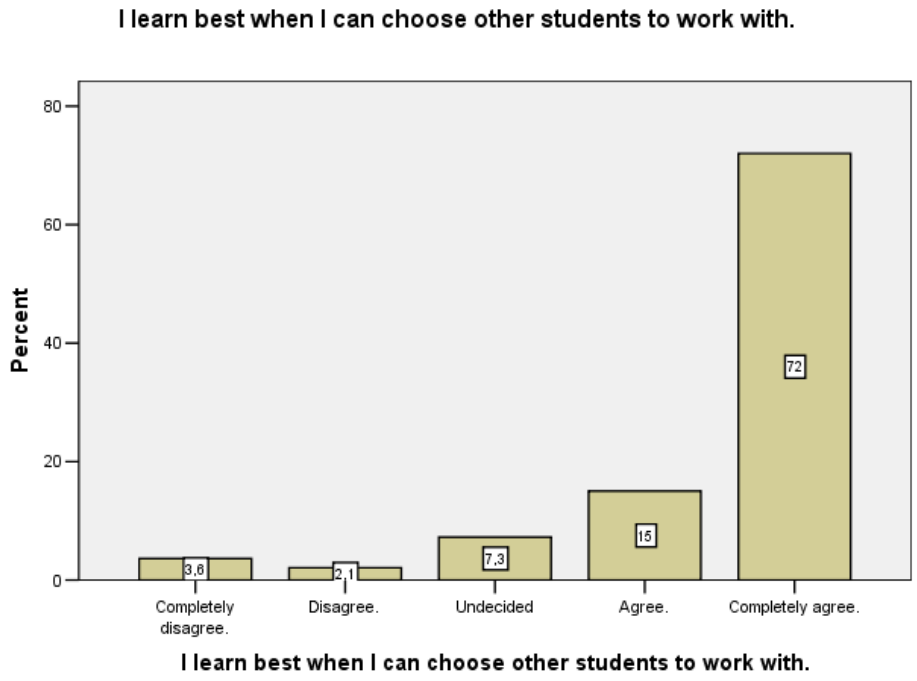
Graph 4.1.2 The percentage of the learners' responses to item 2

As it is shown on the graph 15,5% of the learners completely disagree, 10,4% of them disagree, 24,4% of them agree, 34,7% of them completely agree that they learn more when they study with a group.15% of the learners are undecided.

Item 3: I learn best when I can choose other students to work with.

I learn best when I can choose other students to work with.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	7	3,6	3,6	3,6
	Disagree.	4	2,1	2,1	5,7
	Undecided	14	7,3	7,3	13,0
	Agree.	29	15,0	15,0	28,0
	Completely agree.	139	72,0	72,0	100,0
	Total	193	100,0	100,0	



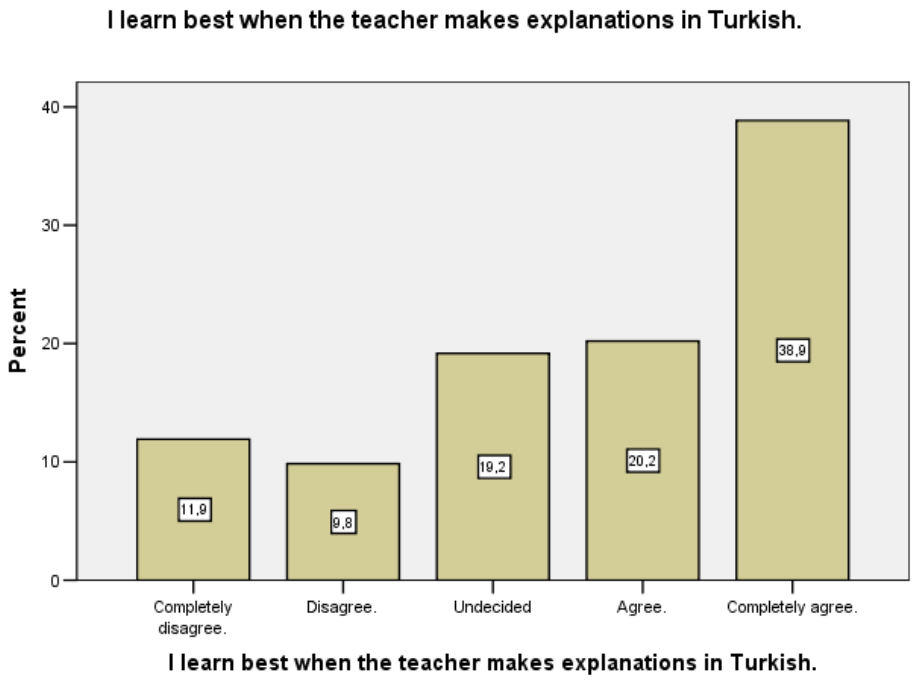
Graph 4.1.3 The percentage of the learners' responses to item 3

According to the findings presented in graph 3,6% of the learners completely disagree, 2,1% of them disagree, 15% of them agree, 72% of them completely agree that they learn best when they can choose other students to work with. 7,3% of the learners are undecided.

Item 4: I learn best when the teacher makes explanations in Turkish.

I learn best when the teacher makes explanations in Turkish.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	23	11,9	11,9	11,9
	Disagree.	19	9,8	9,8	21,8
	Undecided	37	19,2	19,2	40,9
	Agree.	39	20,2	20,2	61,1
	Completely agree.	75	38,9	38,9	100,0
	Total	193	100,0	100,0	



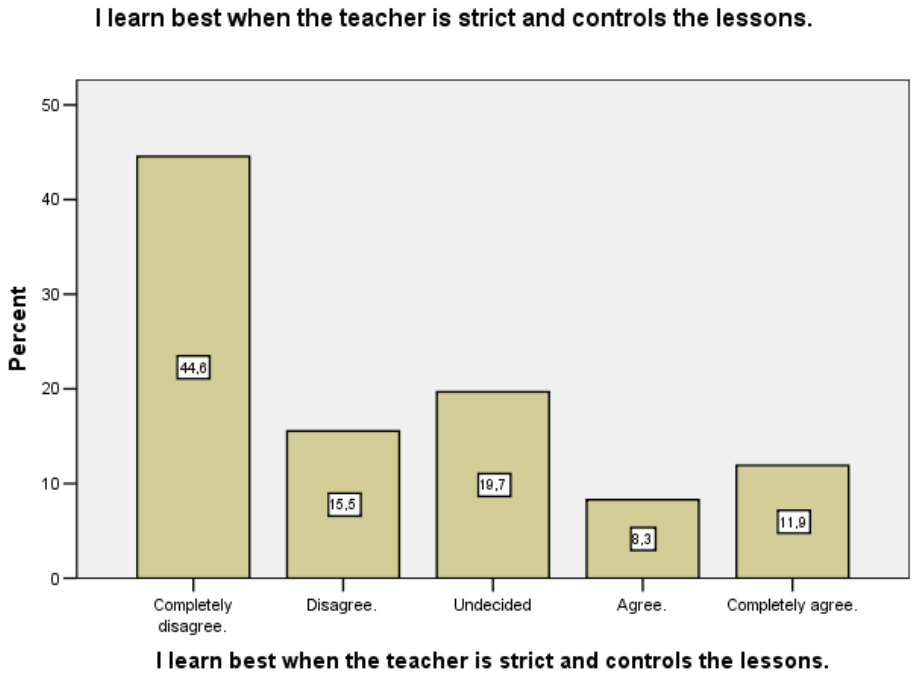
Graph 4.1.4 The percentage of the learners' responses to item 4

As it is shown on graph 4, 11,9% of the learners completely disagree, 9,8% of them disagree, 20,2% of them agree, 38,9% of them completely agree that they learn best when the teacher makes explanations in Turkish. 19,2% of them are undecided.

Item 5: I learn best when the teacher is strict and controls the lessons.

I learn best when the teacher is strict and controls the lessons.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	86	44,6	44,6	44,6
	Disagree.	30	15,5	15,5	60,1
	Undecided	38	19,7	19,7	79,8
	Agree.	16	8,3	8,3	88,1
	Completely agree.	23	11,9	11,9	100,0
	Total	193	100,0	100,0	



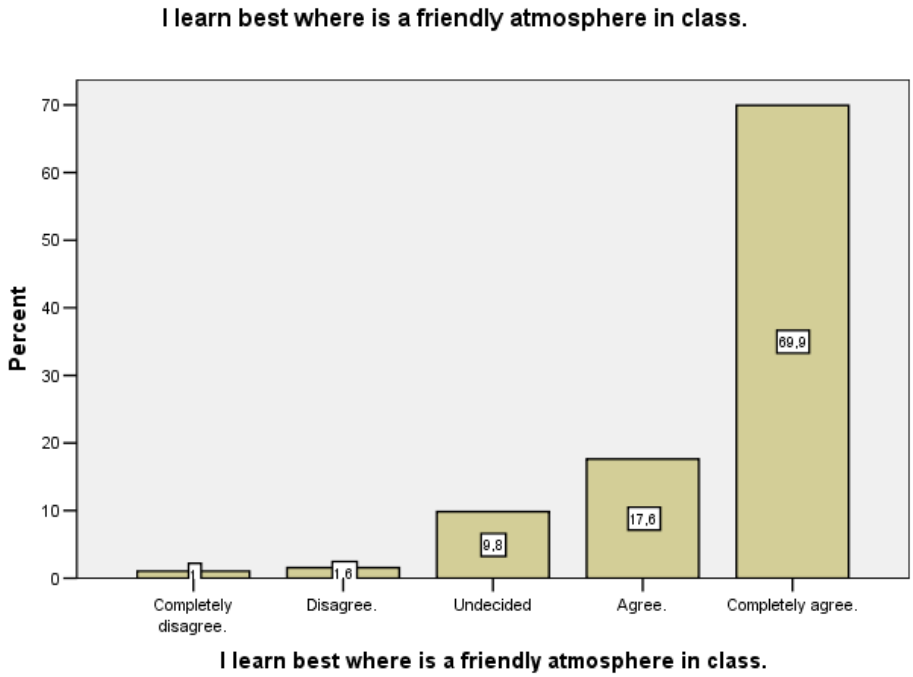
Graph 4.1.5 The percentage of the learners' responses to item 5

According to the findings shown in the graph 44,5% of learners completely disagree, 15,5% of them disagree, 8,3% of them agree, 11,9% of them completely agree that they learn best when the teacher is strict and controls the lessons. 19,7% of them are undecided.

Item 6: I learn best when there is friendly atmosphere in class.

I learn best where is a friendly atmosphere in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	2	1,0	1,0	1,0
	Disagree.	3	1,6	1,6	2,6
	Undecided	19	9,8	9,8	12,4
	Agree.	34	17,6	17,6	30,1
	Completely agree.	135	69,9	69,9	100,0
	Total	193	100,0	100,0	



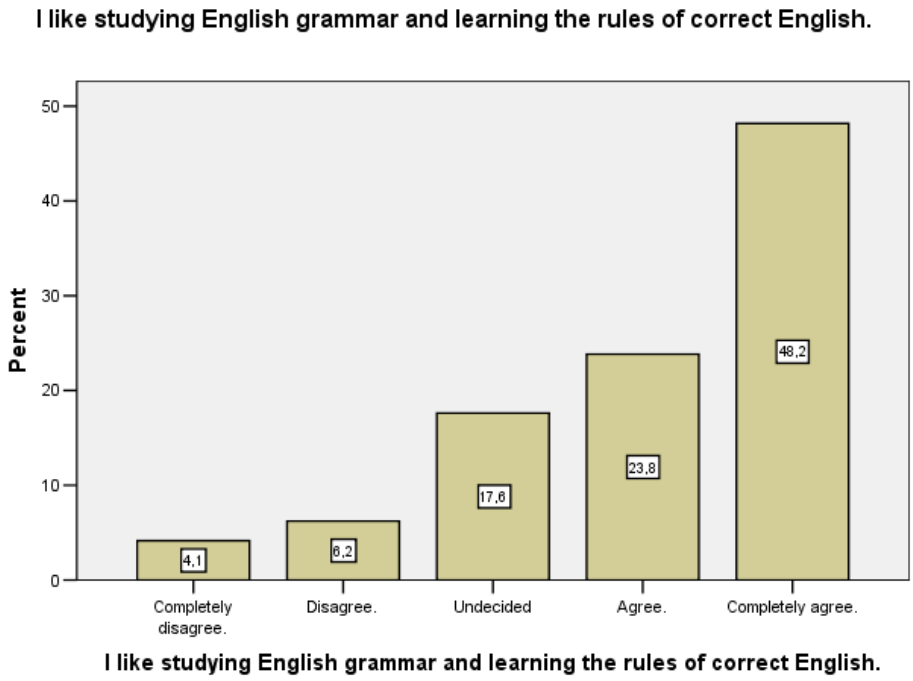
Graph 4.1.6 The percentage of the learners' responses to item 6

While looking at the values given in graph 6, it is being seen that 1% of the learners completely disagree, 1,6% of them disagree, 17,5% agree, 69,9% of them completely agree that they learn best when there is friendly atmosphere in class. 9,8% of the learners are undecided.

Item 7: I like studying English grammar and learning the rules of correct English.

I like studying English grammar and learning the rules of correct English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	8	4,1	4,1	4,1
	Disagree.	12	6,2	6,2	10,4
	Undecided	34	17,6	17,6	28,0
	Agree.	46	23,8	23,8	51,8
	Completely agree.	93	48,2	48,2	100,0
	Total	193	100,0	100,0	



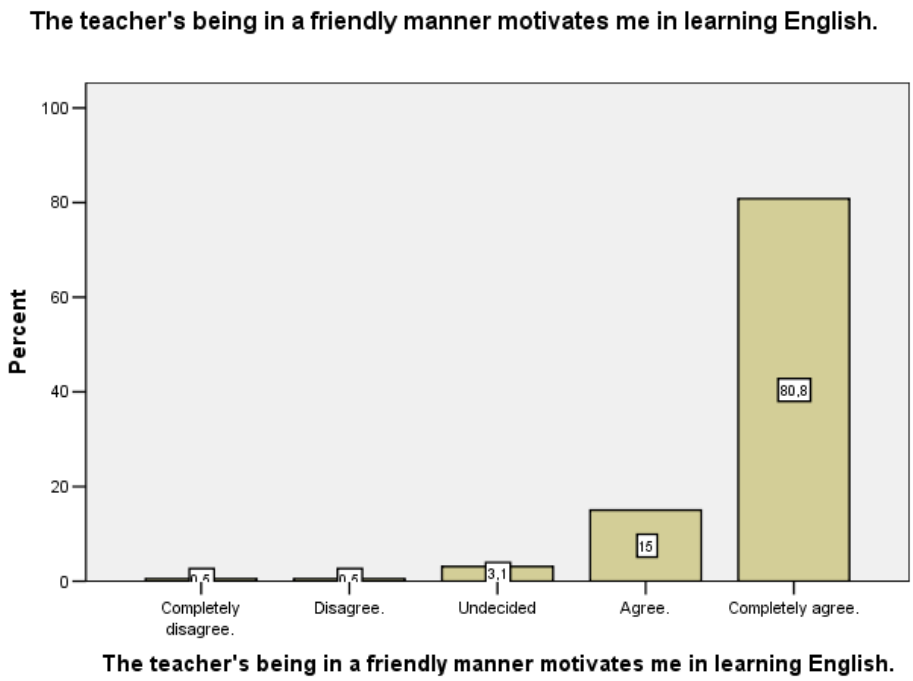
Graph 4.1.7 The percentage of the learners' responses to item 7

The findings in the graph above shows that 4,1% of the learners completely disagree, 6,2% of them disagree, 23,8% of them agree, and 48,2% of them completely agree that they like studying English grammar and learning the rules of correct English. 17,5% of them are undecided.

Item 8: The teacher's being in a friendly manner motivates me in learning English.

The teacher's being in a friendly manner motivates me in learning English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	1	,5	,5	,5
	Disagree.	1	,5	,5	1,0
	Undecided	6	3,1	3,1	4,1
	Agree.	29	15,0	15,0	19,2
	Completely agree.	156	80,8	80,8	100,0
	Total	193	100,0	100,0	



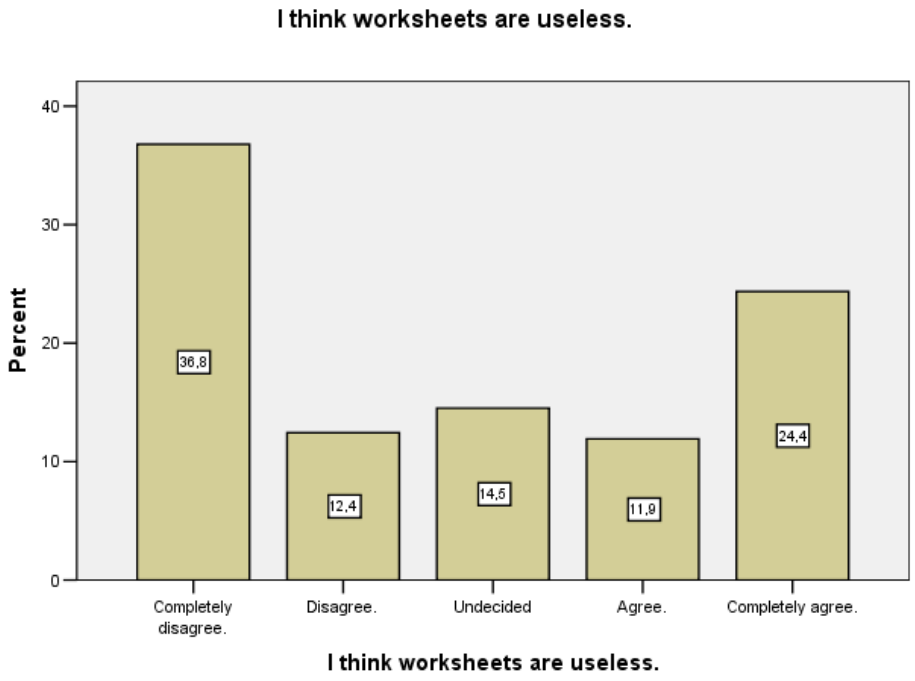
Graph 4.1.8 The percentage of the learners' responses to item 8

The graph 8 shows that 0,5% of the learners completely disagree, 0,5% of them disagree, 15% of them agree, 80,8% of them completely agree that the teacher's being in a friendly manner motivates them in learning English. 3,1% of the learners are undecided.

Item 9: I think worksheets are useless.

I think worksheets are useless.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	71	36,8	36,8	36,8
	Disagree.	24	12,4	12,4	49,2
	Undecided	28	14,5	14,5	63,7
	Agree.	23	11,9	11,9	75,6
	Completely agree.	47	24,4	24,4	100,0
	Total	193	100,0	100,0	



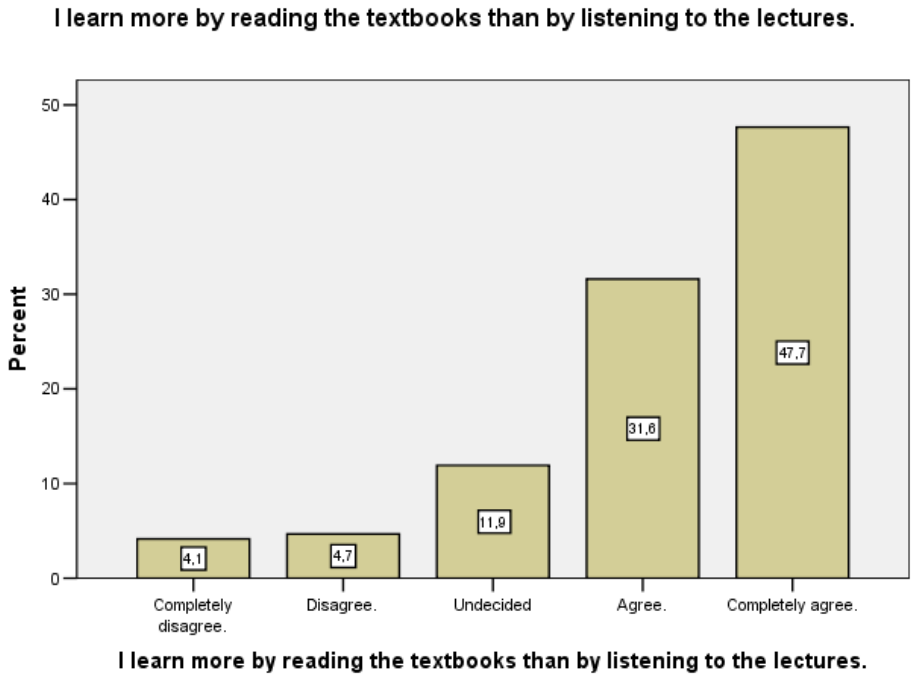
Graph 4.1.9 The percentage of the learners' responses to item 9

When looking at the percentages obtained from the item 9, it is seen that 36,8% of the learners completely disagree, 12,4% of them disagree, 11,9 % of them agree, 24,4% of them completely agree that worksheets are useless. 14,5 % of them are undecided.

Item 10: I learn more by reading the textbooks than by listening to the lectures.

I learn more by reading the textbooks than by listening to the lectures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	8	4,1	4,1	4,1
	Disagree.	9	4,7	4,7	8,8
	Undecided	23	11,9	11,9	20,7
	Agree.	61	31,6	31,6	52,3
	Completely agree.	92	47,7	47,7	100,0
	Total	193	100,0	100,0	



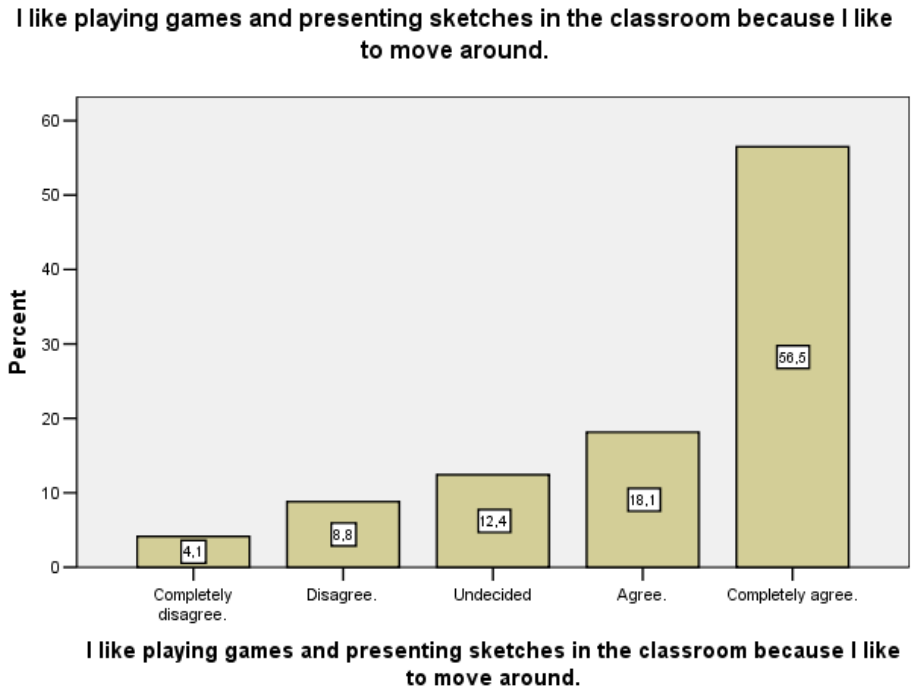
Graph 4.1.10 The percentage of the learners' responses to item 10

As it can be seen in the graph 10, 4,1% of the learners completely disagree, 4,7% of them disagree, 31,6% of them agree, 47,7 % of them completely agree that they learn best by reading the textbooks than by listening to the lectures. 11,9% of them are undecided.

Item 11: I like playing games and presenting sketches in the classroom because I don't want to sit on my desk for a long time.

I like playing games and presenting sketches in the classroom because I like to move around.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	8	4,1	4,1	4,1
	Disagree.	17	8,8	8,8	13,0
	Undecided	24	12,4	12,4	25,4
	Agree.	35	18,1	18,1	43,5
	Completely agree.	109	56,5	56,5	100,0
	Total	193	100,0	100,0	



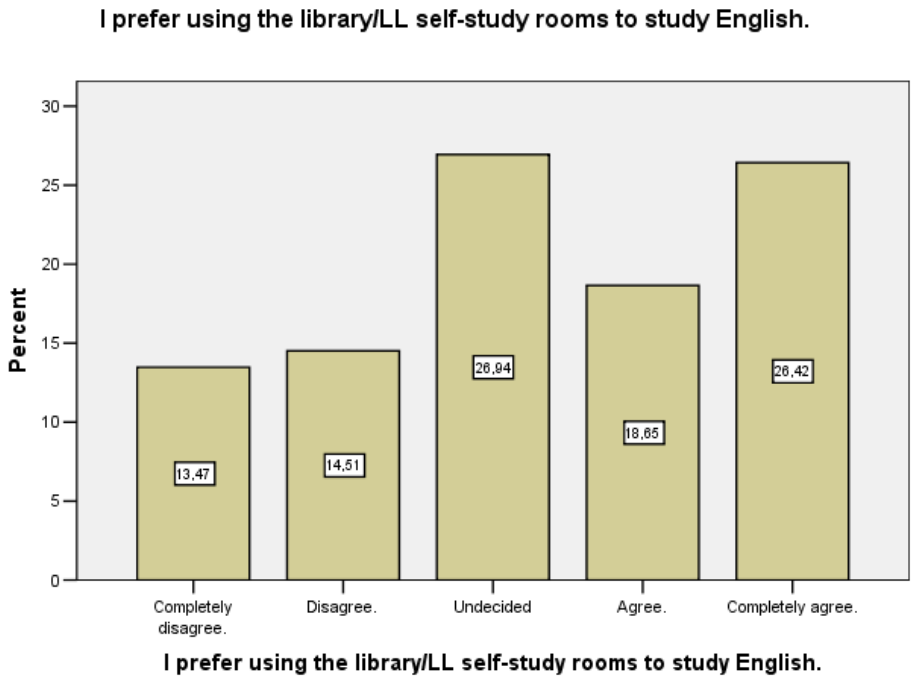
Graph 4.1.11 The percentage of the learners' responses to item 11

Looking at the findings obtained from item 1, it is seen that 4,1 % of the learners completely disagree, 8,8% of them disagree, 18,1% of them agree, 56,5% of them completely agree that they like playing games and presenting sketches in the classroom because they do not want to sit on desk for a long time. 12,4% of them are undecided.

Item 12: I prefer using the library/LL self-study rooms to study English.

I prefer using the library/LL self-study rooms to study English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	26	13,5	13,5	13,5
	Disagree.	28	14,5	14,5	28,0
	Undecided	52	26,9	26,9	54,9
	Agree.	36	18,7	18,7	73,6
	Completely agree.	51	26,4	26,4	100,0
	Total	193	100,0	100,0	



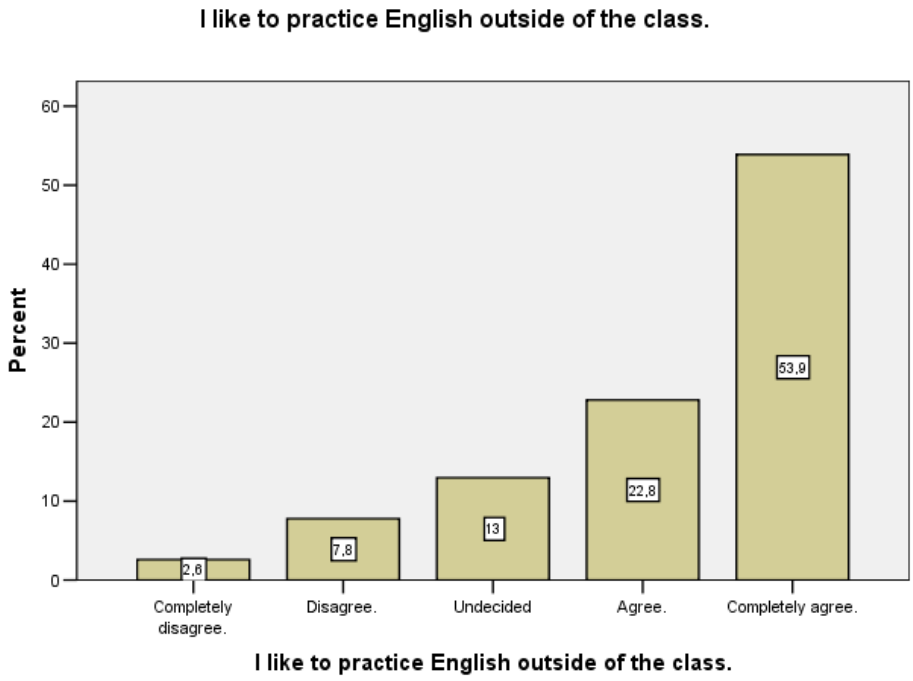
Graph 4.1.12 The percentage of the learners' responses to item 12

The values presented above demonstrate that 13,5 % of the learners completely disagree, 14,5% of them disagree, 18,65% of them agree, 26,42% of them completely agree that they prefer using the library/LL self-study rooms to study English. 26,94% of the learners are undecided.

Item 13: I like to practice English outside of the class.

I like to practice English outside of the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	5	2,6	2,6	2,6
	Disagree.	15	7,8	7,8	10,4
	Undecided	25	13,0	13,0	23,3
	Agree.	44	22,8	22,8	46,1
	Completely agree.	104	53,9	53,9	100,0
	Total	193	100,0	100,0	



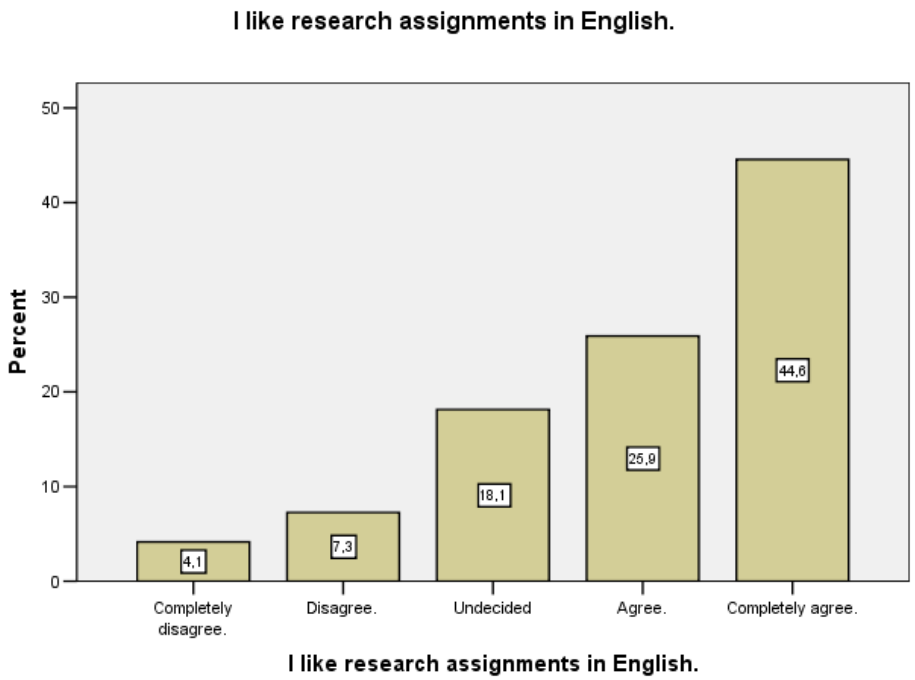
Graph 4.1.13 The percentage of the learners' responses to item 13

The values presented on graph 13 display that 2,6% of the learners completely disagree, 7,8% of them disagree, 22,8% of them agree, 53,9% of them completely agree that they like to practice English outside of the class. 13% of them are undecided.

Item 14: I like research assignments in English.

I like research assignments in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	8	4,1	4,1	4,1
	Disagree.	14	7,3	7,3	11,4
	Undecided	35	18,1	18,1	29,5
	Agree.	50	25,9	25,9	55,4
	Completely agree.	86	44,6	44,6	100,0
	Total	193	100,0	100,0	



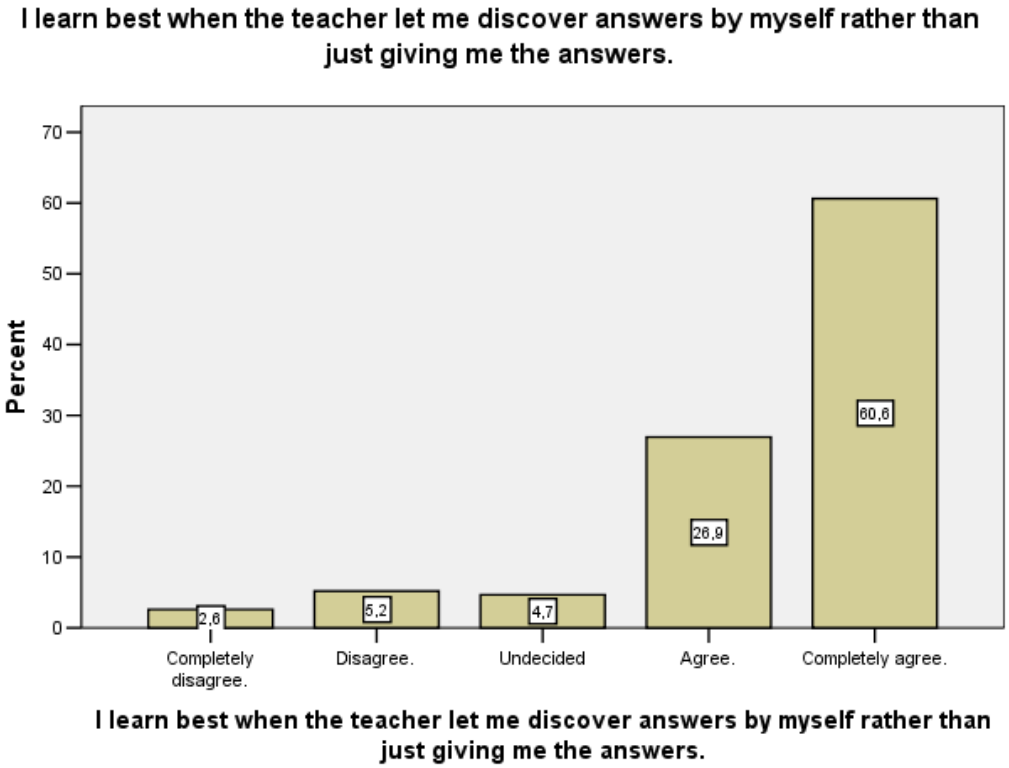
Graph 4.1.14 The percentage of the learners' responses to item 14

The values presented above demonstrate that 4,1% of the learners completely disagree, 7,3% of them disagree, 25,9% of them agree, 44,6% of them completely agree that they like research assignments in English. 18,1% of them are undecided.

Item 15: I learn best when the teacher let me discover answers by myself rather than just giving me the answers.

I learn best when the teacher let me discover answers by myself rather than just giving me the answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	5	2,6	2,6	2,6
	Disagree.	10	5,2	5,2	7,8
	Undecided	9	4,7	4,7	12,4
	Agree.	52	26,9	26,9	39,4
	Completely agree.	117	60,6	60,6	100,0
	Total	193	100,0	100,0	



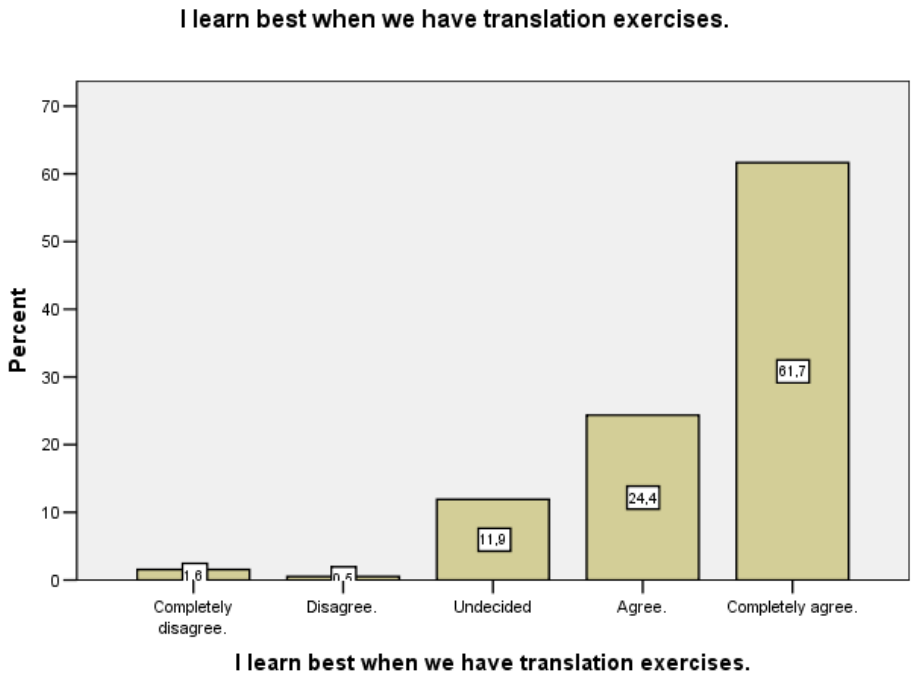
Graph 4.1.15 The percentage of the learners' responses to item 15

When looking at the values obtained from the item 15, it is seen that 2,6% of the learners completely disagree, 5,2% of them disagree, 26,9% of them agree, 60,6% of them completely agree that they learn best when the teacher let them discover answers by themselves rather than just giving them the answers. 4,7% of them are undecided.

Item 16: I learn best when we have translation exercises.

I learn best when we have translation exercises.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	3	1,6	1,6	1,6
	Disagree.	1	,5	,5	2,1
	Undecided	23	11,9	11,9	14,0
	Agree.	47	24,4	24,4	38,3
	Completely agree.	119	61,7	61,7	100,0
	Total	193	100,0	100,0	



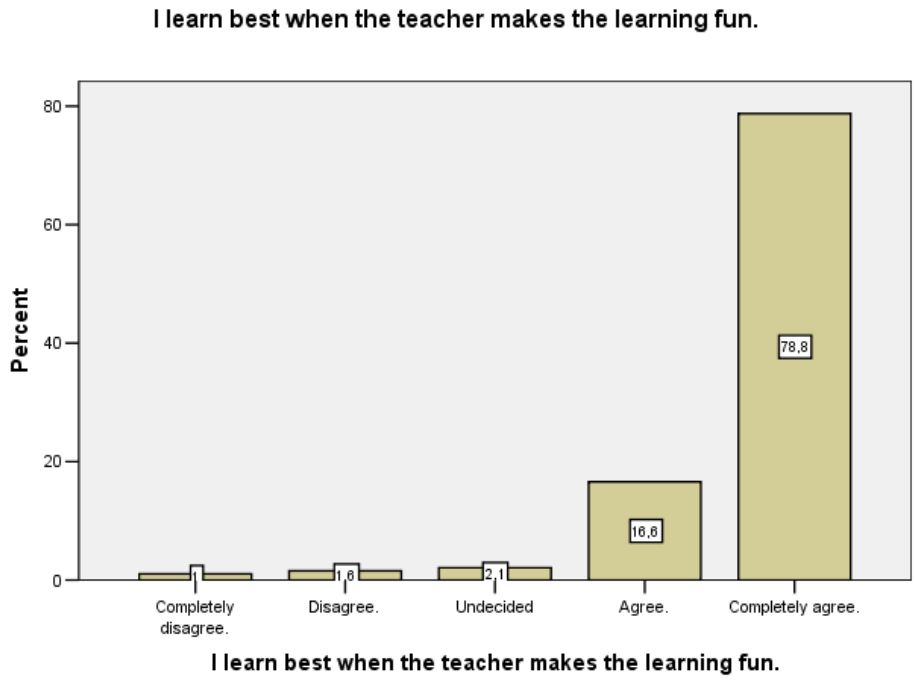
Graph 4.1.16 The percentage of the learners' responses to item 16

As it can be seen from the graph 16, 1,6% of the learners completely disagree, 0,5% of them disagree, 24,4% of them agree, 61,7% of them completely agree that they learn best when they have translation exercises. 11,9% of them are undecided.

Item 17: I learn best when the teacher makes the learning fun.

I learn best when the teacher makes the learning fun.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	2	1,0	1,0	1,0
	Disagree.	3	1,6	1,6	2,6
	Undecided	4	2,1	2,1	4,7
	Agree.	32	16,6	16,6	21,2
	Completely agree.	152	78,8	78,8	100,0
	Total	193	100,0	100,0	



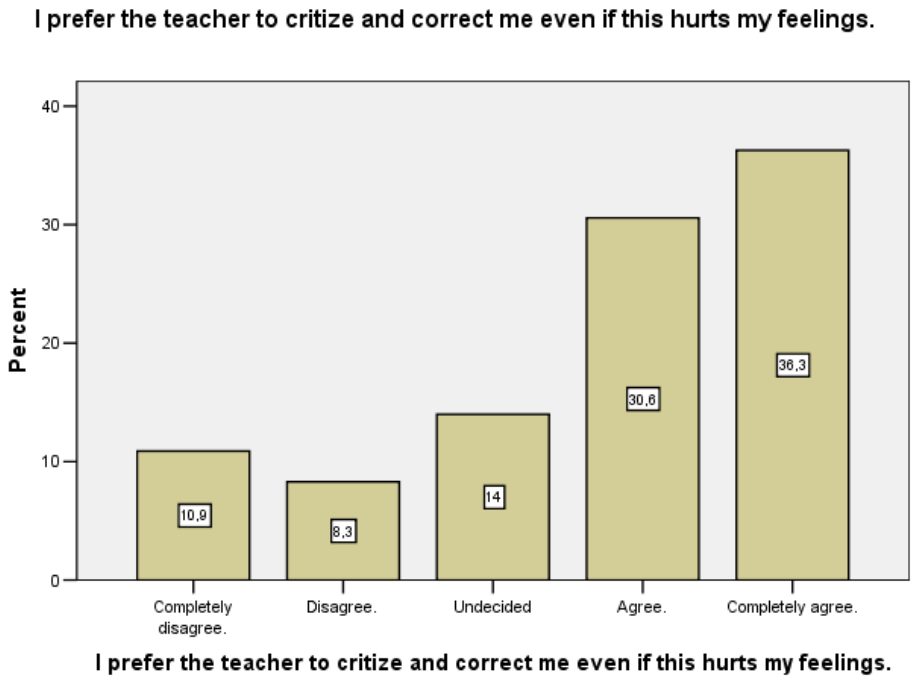
Graph 4.1.17 The percentage of the learners' responses to item 17

It is clear from the graph 17 that 1% of the learners completely disagree, 1,6% of them disagree, 16,6% of them agree, 78,8% of them completely agree that they learn best when the teacher makes the learning fun. 2,1% of them are undecided.

Item 18: I prefer the teacher to critize and correct me even if this hurts my feelings.

I prefer the teacher to critize and correct me even if this hurts my feelings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	21	10,9	10,9	10,9
	Disagree.	16	8,3	8,3	19,2
	Undecided	27	14,0	14,0	33,2
	Agree.	59	30,6	30,6	63,7
	Completely agree.	70	36,3	36,3	100,0
	Total	193	100,0	100,0	



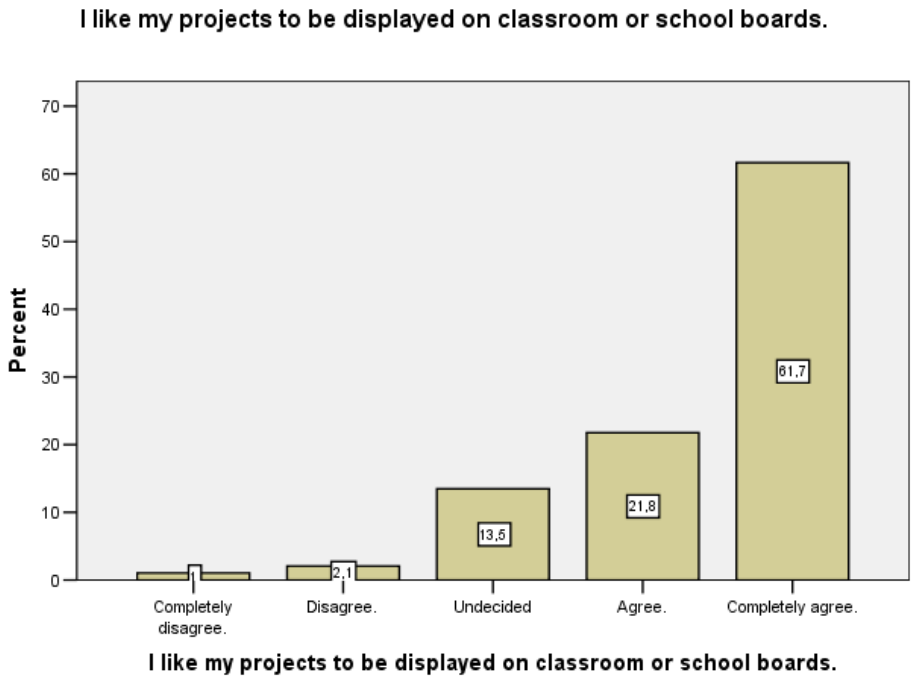
Graph 4.1.18 The percentage of the learners' responses to item 18

The graph 18 shows that 10,9% of the learners completely disagree, 8,3% of them disagree, 30,6% of them agree, 36,3% of them completely agree that they prefer the teacher to critize and correct them even if this hurts their feelings. 56% of them are undecided.

Item 19: I like my projects to be displayed on classroom or school boards.

I like my projects to be displayed on classroom or school boards.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	2	1,0	1,0	1,0
	Disagree.	4	2,1	2,1	3,1
	Undecided	26	13,5	13,5	16,6
	Agree.	42	21,8	21,8	38,3
	Completely agree.	119	61,7	61,7	100,0
	Total	193	100,0	100,0	



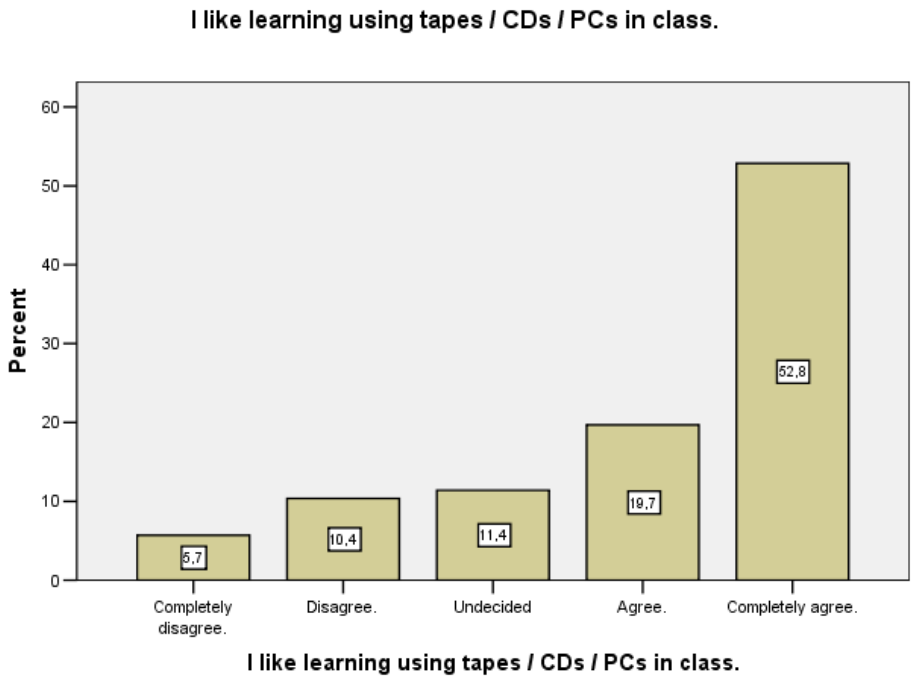
Graph 4.1.19 The percentage of the learners' responses to item 19

The findings in the graph above show that 1% of the learners completely disagree, 2,1% of them disagree, 21,8% of them agree, 61,7% of them completely agree that they like their projects to be displayed on classroom or school boards. 13,5% of them are undecided.

Item 20: I like learning from tapes/CDs/PCs in class.

I like learning using tapes / CDs / PCs in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	11	5,7	5,7	5,7
	Disagree.	20	10,4	10,4	16,1
	Undecided	22	11,4	11,4	27,5
	Agree.	38	19,7	19,7	47,2
	Completely agree.	102	52,8	52,8	100,0
	Total	193	100,0	100,0	



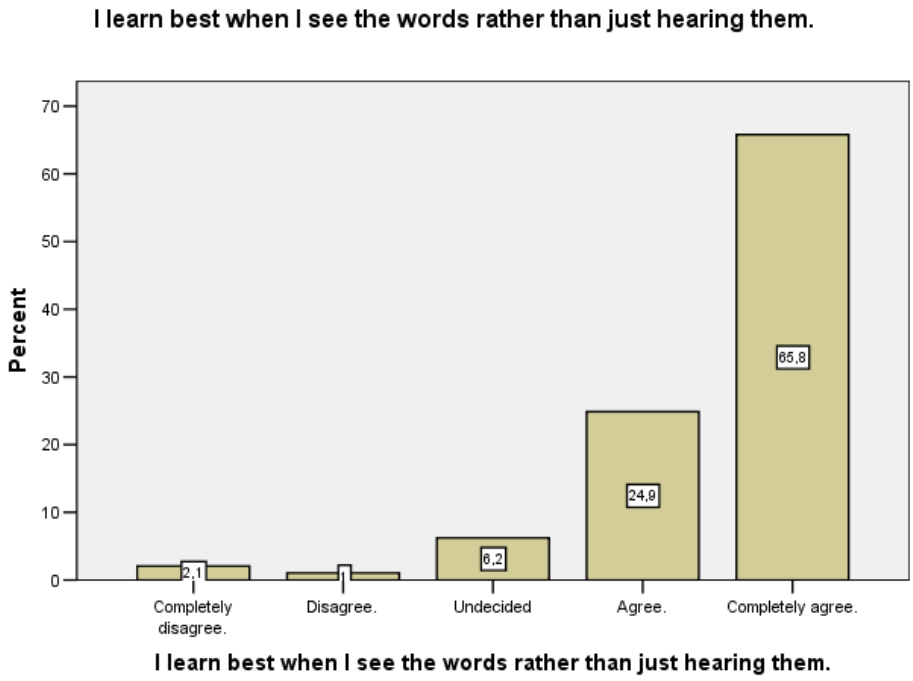
Graph 4.1.20 The percentage of the learners' responses to item 20

While looking at the values given in graph 20, it is being seen that 5,7% of the learners completey disagree, 10,4% of them disagree, 19,7% of them agree, 52,8% of them completely agree that they like using tapes/CDs/PCs in class. 11,4% of them are undecided.

Item 21: I learn best when I see the words rather than just hearing them.

I learn best when I see the words rather than just hearing them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	4	2,1	2,1	2,1
	Disagree.	2	1,0	1,0	3,1
	Undecided	12	6,2	6,2	9,3
	Agree.	48	24,9	24,9	34,2
	Completely agree.	127	65,8	65,8	100,0
	Total	193	100,0	100,0	



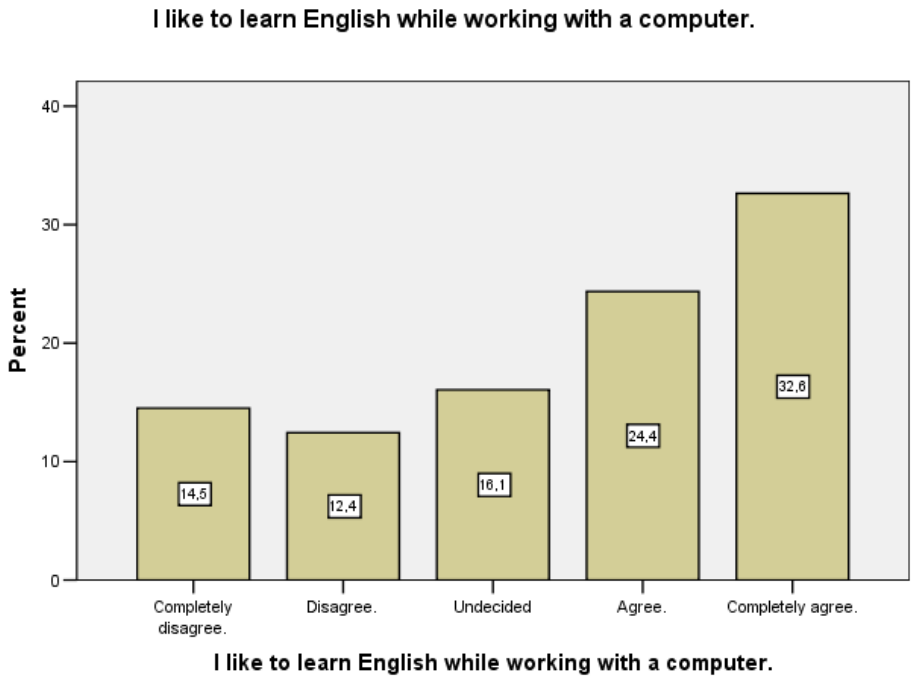
Graph 4.1.21 The percentage of the learners' responses to item 21

As it can be seen in the graph 21, 2,1% of the learners completely disagree, 1% of them disagree, 24,9% of them agree, 65,8% of them completely agree that they learn best when they see the words rather than just hearing them. 6,2% of them are undecided.

Item 22: I like to learn English while working with a computer.

I like to learn English while working with a computer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	28	14,5	14,5	14,5
	Disagree.	24	12,4	12,4	26,9
	Undecided	31	16,1	16,1	43,0
	Agree.	47	24,4	24,4	67,4
	Completely agree.	63	32,6	32,6	100,0
	Total	193	100,0	100,0	



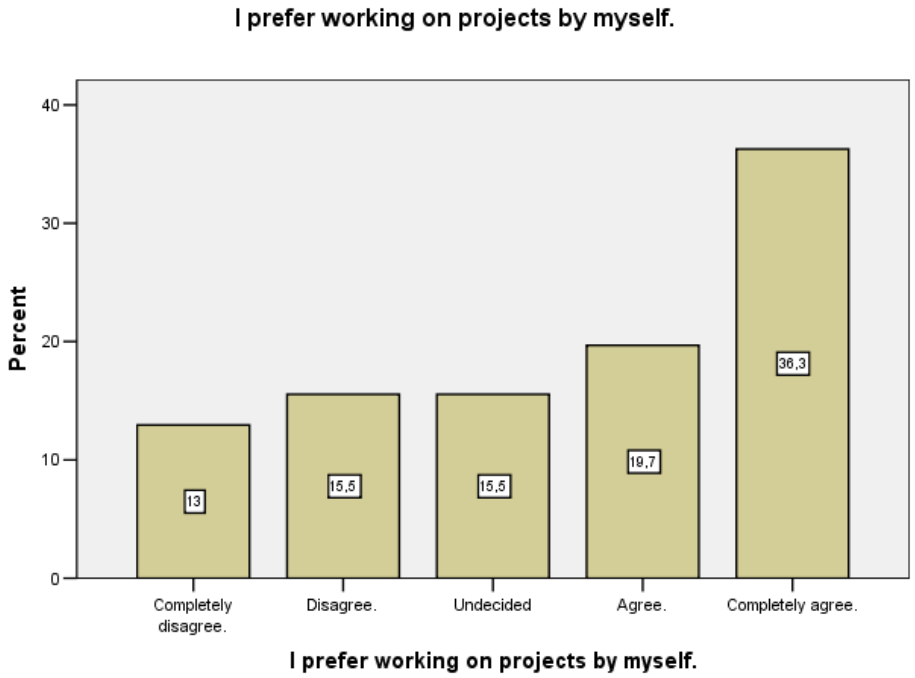
Graph 4.1.22 The percentage of the learners' responses to item 22

The values presented above demonstrate that 14,5% of the learners completely disagree, 12,4% of them disagree, 24,4% of them agree, 32,6% of them completely agree that they like to learn English while working with a computer. 16,1% of them are undecided.

Item 23: I prefer working on projects by myself.

I prefer working on projects by myself.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	25	13,0	13,0	13,0
	Disagree.	30	15,5	15,5	28,5
	Undecided	30	15,5	15,5	44,0
	Agree.	38	19,7	19,7	63,7
	Completely agree.	70	36,3	36,3	100,0
	Total	193	100,0	100,0	



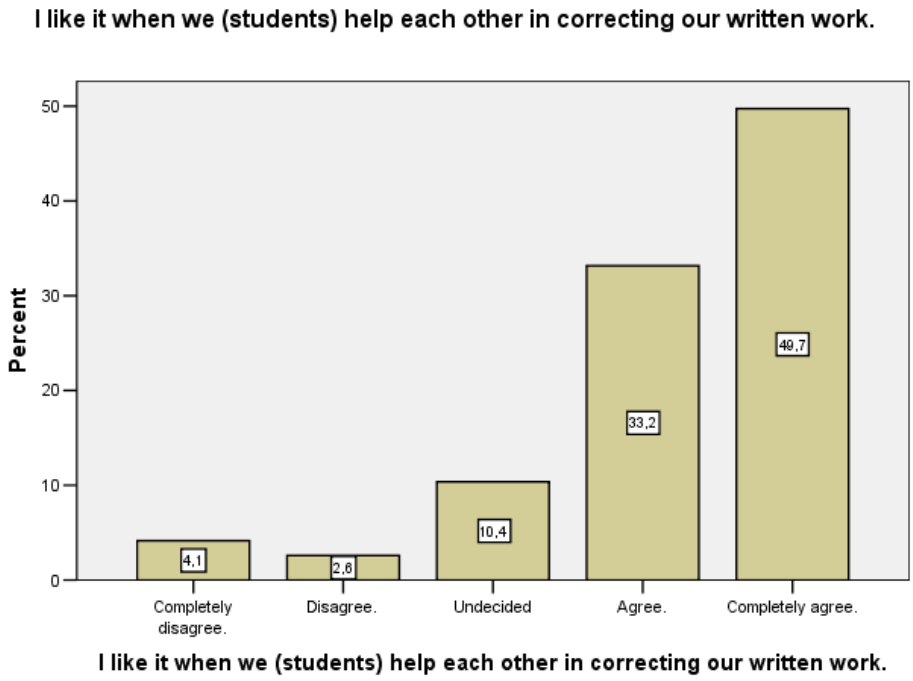
Graph 4.1.23 The percentage of the learners' responses to item 23

When looking at the values obtained from the item 23, it is seen that 13% of the learners completely disagree, 15,5% of them disaree, 19,7% of them agree, 36,3% of them completely agree that they prefer working on projects by themselves. 15,5% of the learners are undecided.

Item 24: I like it when we (students) help each other in correcting our written work.

I like it when we (students) help each other in correcting our written work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	8	4,1	4,1	4,1
	Disagree.	5	2,6	2,6	6,7
	Undecided	20	10,4	10,4	17,1
	Agree.	64	33,2	33,2	50,3
	Completely agree.	96	49,7	49,7	100,0
	Total	193	100,0	100,0	



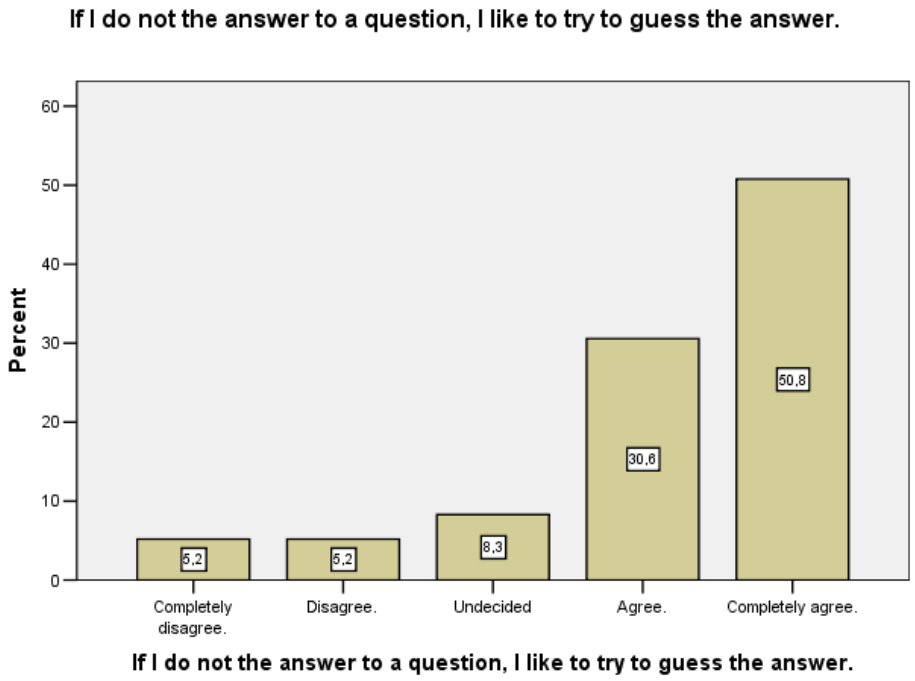
Graph 4.1.24 The percentage of the learners' responses to item 24

The results obtained from graph 24 displays that 4,1% of the learners completely disagree, 2,6% of them disagree, 33,2% of them agree, 49,7% of them completely agree that they like helping each other in correcting their written work. 10,4% of them are undecided.

Item 25: If I do not know the answer to a question, I like to try to guess the answer.

If I do not the answer to a question, I like to try to guess the answer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	10	5,2	5,2	5,2
	Disagree.	10	5,2	5,2	10,4
	Undecided	16	8,3	8,3	18,7
	Agree.	59	30,6	30,6	49,2
	Completely agree.	98	50,8	50,8	100,0
	Total	193	100,0	100,0	



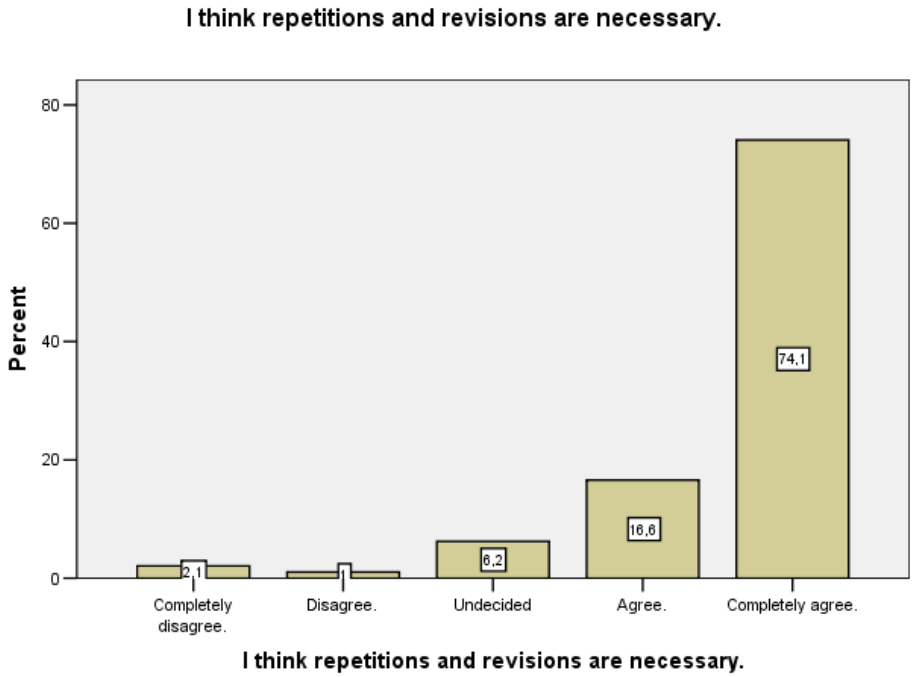
Graph 4.1.25 The percentage of the learners' responses to item 25

Graph 25 shows that 5,2% of the learners completely disagree, 5,2% of them disagree, 30,6% of them agree, 50,8% of them completely agree that if they do not know the answer to a question, they like to try to guess the answer. 8,3% of the learners are undecided.

Item 26: I think repetitions and revisions are necessary.

I think repetitions and revisions are necessary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	4	2,1	2,1	2,1
	Disagree.	2	1,0	1,0	3,1
	Undecided	12	6,2	6,2	9,3
	Agree.	32	16,6	16,6	25,9
	Completely agree.	143	74,1	74,1	100,0
	Total	193	100,0	100,0	



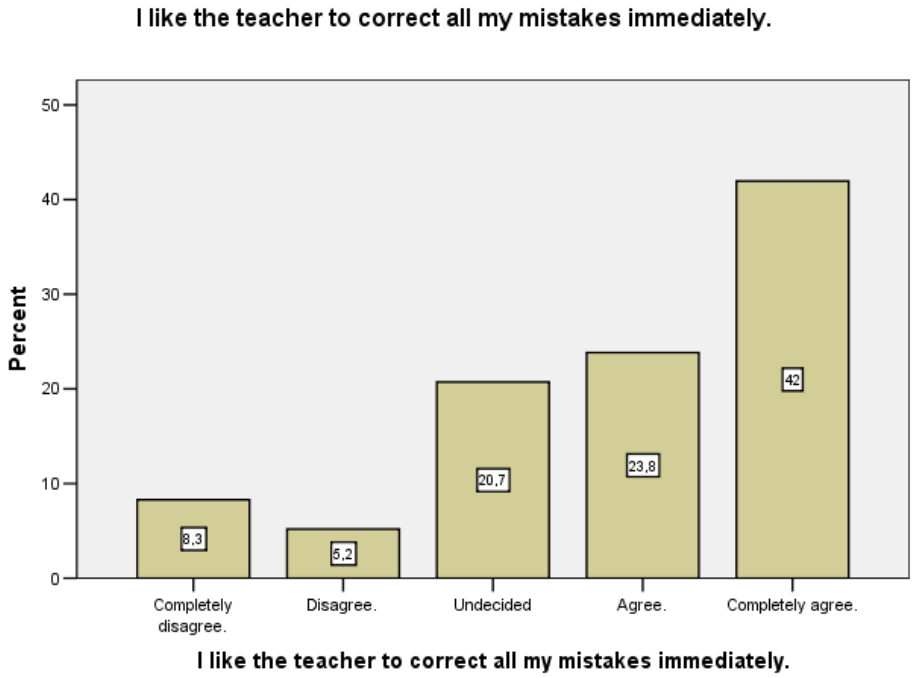
Graph 4.1.26 The percentage of the learners' responses to item 26

As it is shown in the graph 26, 2,1% of the learners completely disagree, 1% of them disagree, 16,6% of them agree, 74,1% of them completely agree that repetitions and revisions are necessary. 6,2% of the learners are undecided.

Item 27: I like the teacher to correct all my mistakes immediately.

I like the teacher to correct all my mistakes immediately.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	16	8,3	8,3	8,3
	Disagree.	10	5,2	5,2	13,5
	Undecided	40	20,7	20,7	34,2
	Agree.	46	23,8	23,8	58,0
	Completely agree.	81	42,0	42,0	100,0
	Total	193	100,0	100,0	



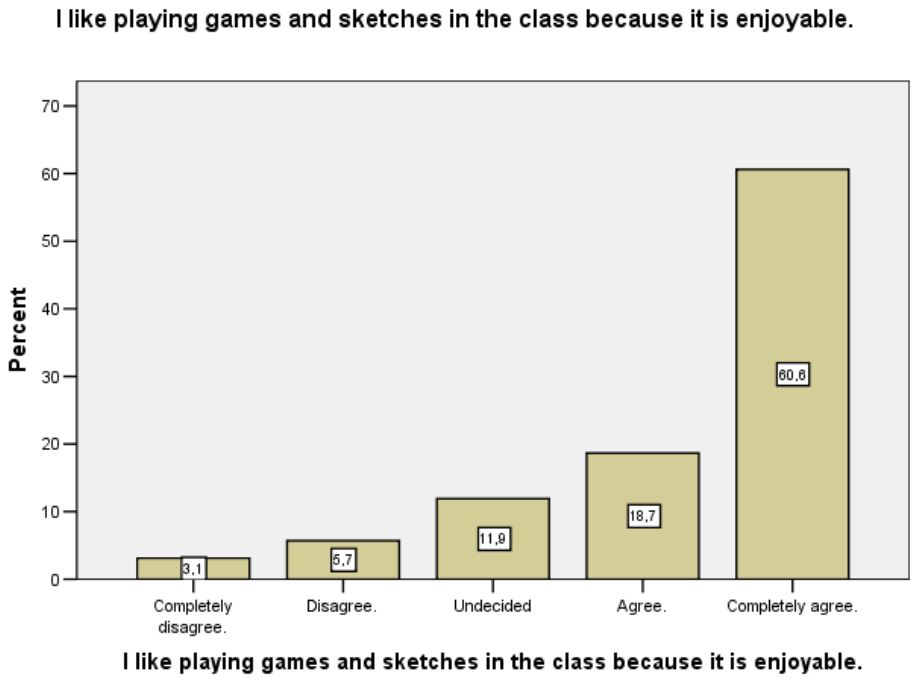
Graph 4.1.27 The percentage of the learners' responses to item 27

As it is shown on the graph 27, 8,3% of the learners completely disagree, 5,2% of them disagree, 23,8% of them agree, 42 % of them completely agree that they like the teacher to correct all their mistakes immediately. 20,7% of them are undecided.

Item 28: I like playing games and presenting sketches in the class because it is enjoyable.

I like playing games and sketches in the class because it is enjoyable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	6	3,1	3,1	3,1
	Disagree.	11	5,7	5,7	8,8
	Undecided	23	11,9	11,9	20,7
	Agree.	36	18,7	18,7	39,4
	Completely agree.	117	60,6	60,6	100,0
	Total	193	100,0	100,0	



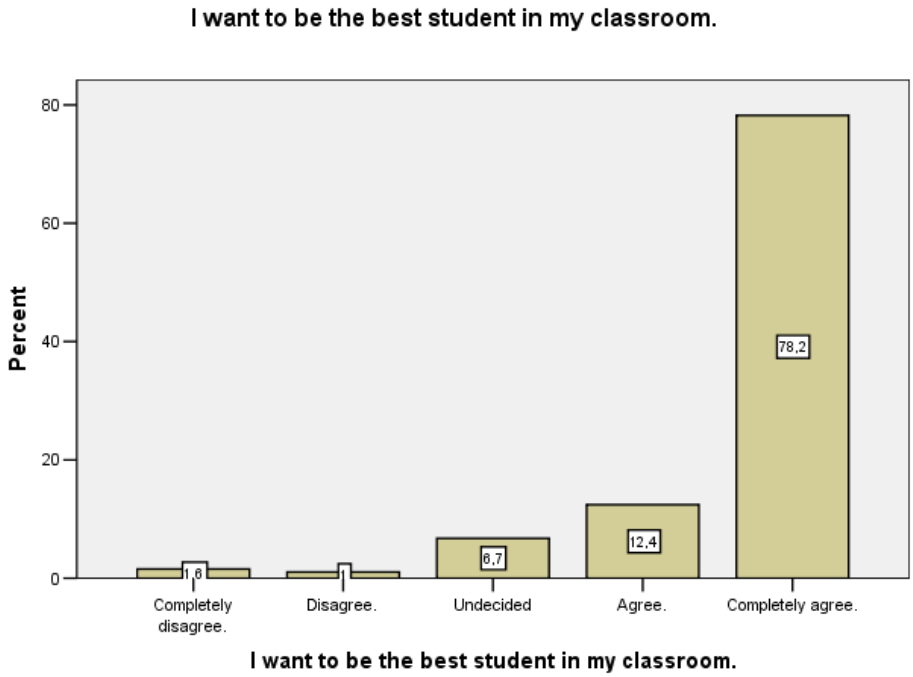
Graph 4.1.28 The percentage of the learners' responses to item 28

According to the findings presented in graph 28, 3,1% of the learners completely disagree, 5,7% of them disagree, 18,7% of them agree, 60,6 % of them completely agree that they like games and sketches in the class because it is enjoyable. 20% of them are undecided.

Item 29: I want to be the best student in my classroom.

I want to be the best student in my classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	3	1,6	1,6	1,6
	Disagree.	2	1,0	1,0	2,6
	Undecided	13	6,7	6,7	9,3
	Agree.	24	12,4	12,4	21,8
	Completely agree.	151	78,2	78,2	100,0
	Total	193	100,0	100,0	



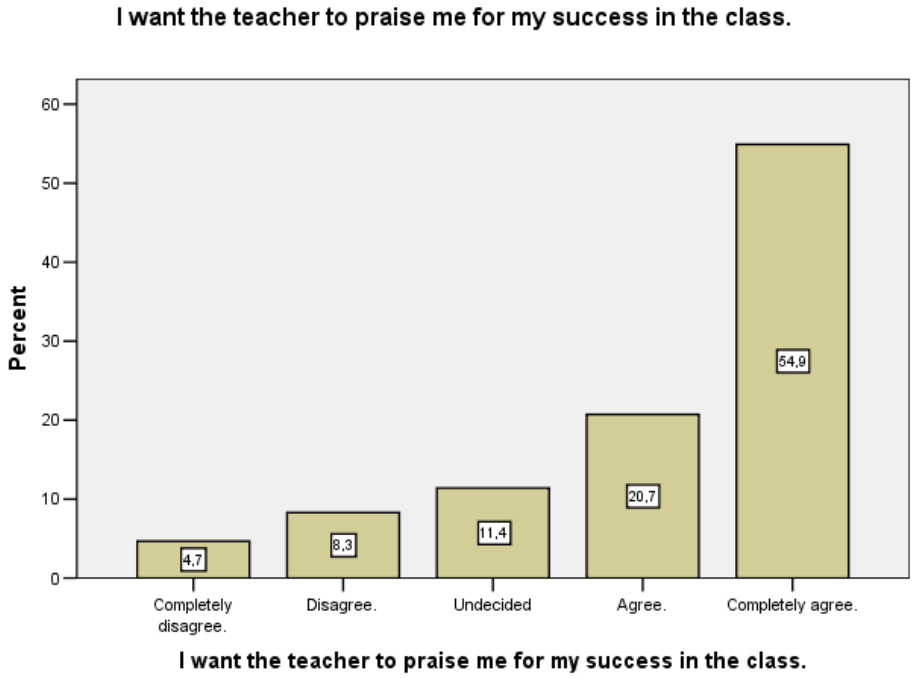
Graph 4.1.29 The percentage of the learners' responses to item 29

The findings in the graph above shows that 3,1% of the learners completely disagree, 5,7% of them disagree, 18,7% of them agree, 60,8% of them completely agree that they like playing games sketches in the class since it is enjoyable. 11,9% of the learners are undecided.

Item 30: I want the teacher to praise me for my success in the class.

I want the teacher to praise me for my success in the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	9	4,7	4,7	4,7
	Disagree.	16	8,3	8,3	13,0
	Undecided	22	11,4	11,4	24,4
	Agree.	40	20,7	20,7	45,1
	Completely agree.	106	54,9	54,9	100,0
	Total	193	100,0	100,0	



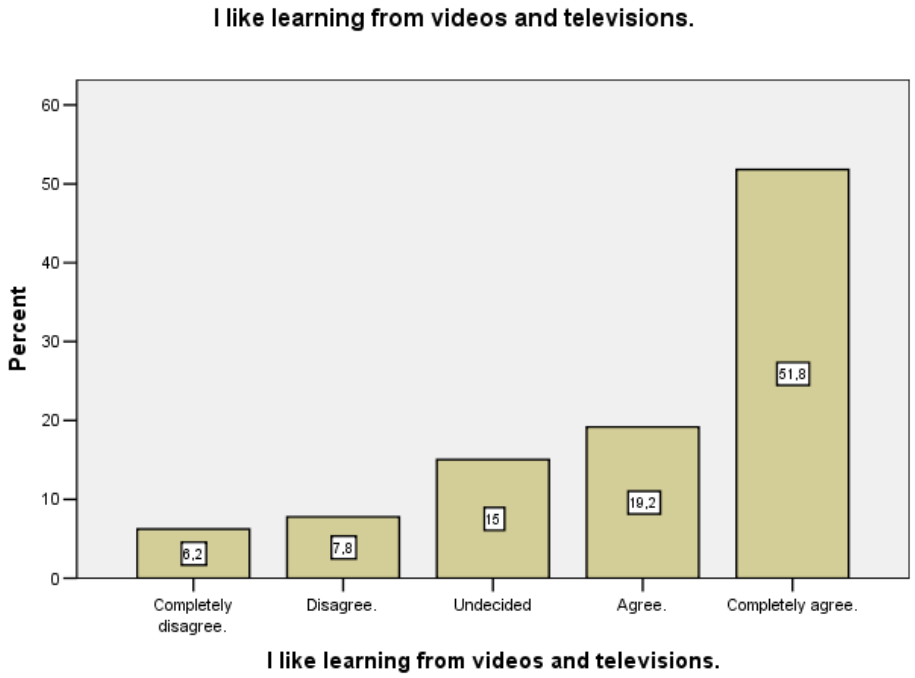
Graph 4.1.30 The percentage of the learners' responses to item 30

The graph shows that 4,7% of the learners completely disagree, 8,3% of them disagree, 20,7% of them agree, 54,9% of them completely agree that they want the teacher to praise them for their success in the class. 11,4% of the learners are undecided.

Item 31: I like learning from videos and televisions in class.

I like learning from videos and televisions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	12	6,2	6,2	6,2
	Disagree.	15	7,8	7,8	14,0
	Undecided	29	15,0	15,0	29,0
	Agree.	37	19,2	19,2	48,2
	Completely agree.	100	51,8	51,8	100,0
	Total	193	100,0	100,0	



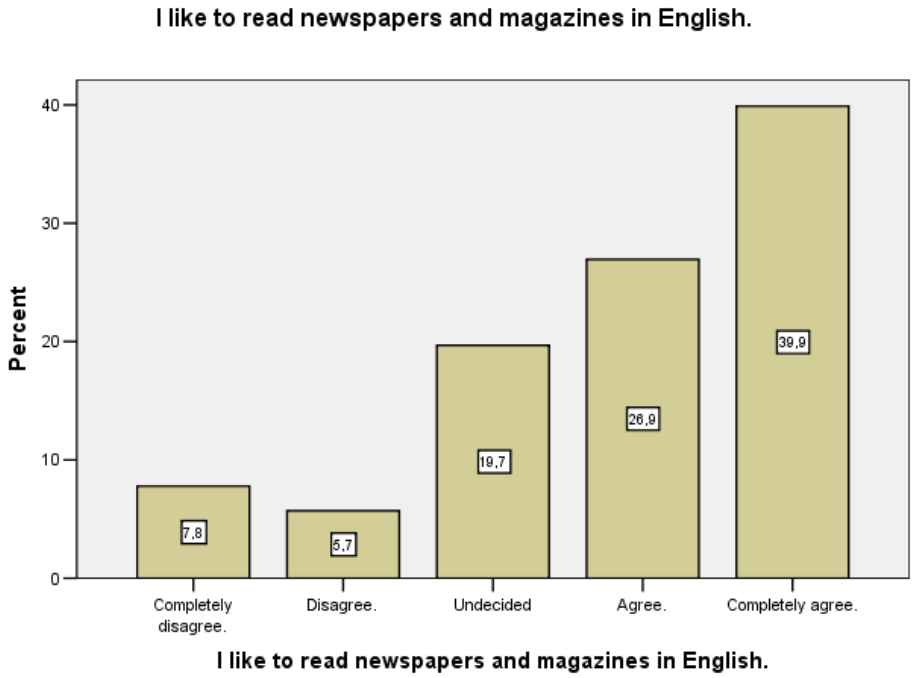
Graph 4.1.31 The percentage of the learners' responses to item 31

As it is shown in the graph 31, 6,2% of the learners completely disagree, 7,8% of them disagree, 19,2% of them agree, 51,8% of them completely agree that they like learning from videos and televisions. 15% of them are undecided.

Item 32: I like to read newspapers and magazines in English.

I like to read newspapers and magazines in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	15	7,8	7,8	7,8
	Disagree.	11	5,7	5,7	13,5
	Undecided	38	19,7	19,7	33,2
	Agree.	52	26,9	26,9	60,1
	Completely agree.	77	39,9	39,9	100,0
	Total	193	100,0	100,0	



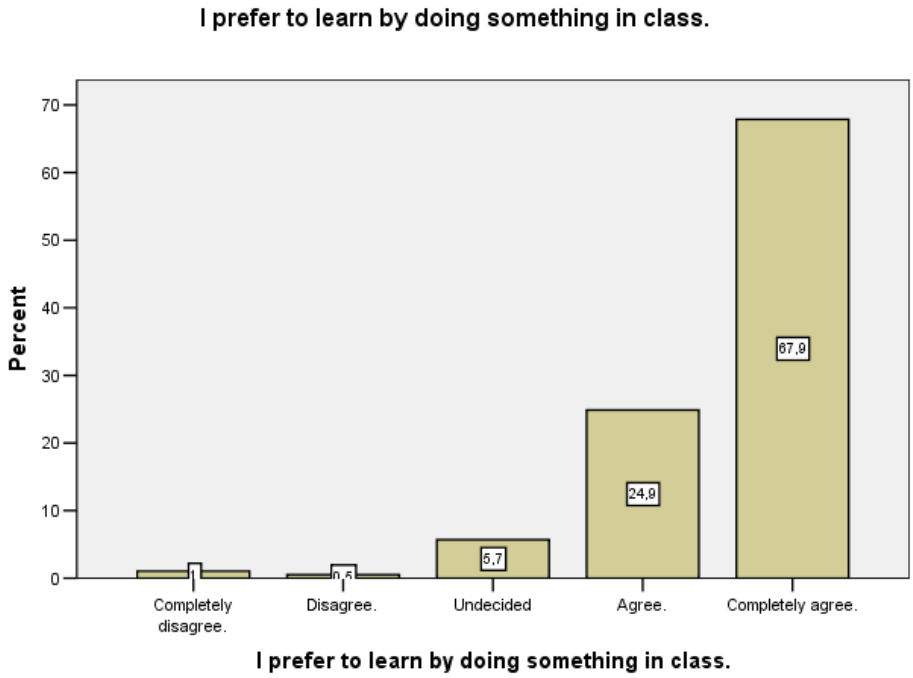
Graph 4.1.32 The percentage of the learners' responses to item 32

Graph 32 shows that 7,8% of the learners completely disagree, 5,7% of them disagree, 26,9% of them agree, 39,9% of them completely agree that they like to read newspapers and magazines in English. 19,7% of the learners are undecided.

Item 33: . I prefer to learn by doing something in class.

I prefer to learn by doing something in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	2	1,0	1,0	1,0
	Disagree.	1	,5	,5	1,6
	Undecided	11	5,7	5,7	7,3
	Agree.	48	24,9	24,9	32,1
	Completely agree.	131	67,9	67,9	100,0
	Total	193	100,0	100,0	



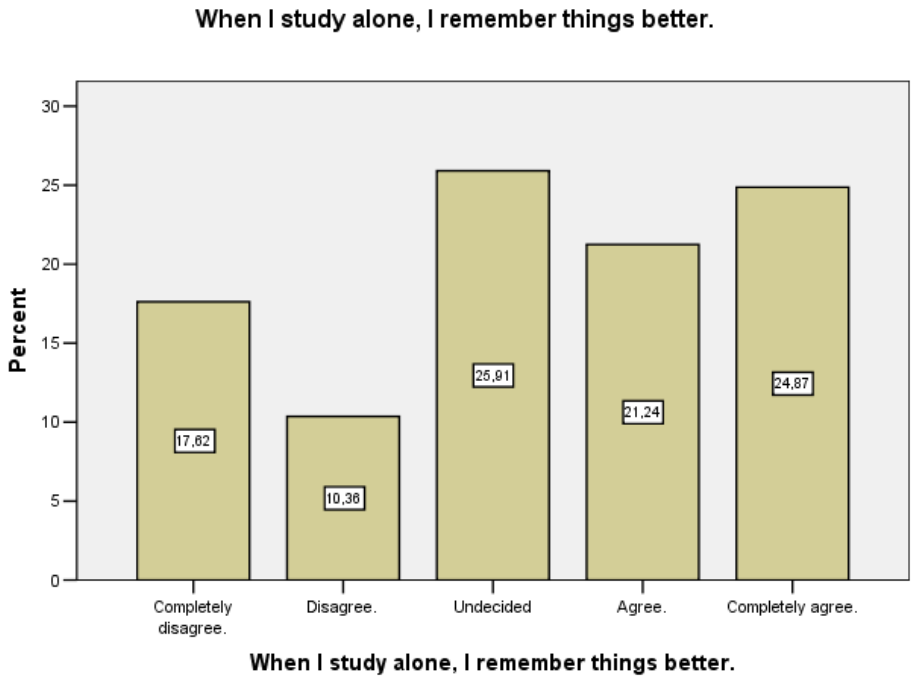
Graph 4.1.33 The percentage of the learners' responses to item 33

It is clear from the graph 33 that 1% of the learners completely disagree, 0,5% of them disagree, 24,9% of them agree, 67,9% of them completely agree that they prefer to learn by doing something in class. 5,7% of them are undecided.

Item 34: When I study alone, I remember things better.

When I study alone, I remember things better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	34	17,6	17,6	17,6
	Disagree.	20	10,4	10,4	28,0
	Undecided	50	25,9	25,9	53,9
	Agree.	41	21,2	21,2	75,1
	Completely agree.	48	24,9	24,9	100,0
	Total	193	100,0	100,0	



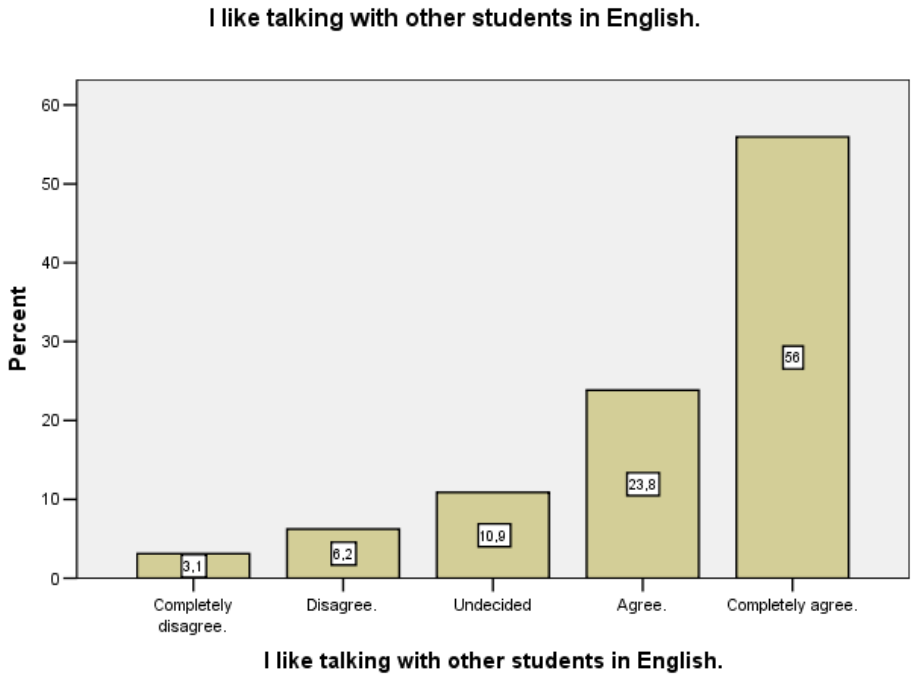
Graph 4.1.34 The percentage of the learners' responses to item 34

The graph 34 shows that 17,62% of the learners completely disagree, 10, 36% of them disagree, 21,24% of them agree, 24,87% of them completely agree that when they study alone, they remember things better. 25,91% of them are undecided.

Item 35: I like talking with other students in English.

I like talking with other students in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	6	3,1	3,1	3,1
	Disagree.	12	6,2	6,2	9,3
	Undecided	21	10,9	10,9	20,2
	Agree.	46	23,8	23,8	44,0
	Completely agree.	108	56,0	56,0	100,0
	Total	193	100,0	100,0	



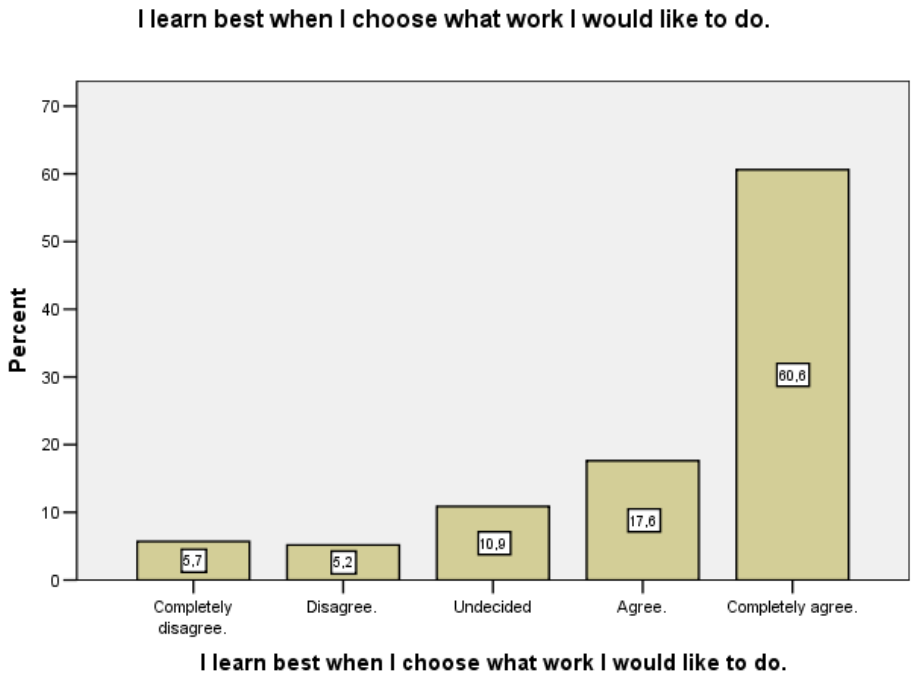
Graph 4.1.35 The percentage of the learners' responses to item 35

As it can be seen on the graph 35, 3,1% of the learners completely disagree, 6,2% of them disagree, 23,8% of them agree, 56% of them completely agree that they like talking with other students in English. 10,9% of them are undecided.

Item 36: I learn best when I choose what work I would like to do.

I learn best when I choose what work I would like to do.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	11	5,7	5,7	5,7
	Disagree.	10	5,2	5,2	10,9
	Undecided	21	10,9	10,9	21,8
	Agree.	34	17,6	17,6	39,4
	Completely agree.	117	60,6	60,6	100,0
	Total	193	100,0	100,0	



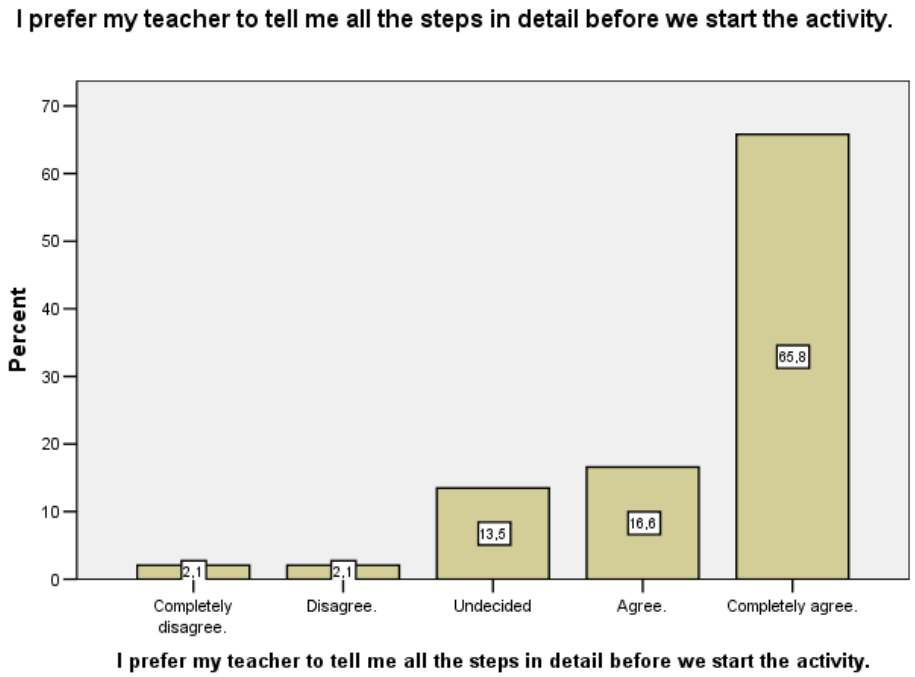
Graph 4.1.36 The percentage of the learners' responses to item 36

The findings in the graph 36 above show that 5,7% of the learners completely disagree, 5,2% of them disagree, 17,6% of them agree, 60,6% of them completely agree that they learn best when they choose what work they would like to do. 10,9% of them are undecided.

Item 37: I prefer the teacher to tell me all the steps in detail before we start the activities.

I prefer my teacher to tell me all the steps in detail before we start the activity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	4	2,1	2,1	2,1
	Disagree.	4	2,1	2,1	4,1
	Undecided	26	13,5	13,5	17,6
	Agree.	32	16,6	16,6	34,2
	Completely agree.	127	65,8	65,8	100,0
	Total	193	100,0	100,0	



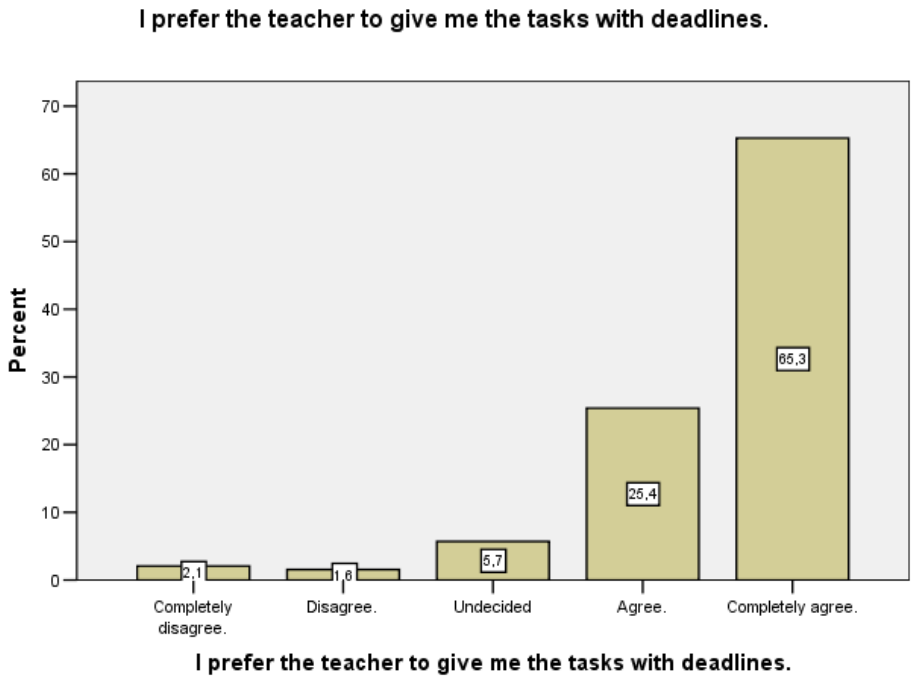
Graph 4.1.37 The percentage of the learners' responses to item 37

While looking at the values given in graph 37, it can be seen that 2,1% of the learners completely disagree, 2,1% of them disagree, 16,6% of them agree, 65,8% of them completely agree that they prefer the teacher to tell them all the steps in detail before they start the activities. 13,5% of the learners are undecided.

Item 38: I prefer the teacher to give me the tasks with deadlines.

I prefer the teacher to give me the tasks with deadlines.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	4	2,1	2,1	2,1
	Disagree.	3	1,6	1,6	3,6
	Undecided	11	5,7	5,7	9,3
	Agree.	49	25,4	25,4	34,7
	Completely agree.	126	65,3	65,3	100,0
	Total	193	100,0	100,0	



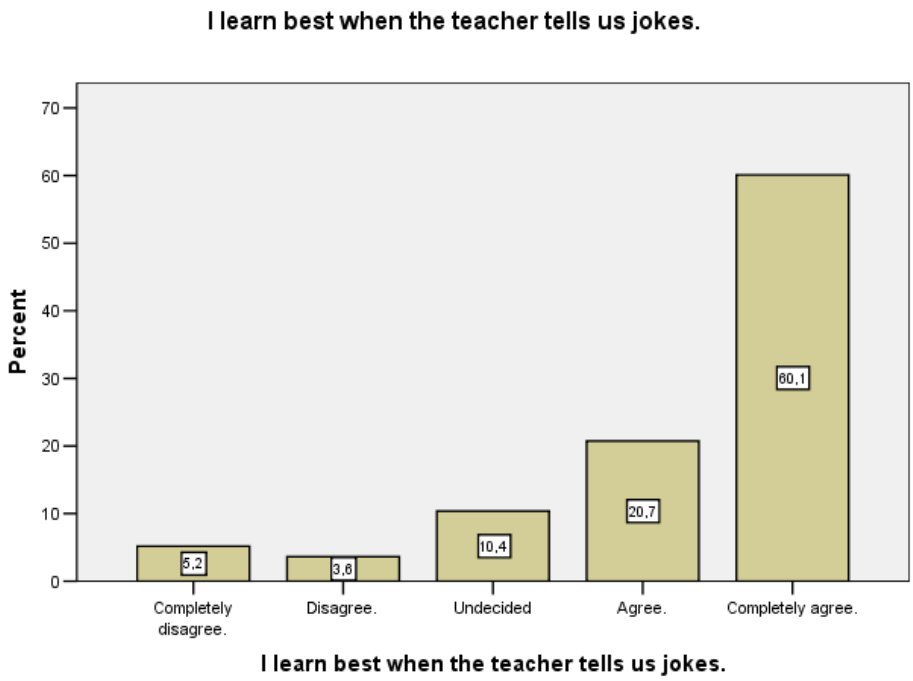
Graph 4.1.38 The percentage of the learners' responses to item 38

As it can be seen in the graph 38, 2,1% of the learners completely disagree, 1,6% of them disagree, 25,4% of them agree, 65,3% of them completely agree that they prefer the teacher to give them the tasks with deadlines. 5,7% of them are undecided.

Item 39: I learn best when the teacher tells us jokes.

I learn best when the teacher tells us jokes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	10	5,2	5,2	5,2
	Disagree.	7	3,6	3,6	8,8
	Undecided	20	10,4	10,4	19,2
	Agree.	40	20,7	20,7	39,9
	Completely agree.	116	60,1	60,1	100,0
	Total	193	100,0	100,0	



Graph 4.1.39 The percentage of the learners' responses to item 39

The values presented above demonstrate that 5,2% of the learners completely disagree, 3,8% of them disagree, 20,7% of them agree, 60,1% of them completely agree that they learn best when the teacher tells them jokes. 10,4% of the learners are undecided.

Item 40: I prefer warning my friends consistently when they make mistakes.

I prefer warning my friends consistently when they make mistakes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	28	14,5	14,5	14,5
	Disagree.	45	23,3	23,3	37,8
	Undecided	48	24,9	24,9	62,7
	Agree.	42	21,8	21,8	84,5
	Completely agree.	30	15,5	15,5	100,0
	Total	193	100,0	100,0	

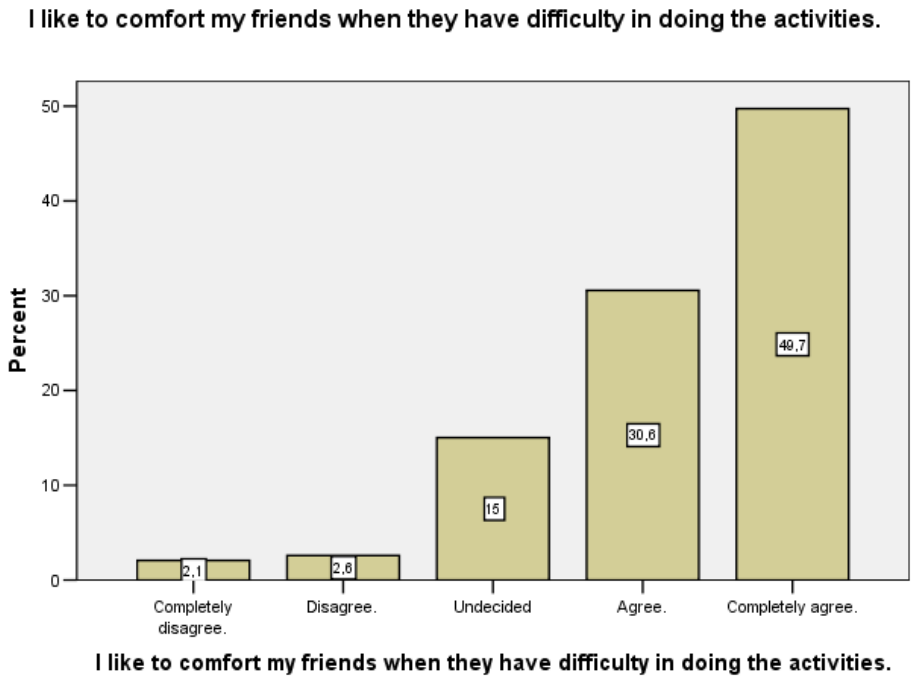
Graph 4.1.40 The percentage of the learners' responses to item 40

The results obtained from graph 40 display that 14,51% of the learners completely disagree, 23,32% of them disagree, 21,76% of them agree, 15,54% of them completely agree that they prefer warning their friends consistently when they make mistakes. 24,87% of them are undecided.

Item 41: I like to comfort my friends when they have difficulty in doing the activities.

I like to comfort my friends when they have difficulty in doing the activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	4	2,1	2,1	2,1
	Disagree.	5	2,6	2,6	4,7
	Undecided	29	15,0	15,0	19,7
	Agree.	59	30,6	30,6	50,3
	Completely agree.	96	49,7	49,7	100,0
	Total	193	100,0	100,0	



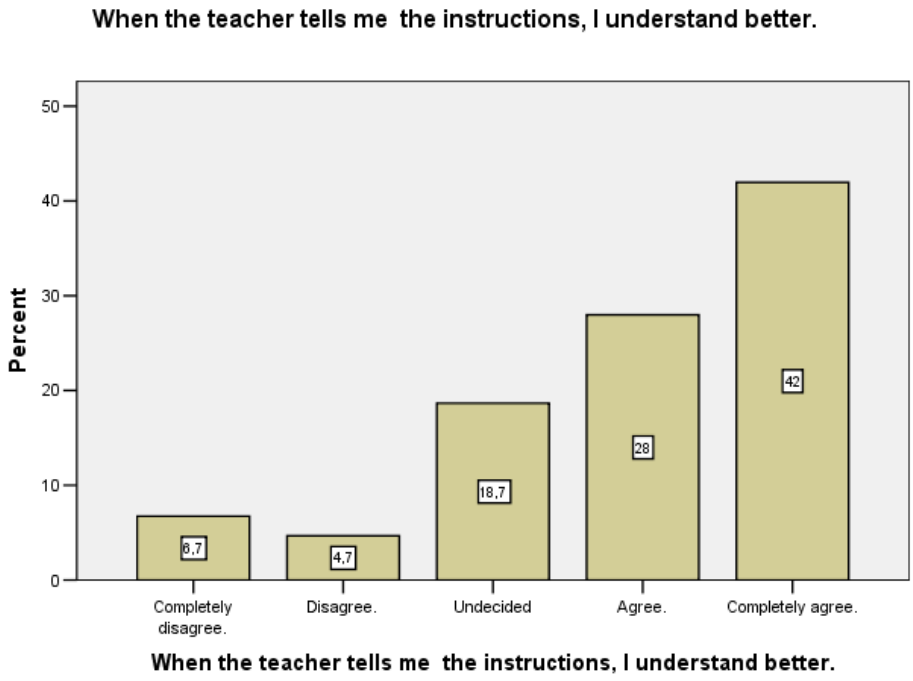
Graph 4.1.41 The percentage of the learners' responses to item 41

Graph 41 shows that 2,1% of the learners completely disagree, 11% of them disagree, 30,6% of them agree, 49,7% of them completely agree that they like to comfort their friends when they have difficulty in doing the activities. 15% of the learners are undecided.

Item 42: When the teacher tells me the instructions, I understand better.

When the teacher tells me the instructions, I understand better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	13	6,7	6,7	6,7
	Disagree.	9	4,7	4,7	11,4
	Undecided	36	18,7	18,7	30,1
	Agree.	54	28,0	28,0	58,0
	Completely agree.	81	42,0	42,0	100,0
	Total	193	100,0	100,0	



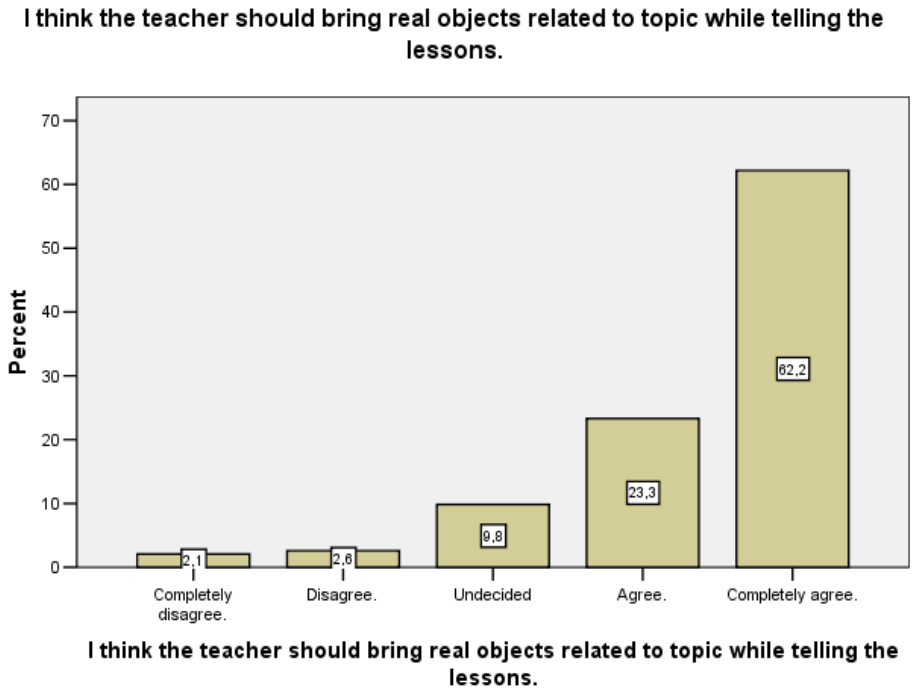
Graph 4.1.42 The percentage of the learners' responses to item 42

As it is shown in the graph 42, 6,7% of the learners completely disagree, 4,7% of them disagree, 28% of them agree, 42 % of them completely agree that when the teacher tells them the instructions, they understand better. 18,7% of the learners are undecided.

Item 43: I think the teacher should bring real objects related to topic while telling the lessons.

I think the teacher should bring real objects related to topic while telling the lessons.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	4	2,1	2,1	2,1
	Disagree.	5	2,6	2,6	4,7
	Undecided	19	9,8	9,8	14,5
	Agree.	45	23,3	23,3	37,8
	Completely agree.	120	62,2	62,2	100,0
	Total	193	100,0	100,0	



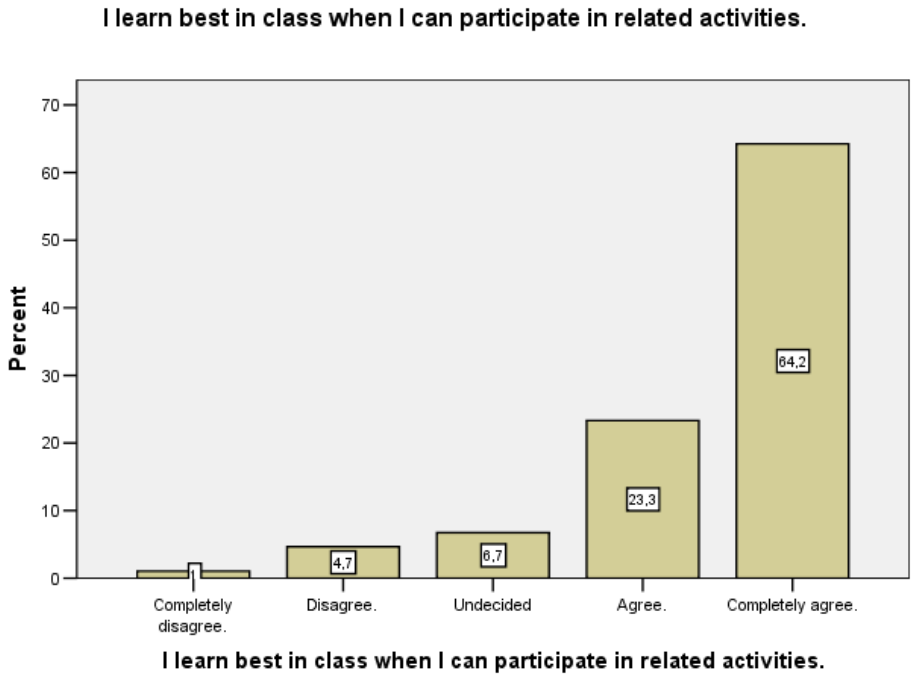
Graph 4.1.43 The percentage of the learners' responses to item 43

As it is shown on the graph 43, 2,1% of the learners completely disagree, 2,6% of them disagree, 23,3% of them agree, 62,2% of them completely agree that the teacher should bring real objects related to the topic while telling the lessons. 9,8% of the learners are undecided.

Item 44: I learn best in class when I can participate in related activities.

I learn best in class when I can participate in related activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	2	1,0	1,0	1,0
	Disagree.	9	4,7	4,7	5,7
	Undecided	13	6,7	6,7	12,4
	Agree.	45	23,3	23,3	35,8
	Completely agree.	124	64,2	64,2	100,0
	Total	193	100,0	100,0	



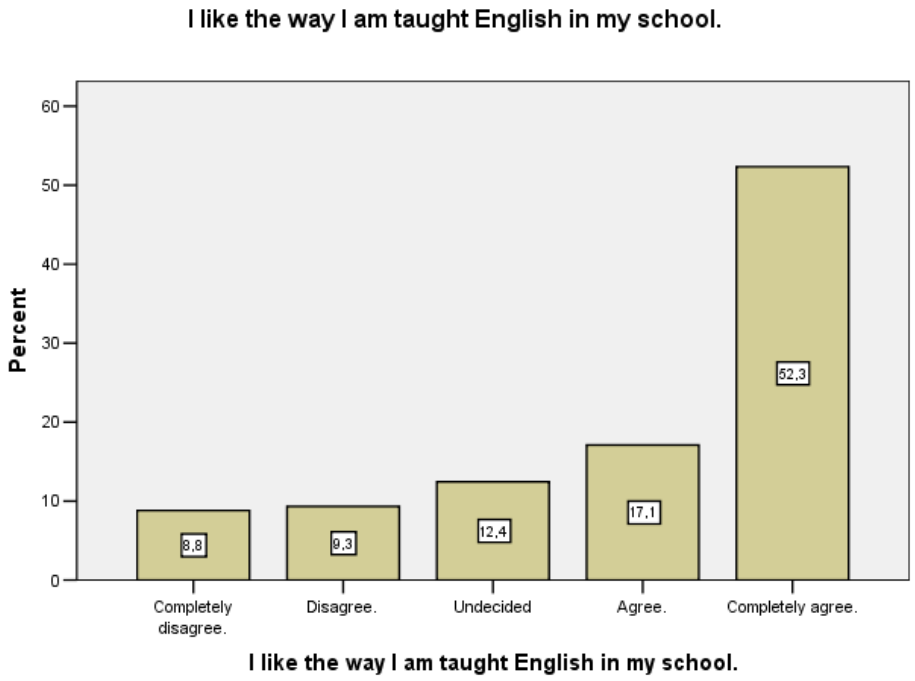
Graph 4.1.44 The percentage of the learners' responses to item 44

According to the findings presented in graph 44, 1% of the learners completely disagree, 4,7% of them disagree, 23,3% of them agree, 64,2% of them completely agree that they learn best in class when they can participate in related activities. 6,7% of them are undecided.

Item 45: I like the way I am taught English in my school.

I like the way I am taught English in my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree.	17	8,8	8,8	8,8
	Disagree.	18	9,3	9,3	18,1
	Undecided	24	12,4	12,4	30,6
	Agree.	33	17,1	17,1	47,7
	Completely agree.	101	52,3	52,3	100,0
	Total	193	100,0	100,0	



Graph 4.1.45 The percentage of the learners' responses to item 45

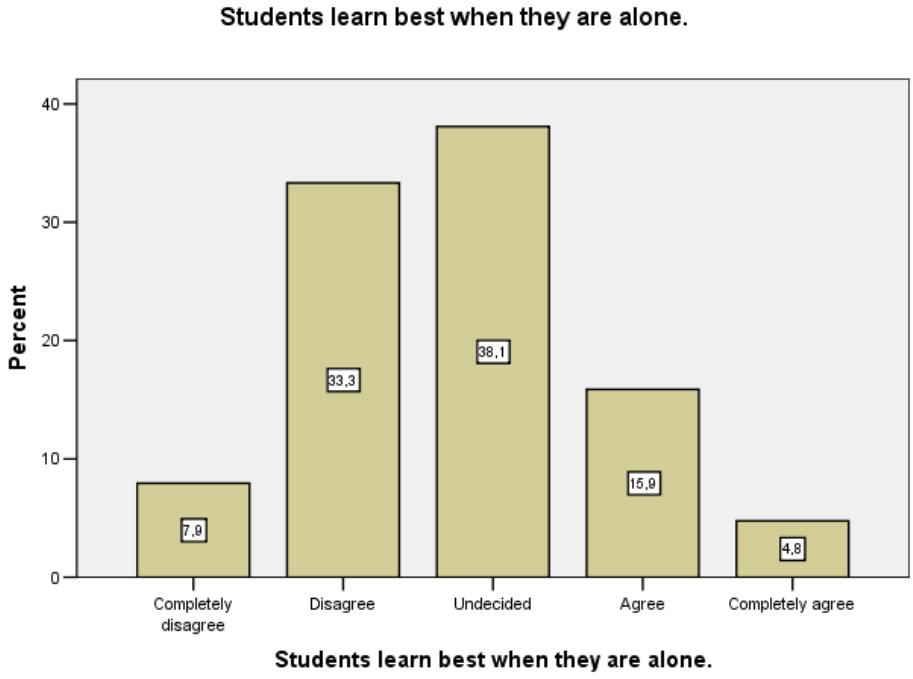
As it is shown on graph 45, 8,8% of the learners completely disagree, 9,3% of them disagree, 17,1% of them agree, 52,3% of them completely agree that they like the way they are taught English in their schools. 12,4% of the learners are undecided.

4.2.Items Related to Perceptions of The Primary School EFL Teachers of The Fifth Grade Students' Preferred Learning Styles

Item 1: Students learn best when they are alone.

Students learn best when they are alone.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	5	7,9	7,9	7,9
	Disagree	21	33,3	33,3	41,3
	Undecided	24	38,1	38,1	79,4
	Agree	10	15,9	15,9	95,2
	Completely agree	3	4,8	4,8	100,0
	Total	63	100,0	100,0	



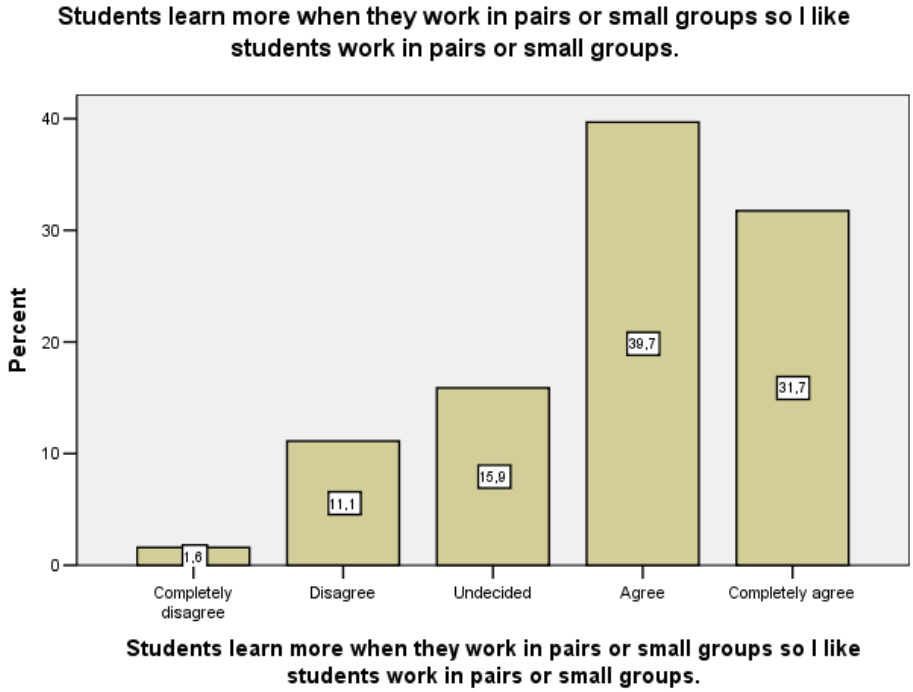
Graph 4.2.1 The percentage of the teachers' responses to item 1

As it is shown on the graph 1, 7,9% of the EFL teachers completely disagree, 33,3% of them disagree, 15,9% of them agree, 4,8% of them completely agree that students learn best when they are alone. 38,1% of the EFL teachers are undecided.

Item 2: Students learn more when they work in pairs or small groups so I like students to work in pairs or small groups.

Students learn more when they work in pairs or small groups so I like students work in pairs or small groups.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	7	11,1	11,1	12,7
	Undecided	10	15,9	15,9	28,6
	Agree	25	39,7	39,7	68,3
	Completely agree	20	31,7	31,7	100,0
	Total	63	100,0	100,0	



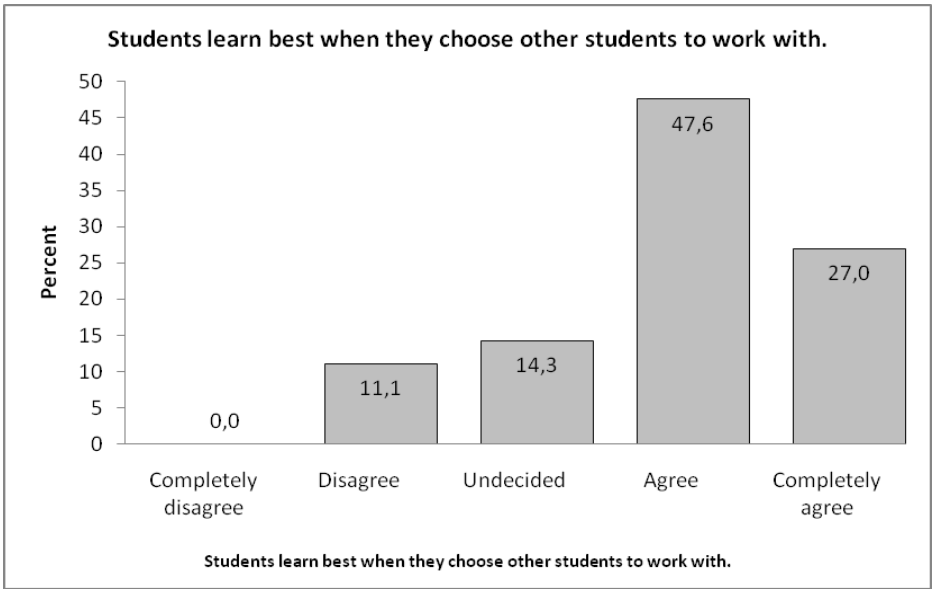
Graph 4.2.2 The percentage of the teachers' responses to item 2

As it is shown on the graph 2, 1,8% of the EFL teachers completely disagree, 11,1% of them disagree, 39,7% of them agree, 31,7% of them completely agree that students learn more when they work in pairs or small groups so they like students work in pairs or small groups. 15,9% of them are undecided.

Item 3: Students learn best when they choose other students to work with.

Students learn best when they choose other students to work with.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	11,1	11,1	11,1
	Undecided	9	14,3	14,3	25,4
	Agree	30	47,6	47,6	73,0
	Completely agree	17	27,0	27,0	100,0
	Total	63	100,0	100,0	



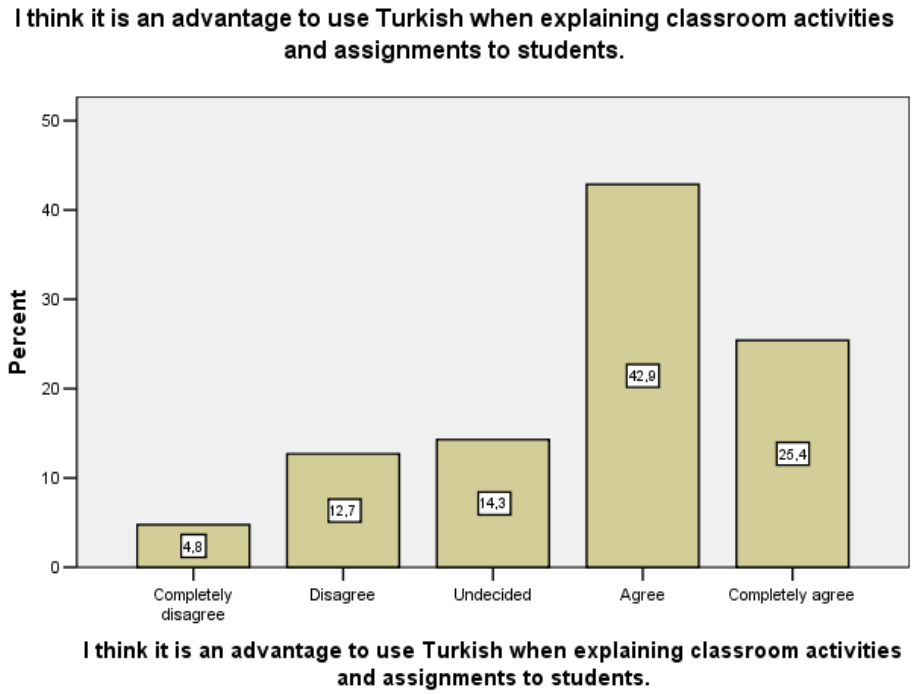
Graph 4.2.3 The percentage of the teachers' responses to item 3

According to the findings presented in graph 3, 11,1% of the EFL teachers disagree, 47,6% of them agree, 27% of them completely agree that students learn best when they choose other students to work with. While 14,3% of them are undecided, there are not any teachers who completely disagree about this item.

Item 4: I think it is an advantage to use Turkish when explaining classroom activities and assignments to students.

I think it is an advantage to use Turkish when explaining classroom activities and assignments to students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	4,8	4,8	4,8
	Disagree	8	12,7	12,7	17,5
	Undecided	9	14,3	14,3	31,7
	Agree	27	42,9	42,9	74,6
	Completely agree	16	25,4	25,4	100,0
	Total	63	100,0	100,0	



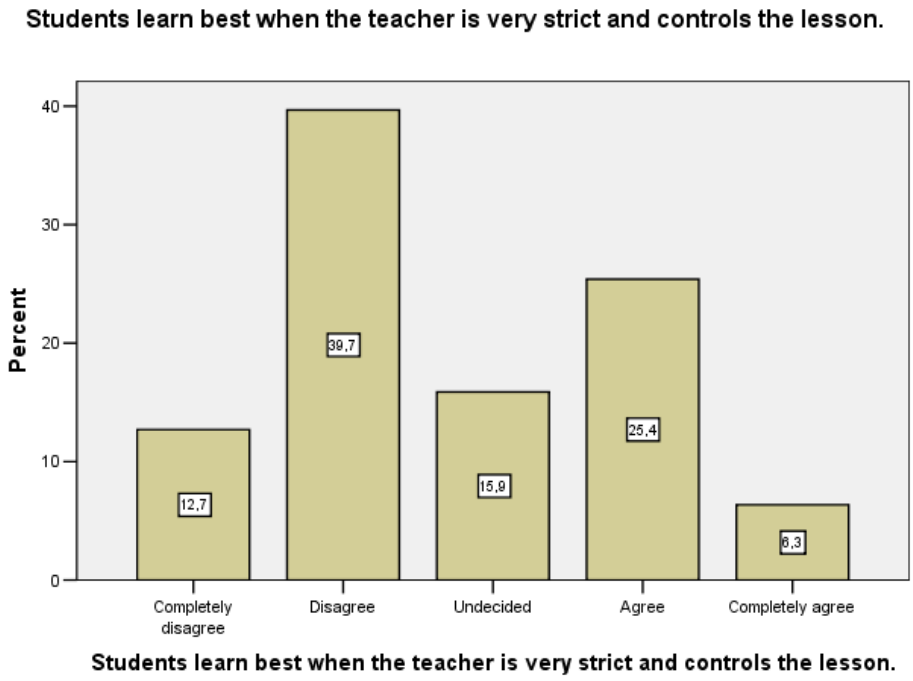
Graph 4.2.4 The percentage of the teachers' responses to item 4

As it is shown on graph 4, 4,8% of the EFL teachers completely disagree, 12,7% of them disagree, 42,9% of them agree, 25,4% of them completely agree that it is an advantage to use Turkish when explaining classroom activities and assignments to students. 14,3% of them are undecided.

Item 5: Students learn best when the teacher is very strict and controls the lesson.

Students learn best when the teacher is very strict and controls the lesson.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	8	12,7	12,7	12,7
	Disagree	25	39,7	39,7	52,4
	Undecided	10	15,9	15,9	68,3
	Agree	16	25,4	25,4	93,7
	Completely agree	4	6,3	6,3	100,0
	Total	63	100,0	100,0	



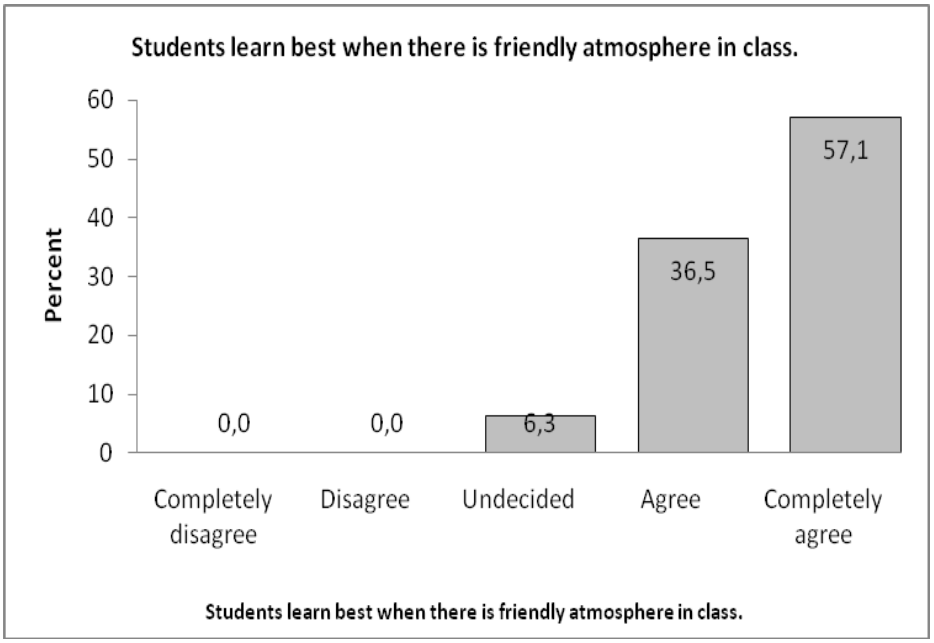
Graph 4.2.5 The percentage of the teachers' responses to item 5

According to the findings shown in the graph 5, 12,7% of the EFL teachers completely disagree, 39,7% of them disagree, 25,4% of them agree, 6,3% of them completely agree that students learn best when the teacher is very strict and controls the lesson. 15,9% of the EFL teachers are undecided.

Item 6: Students learn best when there is friendly atmosphere in class.

Students learn best when there is friendly atmosphere in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	4	6,3	6,3	6,3
	Agree	23	36,5	36,5	42,9
	Completely agree	36	57,1	57,1	100,0
	Total	63	100,0	100,0	



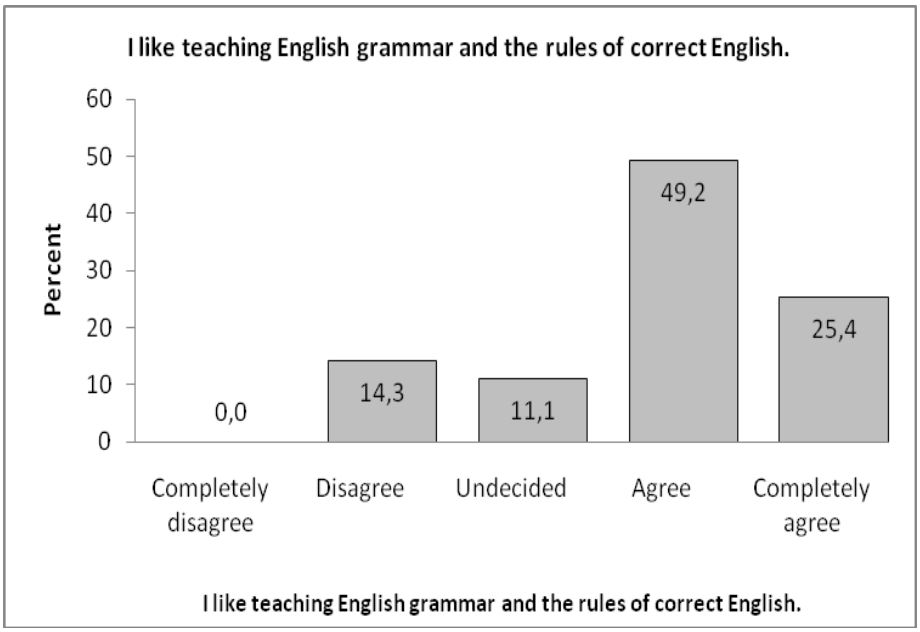
Graph 4.2.6 The percentage of the teachers' responses to item 6

While looking at the values given in graph 6, it is being seen that 36,5% of the EFL teachers agree and, 57,1% of them completely agree that students learn best when there is friendly atmosphere in class. While 6,3% of them are undecided, there is no teacher who completely disagree or disagree about this item.

Item 7: I like teaching English grammar and the rules of correct English.

I like teaching English grammar and the rules of correct English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	14,3	14,3	14,3
	Undecided	7	11,1	11,1	25,4
	Agree	31	49,2	49,2	74,6
	Completely agree	16	25,4	25,4	100,0
	Total	63	100,0	100,0	



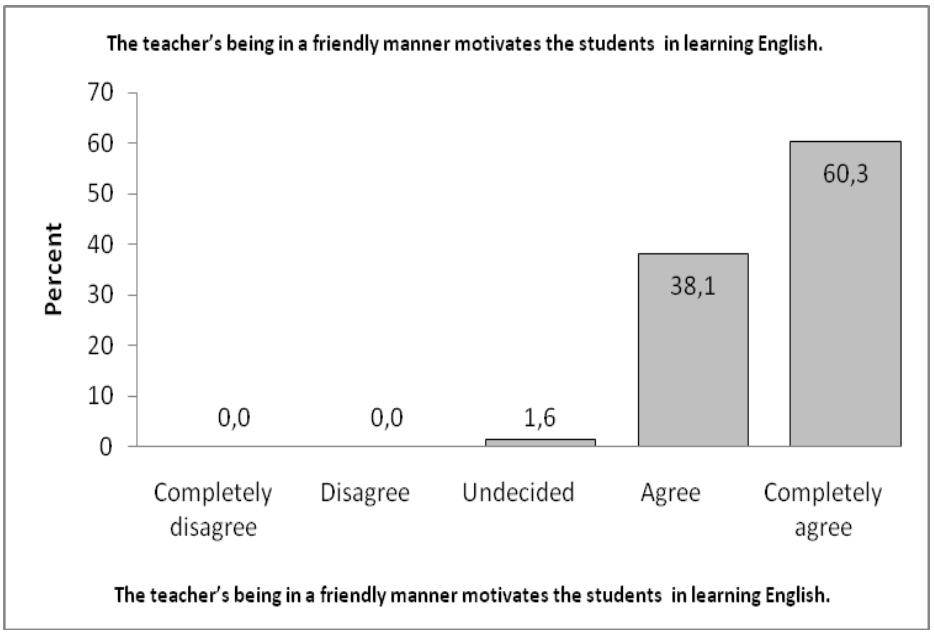
Graph 4.2.7 The percentage of the teachers' responses to item 7

The findings in the graph above shows that 14,3% of the EFL teachers disagree, 49,2% of them agree and, 25,4% of them completely agree that they like teaching English grammar and the rules of correct English. 11,1% of them are undecided. None of the EFL teachers completely disagree about this item.

Item 8: The teacher's being in a friendly manner motivates the students in learning English.

The teacher's being in a friendly manner motivates the students in learning English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	1,6	1,6	1,6
	Agree	24	38,1	38,1	39,7
	Completely agree	38	60,3	60,3	100,0
	Total	63	100,0	100,0	



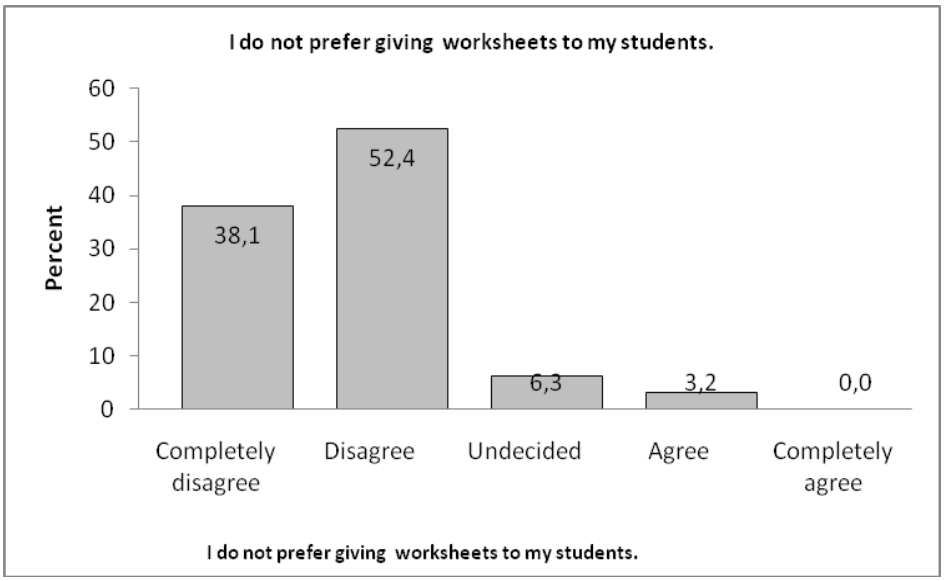
Graph 4.2.8 The percentage of the teachers' responses to item 8

The graph shows that 38,1% of the EFL teachers agree and, 60,3% of them completely agree that the teacher's being in a friendly manner motivates the students in learning English. Only 1,8% of them are undecided. There are not any EFL teachers who disagree or completely disagree about this item.

Item 9: I do not prefer giving worksheets to my students.

I do not prefer giving worksheets to my students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	24	38,1	38,1	38,1
	Disagree	33	52,4	52,4	90,5
	Undecided	4	6,3	6,3	96,8
	Agree	2	3,2	3,2	100,0
	Total	63	100,0	100,0	



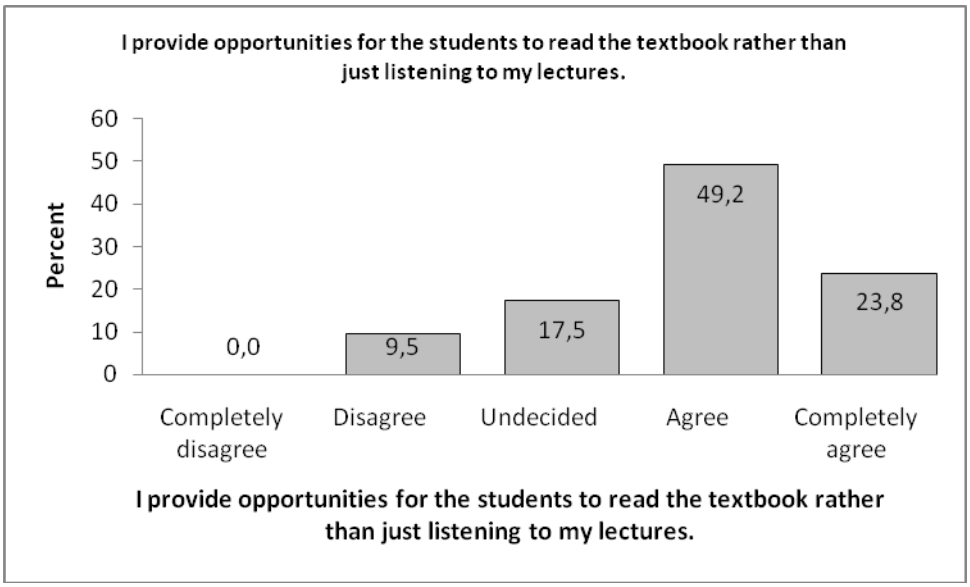
Graph 4.2.9 The percentage of the teachers' responses to item 9

When looking at the percentages obtained from the item 9, it is seen that 38,1% of the EFL teachers completely disagree, 52,4% of them disagree and, 3,2% of them agree that they do not prefer giving worksheets to their students. While 6,3% of them are undecided, none of the EFL teachers completely agree about this item.

Item 10: I provide opportunities for the students to read the textbook rather than just listening to my lectures.

I provide opportunities for the students to read the textbook rather than just listening to my lectures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	9,5	9,5	9,5
	Undecided	11	17,5	17,5	27,0
	Agree	31	49,2	49,2	76,2
	Completely agree	15	23,8	23,8	100,0
	Total	63	100,0	100,0	



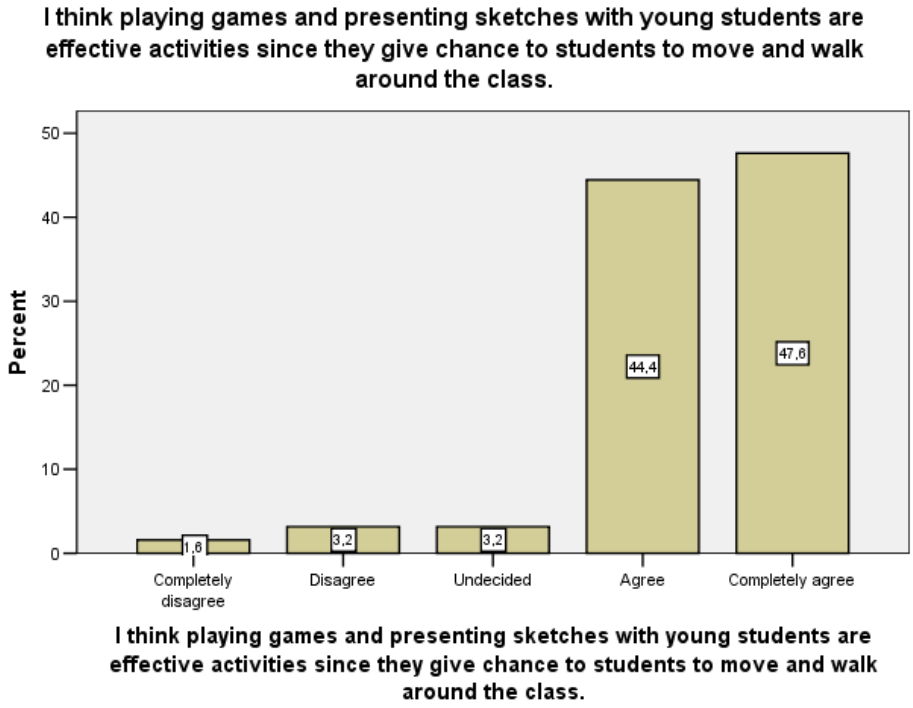
Graph 4.2.10 The percentage of the teachers' responses to item 10

As it can be seen in the graph 10, 9,5% of the EFL teachers disagree, 49,2% of them agree and, 23,8% of them completely agree that they provide opportunities for the students to read the textbook rather than just listening to their lectures. 17,5% of them are undecided.

Item 11: I think playing games and presenting sketches with young students are effective activities since they give chance to students to move and walk around the class.

I think playing games and presenting sketches with young students are effective activities since they give chance to students to move and walk around the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	2	3,2	3,2	4,8
	Undecided	2	3,2	3,2	7,9
	Agree	28	44,4	44,4	52,4
	Completely agree	30	47,6	47,6	100,0
	Total	63	100,0	100,0	



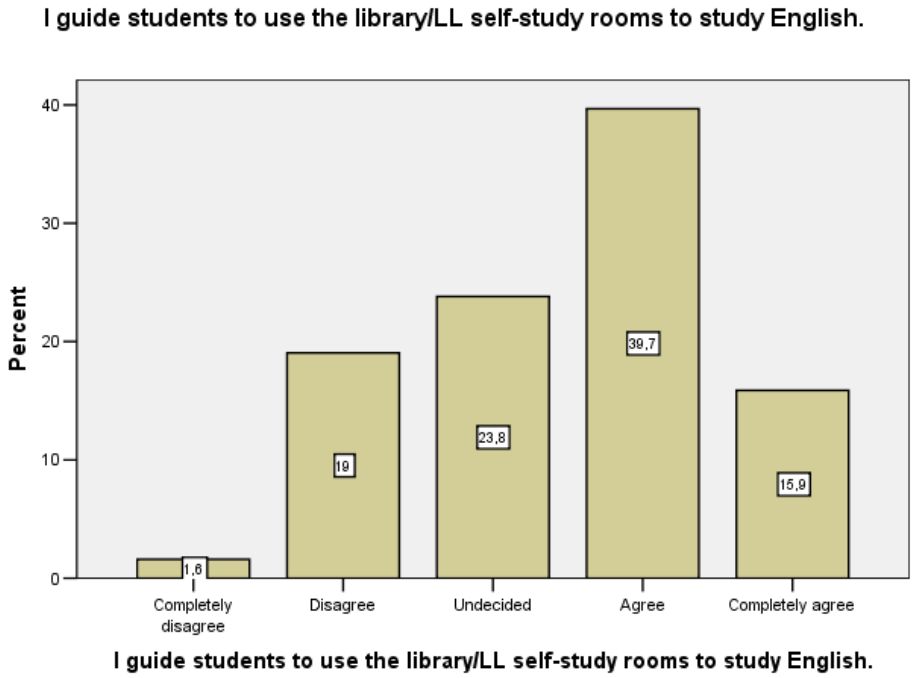
Graph 4.2.11 The percentage of the teachers' responses to item 11

Looking at the findings obtained from item 11, it is seen that 1,8% of the EFL teachers completely disagree, 3,2% of them disagree, 44,4% of them agree and, 47,6% of them completely agree that playing games and presenting sketches with young students are effective activities since they give chance to students to move and walk around the class. Only 3,2% of the EFL teachers are undecided.

Item 12: I guide students to use the library /LL self-study rooms to study English.

I guide students to use the library/LL self-study rooms to study English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	12	19,0	19,0	20,6
	Undecided	15	23,8	23,8	44,4
	Agree	25	39,7	39,7	84,1
	Completely agree	10	15,9	15,9	100,0
	Total	63	100,0	100,0	



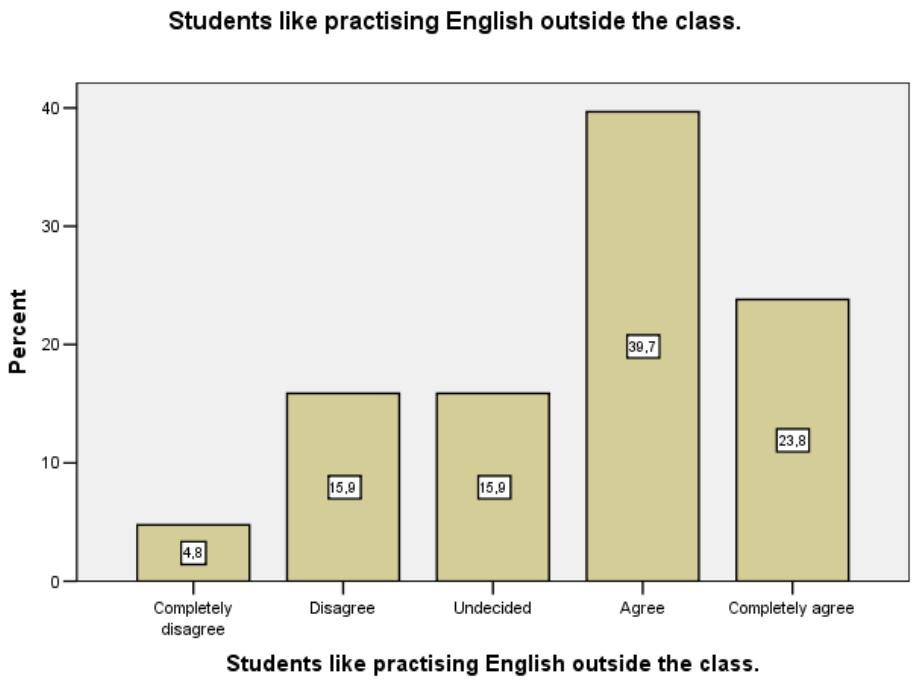
Graph 4.2.12 The percentage of the teachers' responses to item 12

The values presented above demonstrate that 1,6% of the EFL teachers completely disagree, 19% of them disagree, 39,7% of them agree and, 15,9% of them completely agree that they guide students to use the library/LL self-study rooms to study English. 23,8% of them are undecided.

Item 13: Students like practising English outside of the class.

Students like practising English outside the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	4,8	4,8	4,8
	Disagree	10	15,9	15,9	20,6
	Undecided	10	15,9	15,9	36,5
	Agree	25	39,7	39,7	76,2
	Completely agree	15	23,8	23,8	100,0
	Total	63	100,0	100,0	



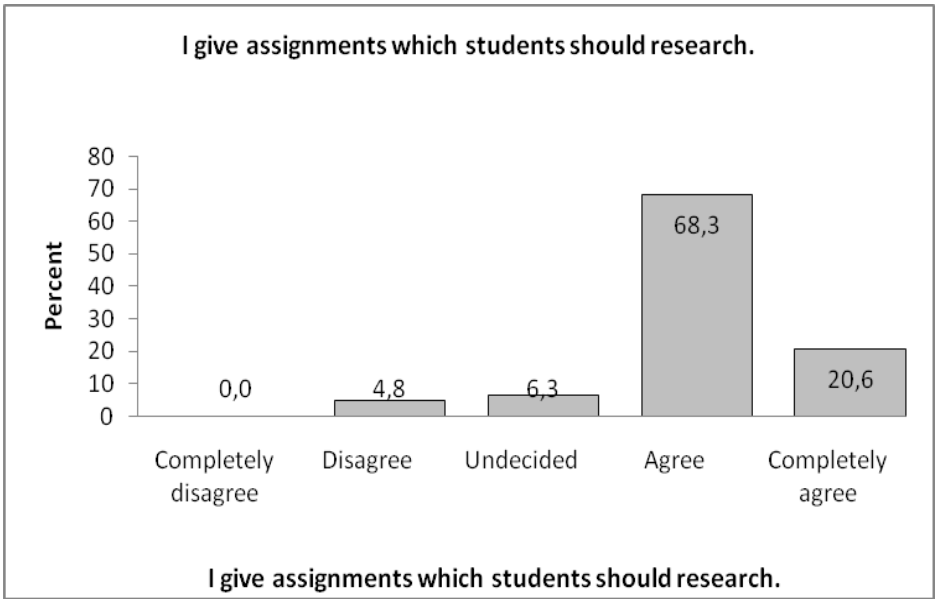
Graph 4.2.13 The percentage of the teachers' responses to item 13

The values presented on graph 13 displays that 4,8% of the EFL teachers completely disagree, 15,9% of them disagree, 39,7% of them agree, and 23,8% of them completely agree that students like practising English outside the class. 15,9% of them are undecided.

Item 14: I give assignments which students should research.

I give assignments which students should research.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4,8	4,8	4,8
	Undecided	4	6,3	6,3	11,1
	Agree	43	68,3	68,3	79,4
	Completely agree	13	20,6	20,6	100,0
	Total	63	100,0	100,0	



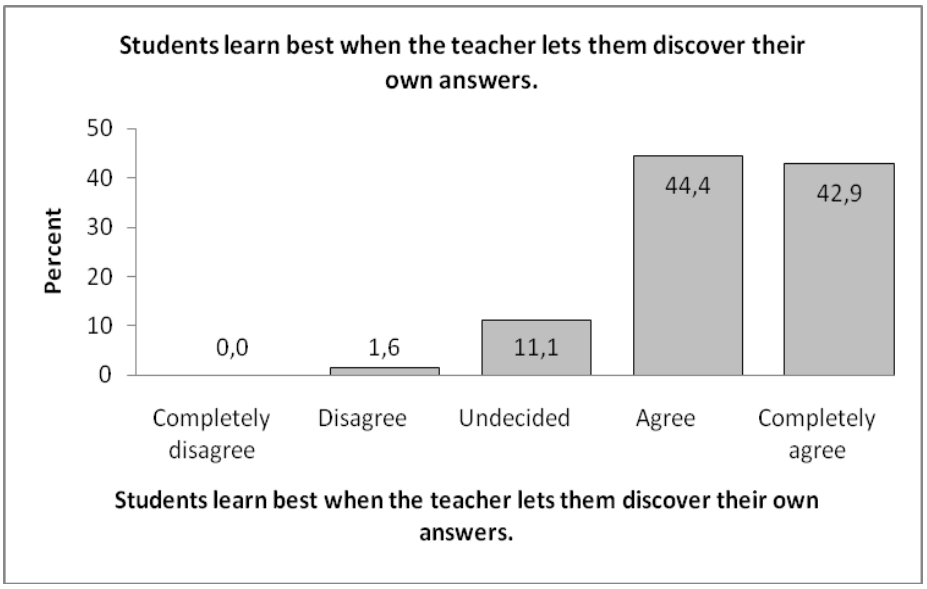
Graph 4.2.14 The percentage of the teachers' responses to item 14

The values presented above demonstrate that 4,8 % of the EFL teachers disagree, 68,3% of them agree and, 20,6% of them completely agree that they give assignments which students should research. While 6,3 of the EFL teachers are undecided, there is no teacher who completely disagree about this item.

Item 15: Students learn best when the teacher lets them discover their own answers.

Students learn best when the teacher lets them discover their own answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,6	1,6	1,6
	Undecided	7	11,1	11,1	12,7
	Agree	28	44,4	44,4	57,1
	Completely agree	27	42,9	42,9	100,0
	Total	63	100,0	100,0	



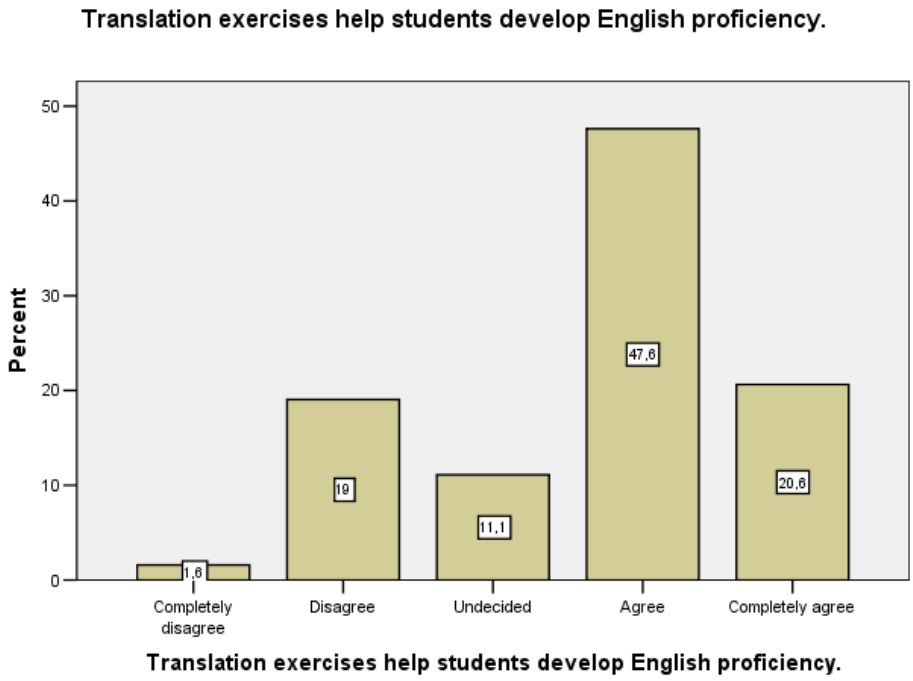
Graph 4.2.15 The percentage of the teachers' responses to item 15

When looking at the values obtained from the item 15, it is seen that 1,6% of the EFL teachers disagree, 44,4% of them agree, and 42,9% of them completely agree that students learn best when the teacher lets them discover their own answers. 11,1% of the teachers are undecided.

Item 16: Translation exercises help develop English proficiency.

Translation exercises help students develop English proficiency.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	12	19,0	19,0	20,6
	Undecided	7	11,1	11,1	31,7
	Agree	30	47,6	47,6	79,4
	Completely agree	13	20,6	20,6	100,0
	Total	63	100,0	100,0	



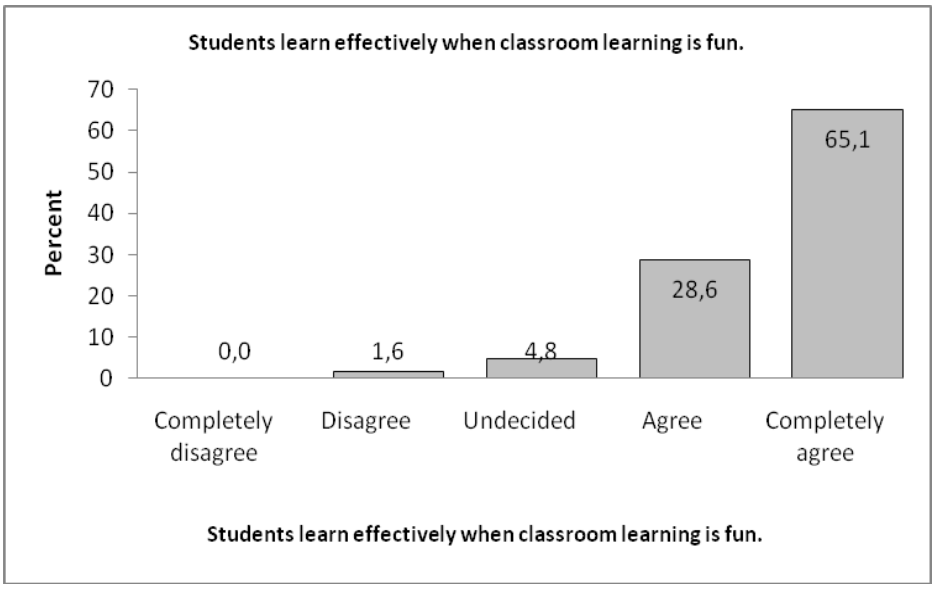
Graph 4.2.16 The percentage of the teachers' responses to item 16

As it can be seen from the graph 16, 1,6% of the EFL teachers completely disagree, 19% of them disagree, 47,6% of them agree and, 20,6% of them completely agree that translation exercises help students develop English profiency. 11,1% of them are undecided.

Item 17: Students learn effectively when classroom learning is fun.

Students learn effectively when classroom learning is fun.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,6	1,6	1,6
	Undecided	3	4,8	4,8	6,3
	Agree	18	28,6	28,6	34,9
	Completely agree	41	65,1	65,1	100,0
	Total	63	100,0	100,0	



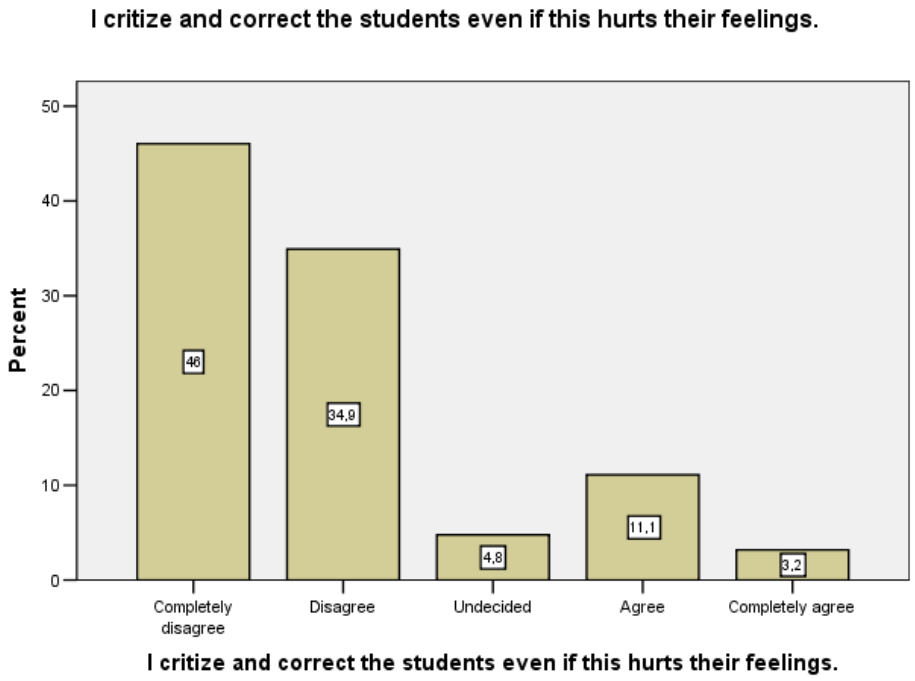
Graph 4.2.17 The percentage of the teachers' responses to item 17

It is clear from the graph 17 that 1,6% of the EFL teachers disagree, 28,6% of them agree, 65,1% of them completely agree that students learn effectively when classroom learning is fun. 4,8% of the EFL teachers are undecided.

Item 18: I critize and correct the students even if this hurts their feelings.

I critize and correct the students even if this hurts their feelings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	29	46,0	46,0	46,0
	Disagree	22	34,9	34,9	81,0
	Undecided	3	4,8	4,8	85,7
	Agree	7	11,1	11,1	96,8
	Completely agree	2	3,2	3,2	100,0
	Total	63	100,0	100,0	



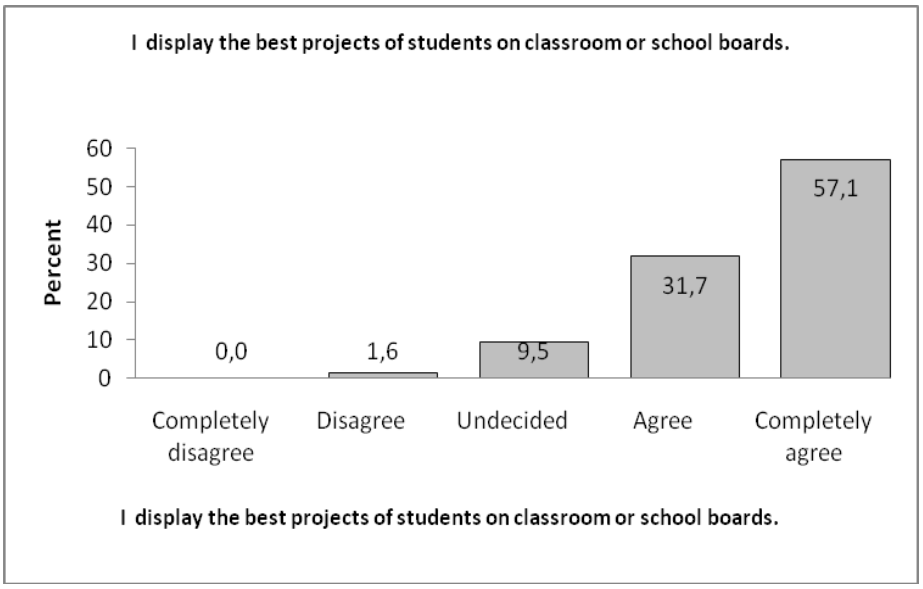
Graph 4.2.18 The percentage of the teachers' responses to item 18

The graph 18 shows that 46% of the EFL teachers completely disagree, 34,% of them disagree, 11,1% of them agree, 3,2% of them completely agree that they criticize and correct the students even if this hurts their feelings. 4,8% of them are undecided.

Item 19: I display the best projects of students on classroom or school boards.

I display the best projects of students on classroom or school boards.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,6	1,6	1,6
	Undecided	6	9,5	9,5	11,1
	Agree	20	31,7	31,7	42,9
	Completely agree	36	57,1	57,1	100,0
	Total	63	100,0	100,0	



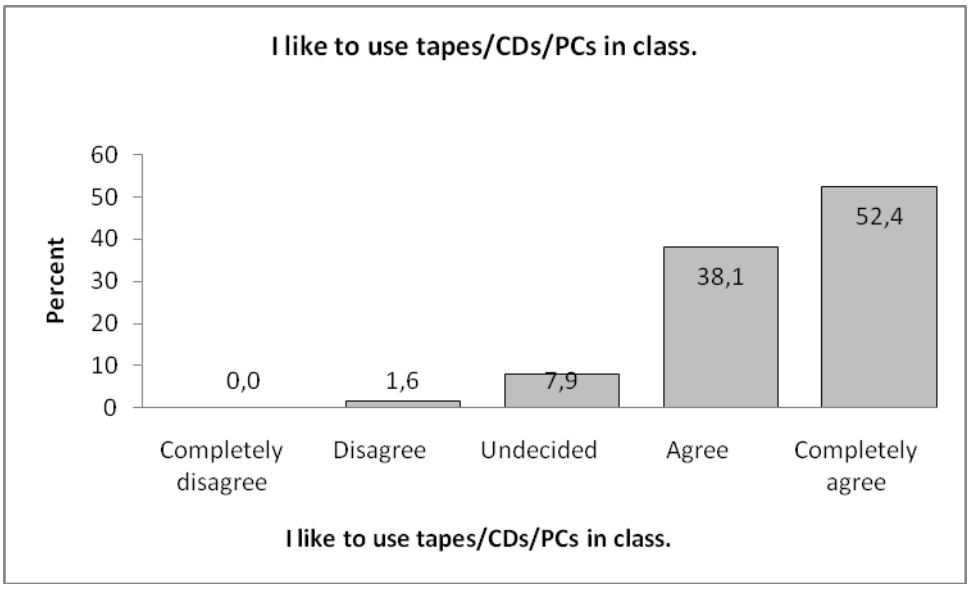
Graph 4.2.19 The percentage of the teachers' responses to item 19

The findings in the graph above show that 1,6% of the EFL teachers disagree, 31,7% of them agree, and 57,1% of them completely agree that they display the best projects on classroom or school boards. 9,5% of the English are undecided and none of the teachers completely disagree about this item.

Item 20: I like to use tapes/CDs/PCs in class.

I like to use tapes/CDs/PCs in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,6	1,6	1,6
	Undecided	5	7,9	7,9	9,5
	Agree	24	38,1	38,1	47,6
	Completely agree	33	52,4	52,4	100,0
	Total	63	100,0	100,0	



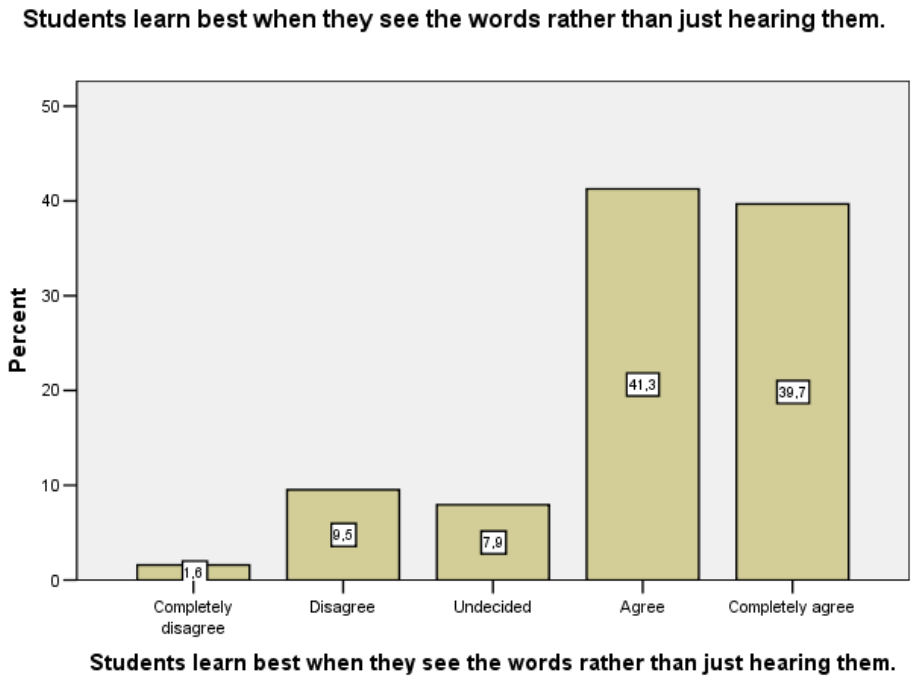
Graph 4.2.20 The percentage of the teachers' responses to item 20

While looking at the values given in graph 20, it is seen that 1,6% of the EFL teachers disagree, 38,1% of them agree, and 52,4% of them completely agree that they like to use tapes/CDs in class. 7,9% of them are undecided.

Item 21: Students learn best when they see the words rather than just hearing them.

Students learn best when they see the words rather than just hearing them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	6	9,5	9,5	11,1
	Undecided	5	7,9	7,9	19,0
	Agree	26	41,3	41,3	60,3
	Completely agree	25	39,7	39,7	100,0
	Total	63	100,0	100,0	



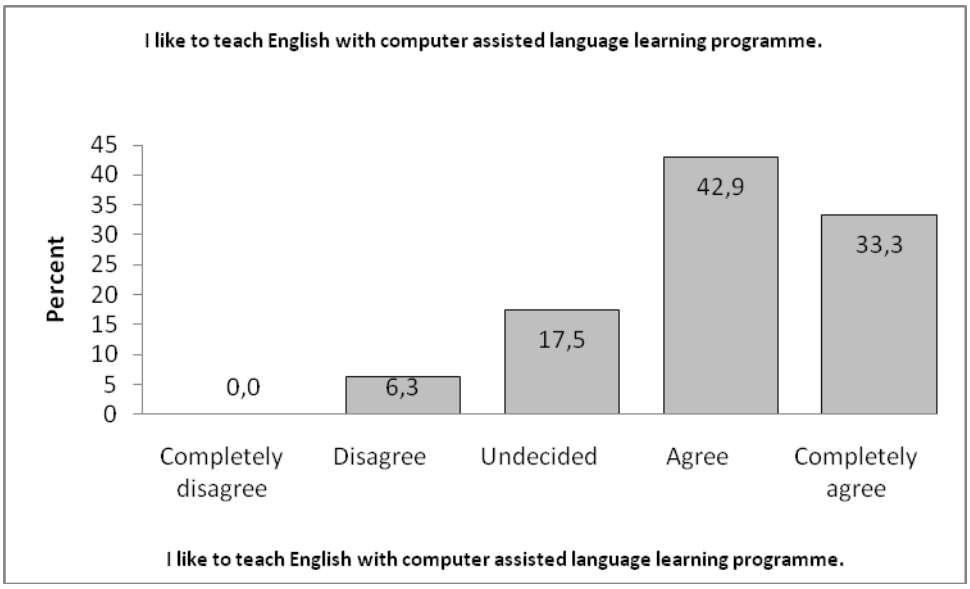
Graph 4.2.21 The percentage of the teachers' responses to item 21

As it can be seen in the graph 21, 1,6% of the EFL teachers completely disagree, 9,5% of them disagree, 41,3% of them agree, and 39,7% of them completely agree that students learn best when they see the words rather than just hearing them. 7,9% of them are undecided.

Item 22: I like to teach English with computer assisted language learning programme.

I like to teach English with computer assisted language learning programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6,3	6,3	6,3
	Undecided	11	17,5	17,5	23,8
	Agree	27	42,9	42,9	66,7
	Completely agree	21	33,3	33,3	100,0
	Total	63	100,0	100,0	



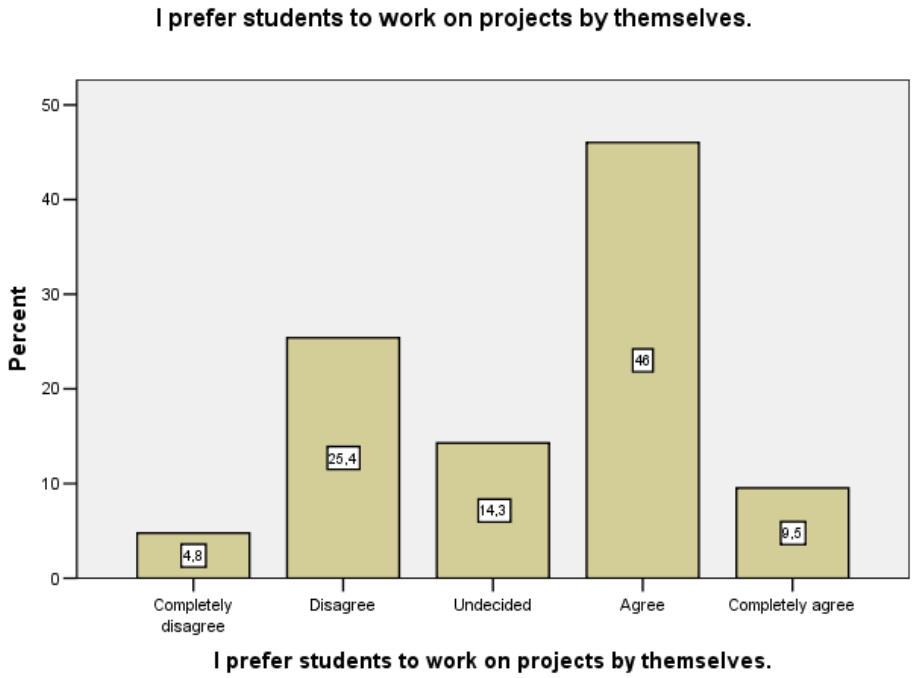
Graph 4.2.22 The percentage of the teachers' responses to item 22

The values presented above demonstrate that 6,3% of the EFL teachers disagree, 42,9% of them agree, and 33,3% of them completely agree that they like to teach English with computer assisted language learning programme. 17,5% of them are undecided. There are not any teachers who completely disagree about this item.

Item 23: I prefer students to work on projects by themselves.

I prefer students to work on projects by themselves.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	4,8	4,8	4,8
	Disagree	16	25,4	25,4	30,2
	Undecided	9	14,3	14,3	44,4
	Agree	29	46,0	46,0	90,5
	Completely agree	6	9,5	9,5	100,0
	Total	63	100,0	100,0	



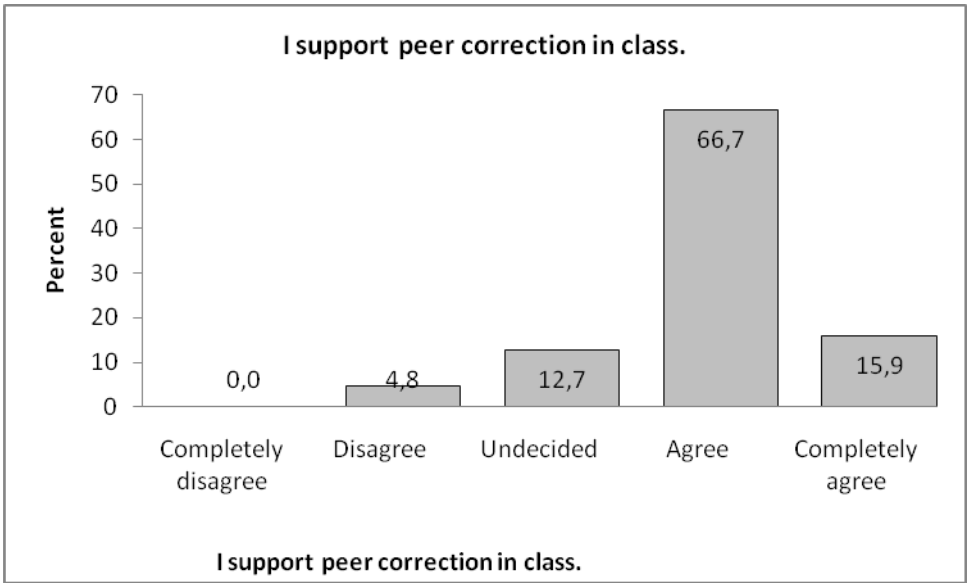
Graph 4.2.23 The percentage of the teachers' responses to item 23

When looking at the values obtained from the item 23, it is seen that 4,8% of the EFL teachers completely disagree, 25,4% of them disagree, 46% of them agree, and 9,5% of them completely agree that they prefer students to work on projects by themselves. 14,3% of the EFL teachers are undecided.

Item 24: I support peer correction in class.

I support peer correction in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4,8	4,8	4,8
	Undecided	8	12,7	12,7	17,5
	Agree	42	66,7	66,7	84,1
	Completely agree	10	15,9	15,9	100,0
	Total	63	100,0	100,0	



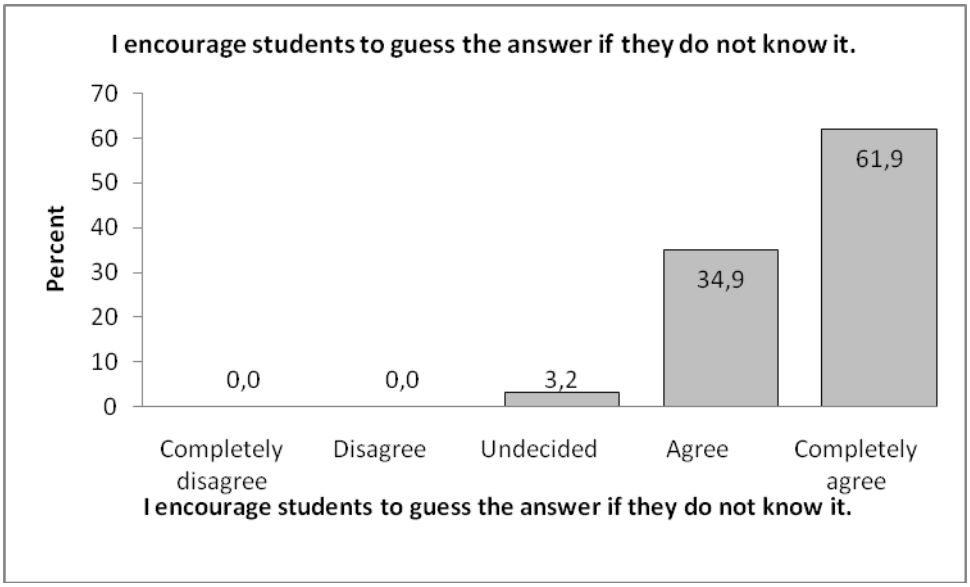
Graph 4.2.24 The percentage of the teachers' responses to item 24

The results obtained from graph 24 display that 4,8% of the EFL teachers disagree, 66,7% of them agree, and 15,9% of them completely agree that they support peer correction in class. 12,7% of them are undecided. There is no EFL teacher who completely disagrees about this item.

Item 25: I encourage students to guess the answer if they don't know it.

I encourage students to guess the answer if they do not know it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	3,2	3,2	3,2
	Agree	22	34,9	34,9	38,1
	Completely agree	39	61,9	61,9	100,0
	Total	63	100,0	100,0	



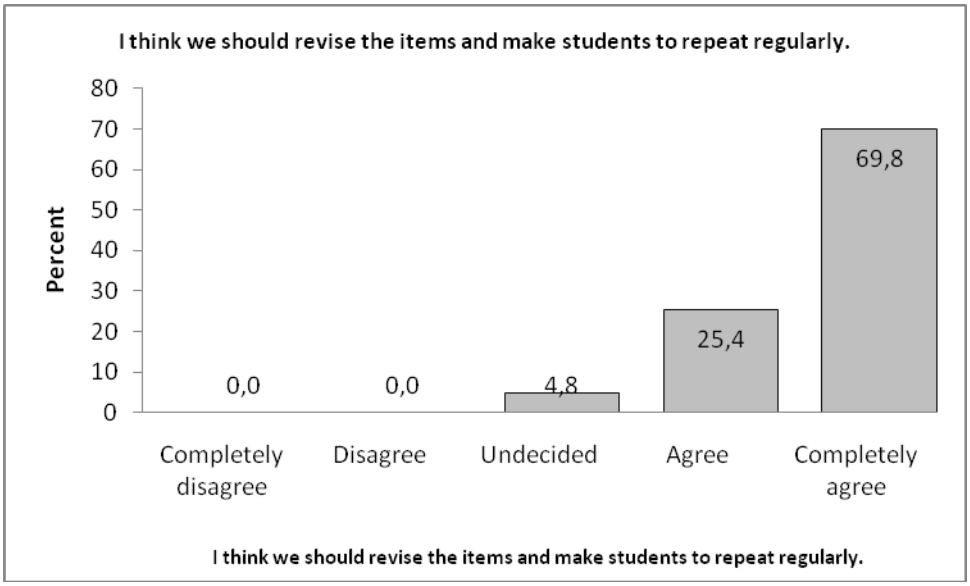
Graph 4.2.25 The percentage of the teachers' responses to item 25

Graph 25 shows that 34,9% of the EFL teachers agree, and 61,9% of them completely agree that they encourage students to guess the answer if they do not know it. Only 3,2% of the English teachers are undecided. There are not any EFL teachers who disagree or completely disagree about this item.

Item 26: I think we should revise the items and make students to repeat regularly.

I think we should revise the items and make students to repeat regularly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	4,8	4,8	4,8
	Agree	16	25,4	25,4	30,2
	Completely agree	44	69,8	69,8	100,0
	Total	63	100,0	100,0	



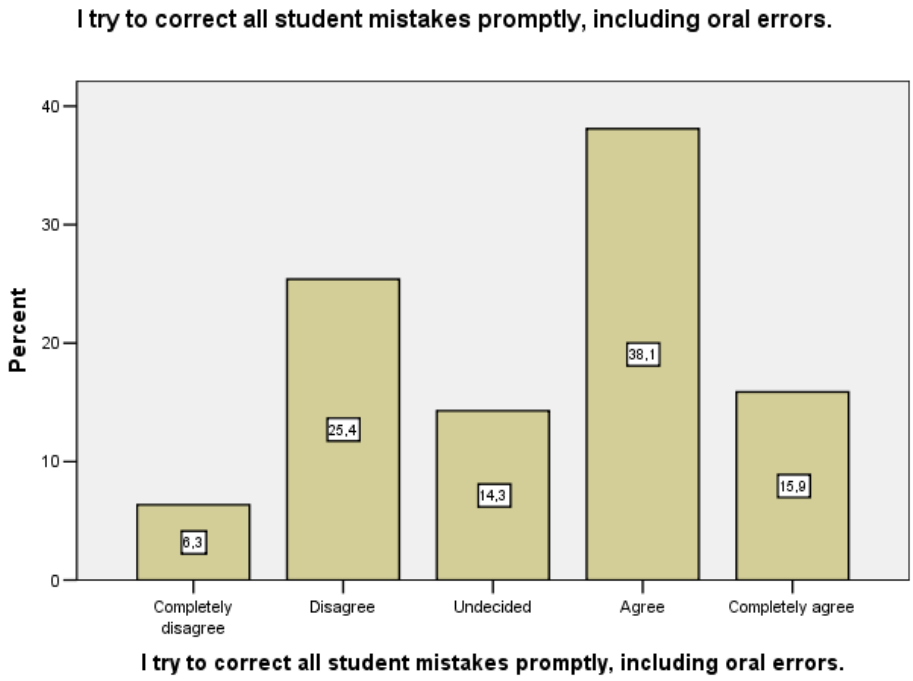
Graph 4.2.26 The percentage of the teachers' responses to item 26

As it is shown in the graph 26, 25,4% of the EFL teachers agree, and 69,8% of them completely agree that they should revise the items and make students to repeat regularly. 4,8% of them are undecided. None of the EFL teachers disagree or completely disagree about this item.

Item 27: I try to correct all student mistakes promptly, including oral errors.

I try to correct all student mistakes promptly, including oral errors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	6,3	6,3	6,3
	Disagree	16	25,4	25,4	31,7
	Undecided	9	14,3	14,3	46,0
	Agree	24	38,1	38,1	84,1
	Completely agree	10	15,9	15,9	100,0
	Total	63	100,0	100,0	



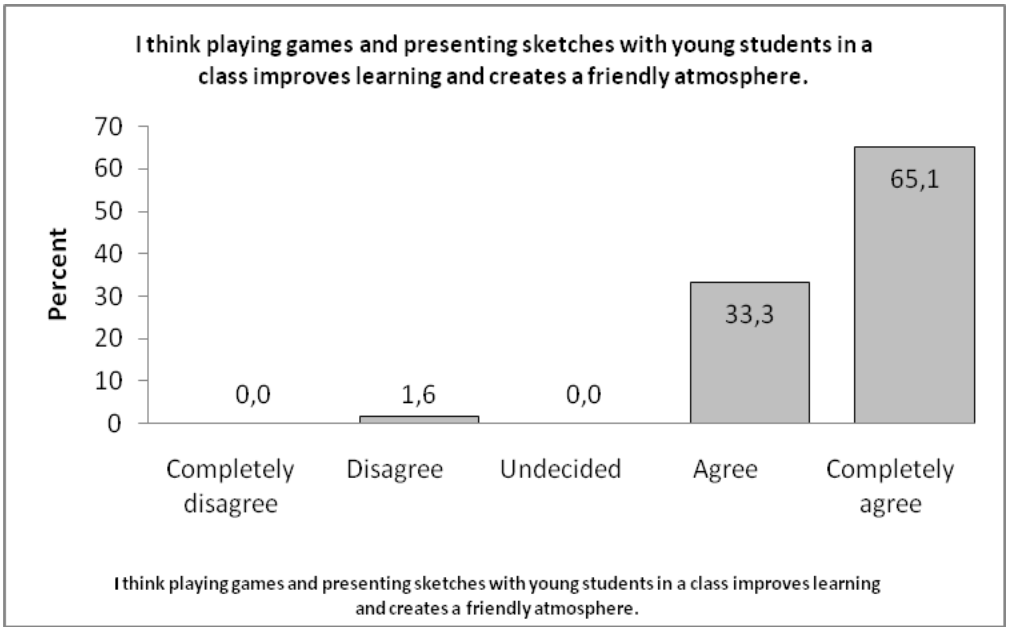
Graph 4.2.27 The percentage of the teachers' responses to item 27

As it is shown on the graph 27, 6,3% of the EFL teachers completely disagree, 25,4% of them disagree, 38,1% of them agree, and 15,9 % of them completely agree that they try to correct all student mistakes promptly, including oral errors. 14,3% of them are undecided.

Item 28: I think playing games and presenting sketches with young students in a class improves learning and creates a friendly atmosphere.

I think playing games and presenting sketches with young students in a class improves learning and creates a friendly atmosphere.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,6	1,6	1,6
	Agree	21	33,3	33,3	34,9
	Completely agree	41	65,1	65,1	100,0
	Total	63	100,0	100,0	



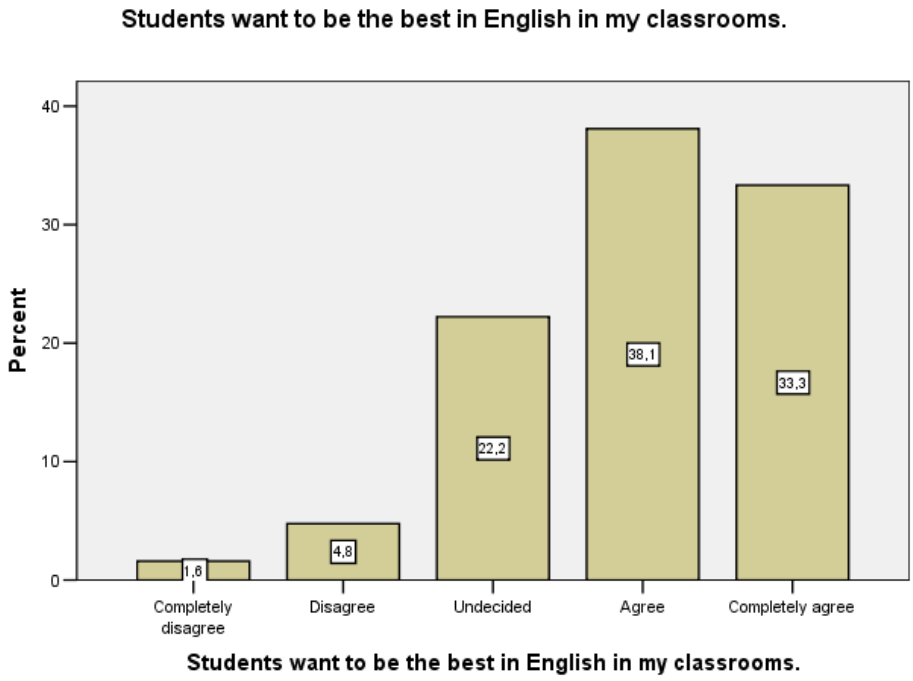
Graph 4.2.28 The percentage of the teachers' responses to item 28

According to the findings presented in graph 28, 33,3% of the EFL teachers agree, and 65,1% of them completely agree that playing games and presenting sketches with young students in a class improves learning and creates a friendly atmosphere. Only 1,5% of them are undecided. There are not any EFL teachers who disagree or completely disagree about this item.

Item 29: Students want to be the best in English in my classrooms.

Students want to be the best in English in my classrooms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	3	4,8	4,8	6,3
	Undecided	14	22,2	22,2	28,6
	Agree	24	38,1	38,1	66,7
	Completely agree	21	33,3	33,3	100,0
	Total	63	100,0	100,0	



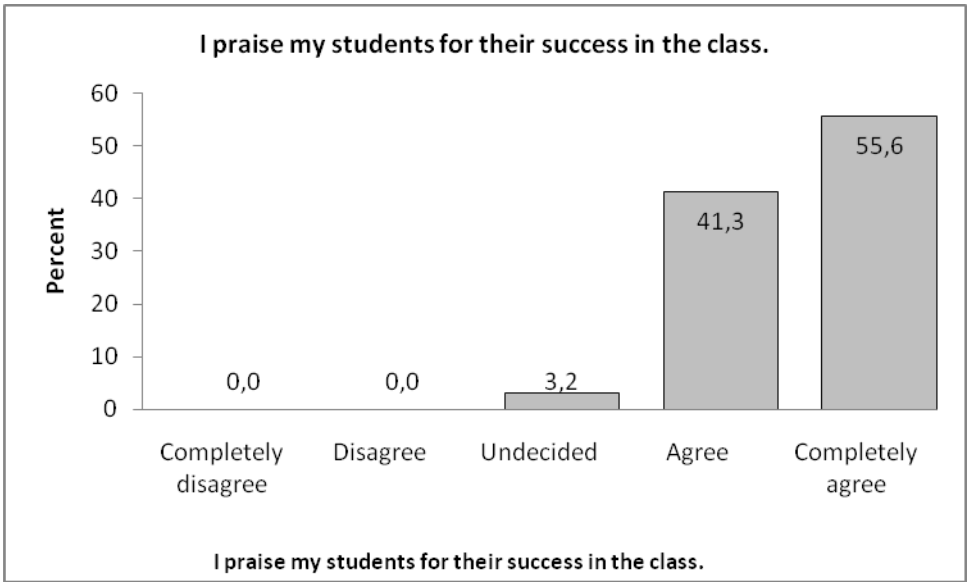
Graph 4.2.29 The percentage of the teachers' responses to item 29

The findings in the graph above shows that 1,5 % of the EFL teachers completely disagree, 4,8% of them disagree, 38,1% of them agree, and 33,3% of them completely agree that students want to be the best in English in their classrooms. 22,2% of the EFL teachers are undecided about this item.

Item 30: I praise my students for their success in the class.

I praise my students for their success in the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	3,2	3,2	3,2
	Agree	26	41,3	41,3	44,4
	Completely agree	35	55,6	55,6	100,0
	Total	63	100,0	100,0	



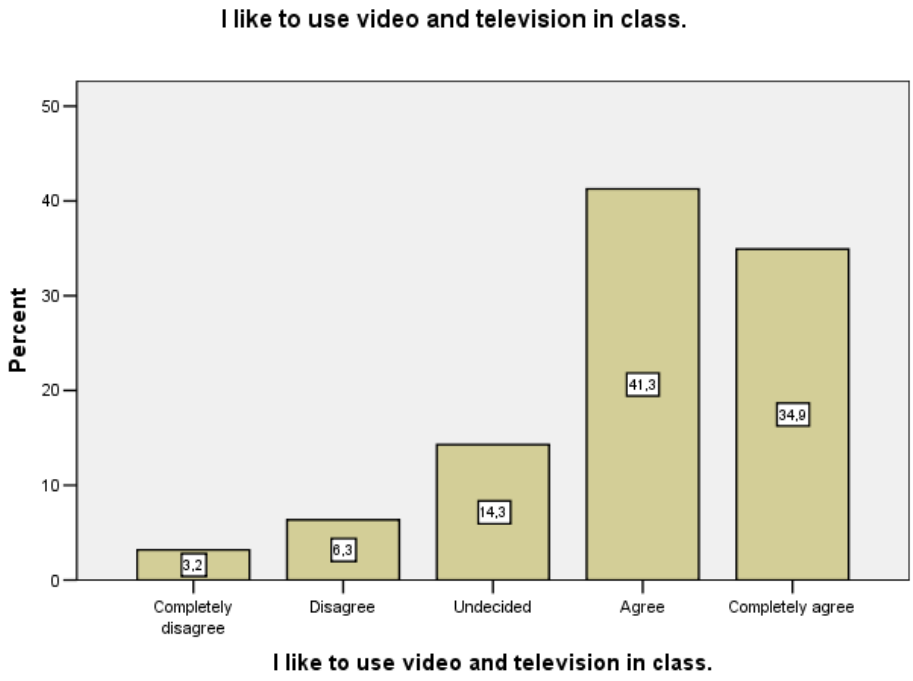
Graph 4.2.30 The percentage of the teachers' responses to item 30

The graph shows that 41,3% of the EFL teachers agree, and 55,5% of them completely agree that they praise their students for their success in the class. While 3,2% of them are undecided, there are not any EFL teachers who disagree or completely disagree about praising students for their success in the class.

Item 31: I like to use video and television in class.

I like to use video and television in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	2	3,2	3,2	3,2
	Disagree	4	6,3	6,3	9,5
	Undecided	9	14,3	14,3	23,8
	Agree	26	41,3	41,3	65,1
	Completely agree	22	34,9	34,9	100,0
	Total	63	100,0	100,0	



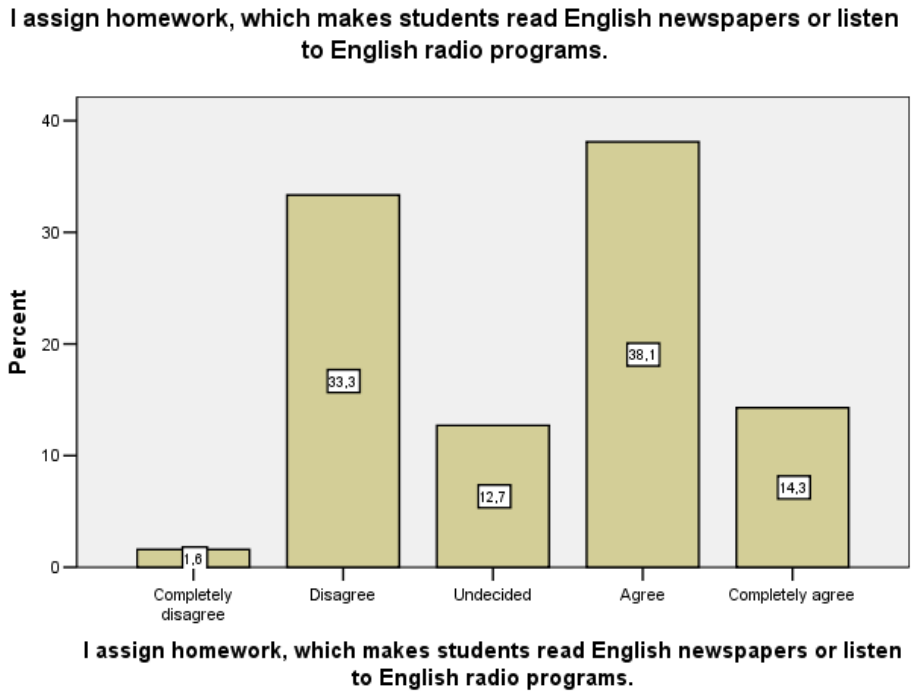
Graph 4.2.31 The percentage of the learners' responses to item 31

As it is shown in the graph 31, 3,2% of the EFL teachers completely disagree, 6,3% of them disagree, 41,3% of them agree, and 34,9% of them completely agree that they like to use video and television in class. 14,3% of the EFL teachers are undecided about using video and television in class.

Item 32: I assign homework, which makes students read English newspapers or listen to English radio programs.

I assign homework, which makes students read English newspapers or listen to English radio programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	21	33,3	33,3	34,9
	Undecided	8	12,7	12,7	47,6
	Agree	24	38,1	38,1	85,7
	Completely agree	9	14,3	14,3	100,0
	Total	63	100,0	100,0	



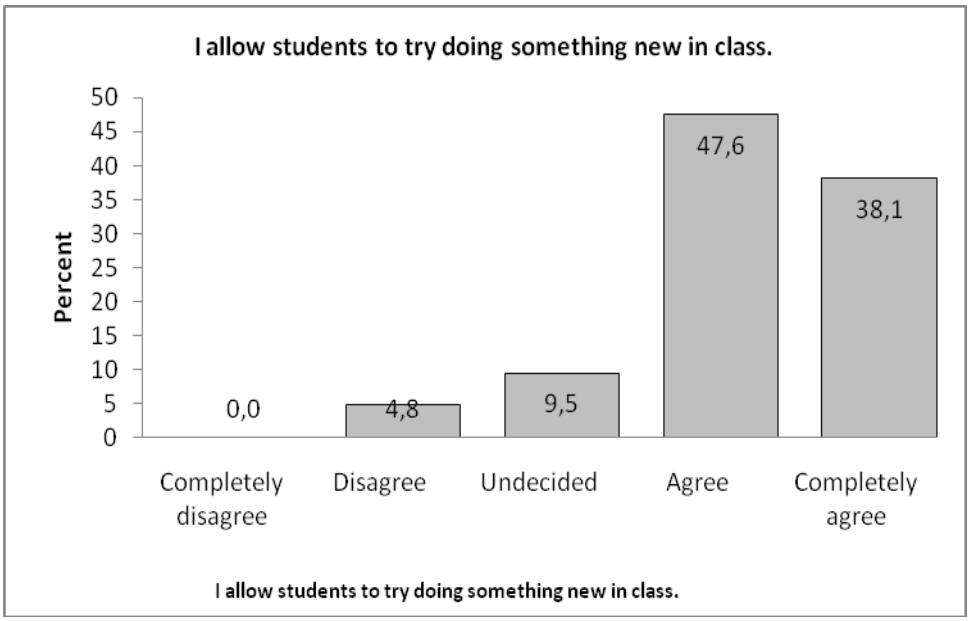
Graph 4.2.32 The percentage of the learners' responses to item 32

Graph 32 shows that 1,5% of the EFL teachers completely disagree, 33,3% of them disagree, 38,1% of them completely agree, and 14,3% of them completely agree that they assign homework, which makes students read English newspapers or listen to English radio programs. %12,7 of them are undecided about assigning that kind of homework.

Item 33: I allow students to try doing something new in class.

I allow students to try doing something new in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4,8	4,8	4,8
	Undecided	6	9,5	9,5	14,3
	Agree	30	47,6	47,6	61,9
	Completely agree	24	38,1	38,1	100,0
	Total	63	100,0	100,0	



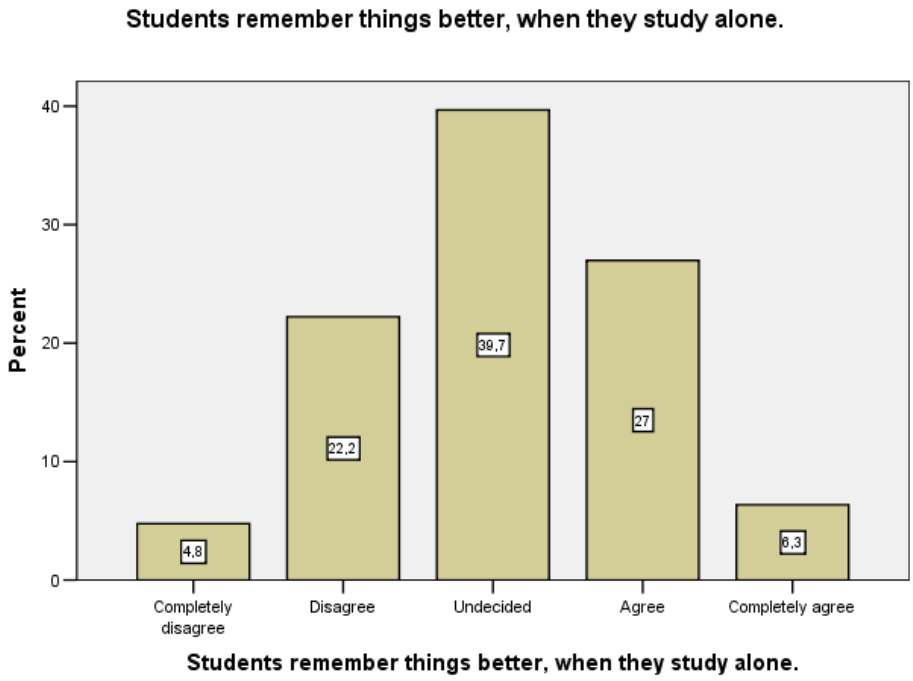
Graph 4.2.33 The percentage of the learners' responses to item 33

It is clear from the graph 33 that 4,8 % of the EFL teachers disagree, 47,6% of them agree, and 38,1% of them completely agree that they allow students to try doing something new in class. 9,5% of them are undecided and there are not any EFL teachers who completely disagree about allowing students to try to doing something new in class.

Item 34: Students remember things better, when they study alone.

Students remember things better, when they study alone.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	4,8	4,8	4,8
	Disagree	14	22,2	22,2	27,0
	Undecided	25	39,7	39,7	66,7
	Agree	17	27,0	27,0	93,7
	Completely agree	4	6,3	6,3	100,0
	Total	63	100,0	100,0	



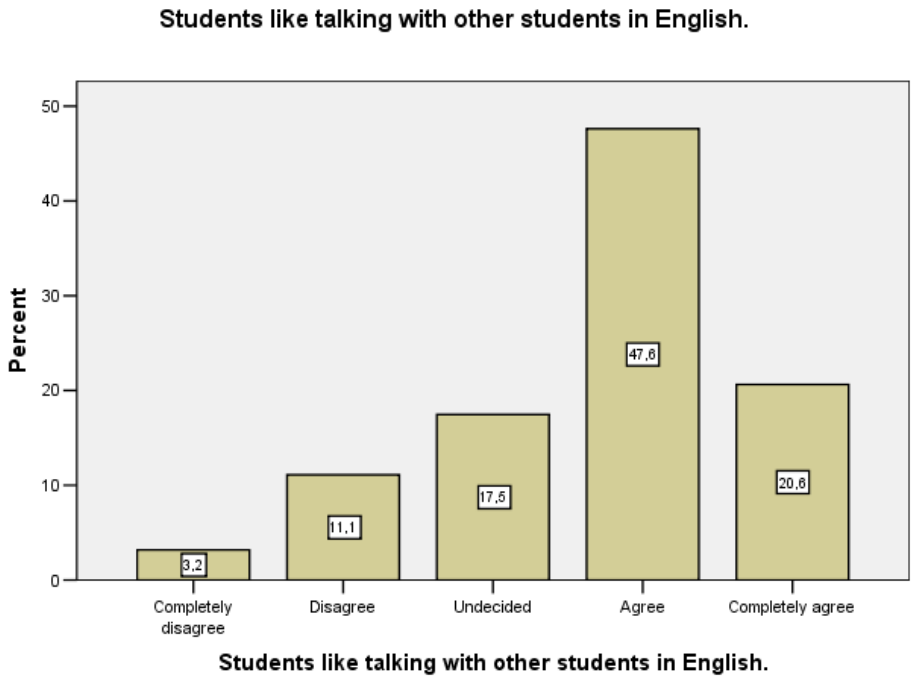
Graph 4.2.34 The percentage of the learners' responses to item 34

The graph 34 shows that 4,8% of the EFL teachers completely disagree, 22,2% of them disagree, 27% of them agree, and 6,3% of them completely agree that students remember things better, when they study alone. 39,7% of them are undecided about it.

Item 35: Students like talking with other students in English.

Students like talking with other students in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	2	3,2	3,2	3,2
	Disagree	7	11,1	11,1	14,3
	Undecided	11	17,5	17,5	31,7
	Agree	30	47,6	47,6	79,4
	Completely agree	13	20,6	20,6	100,0
	Total	63	100,0	100,0	



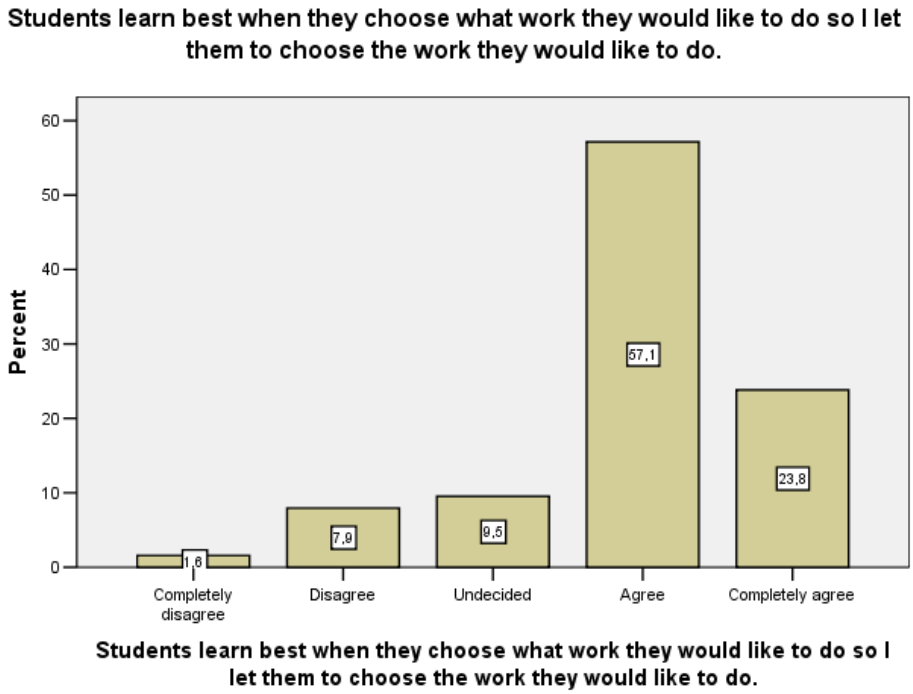
Graph 4.2.35 The percentage of the learners' responses to item 35

As it can be seen on the graph 35, 3,2% of the EFL teachers completely disagree, 11,1% of them disagree, 47,6% of them agree, and 20,6% of them completely agree that students like talking with other students in English. 17,5% of them are undecided about it.

Item 36: Students learn best when they choose what work they would like to do so I let them to choose the work they would like to do.

Students learn best when they choose what work they would like to do so I let them to choose the work they would like to do.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	5	7,9	7,9	9,5
	Undecided	6	9,5	9,5	19,0
	Agree	36	57,1	57,1	76,2
	Completely agree	15	23,8	23,8	100,0
	Total	63	100,0	100,0	



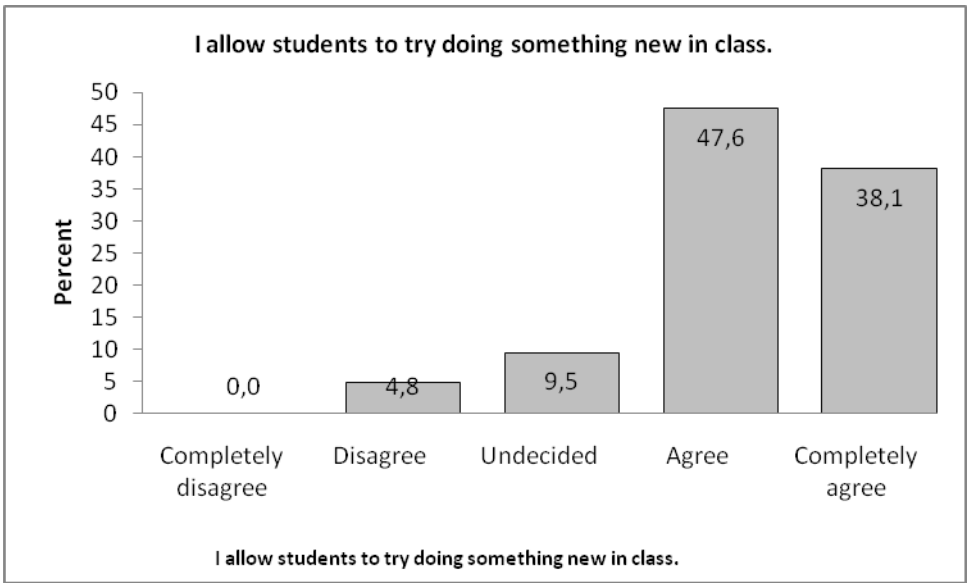
Graph 4.2.36 The percentage of the learners' responses to item 36

The findings in the graph 36 above show that 1,5% of the EFL teachers completely disagree, 7,9% of them disagree, 57,1% of them agree, and 23,8% of them completely agree that students learn best when they choose what work they would like to do so they let them choose the work they would like to do. 9,5% of them are undecided about letting them to choose the work they would like to do.

Item 37: I prefer to tell the students all the steps in detail before they start doing the activities.

I prefer to tell the students all the steps in detail before they start doing the activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	7,9	7,9	7,9
	Undecided	1	1,6	1,6	9,5
	Agree	33	52,4	52,4	61,9
	Completely agree	24	38,1	38,1	100,0
	Total	63	100,0	100,0	



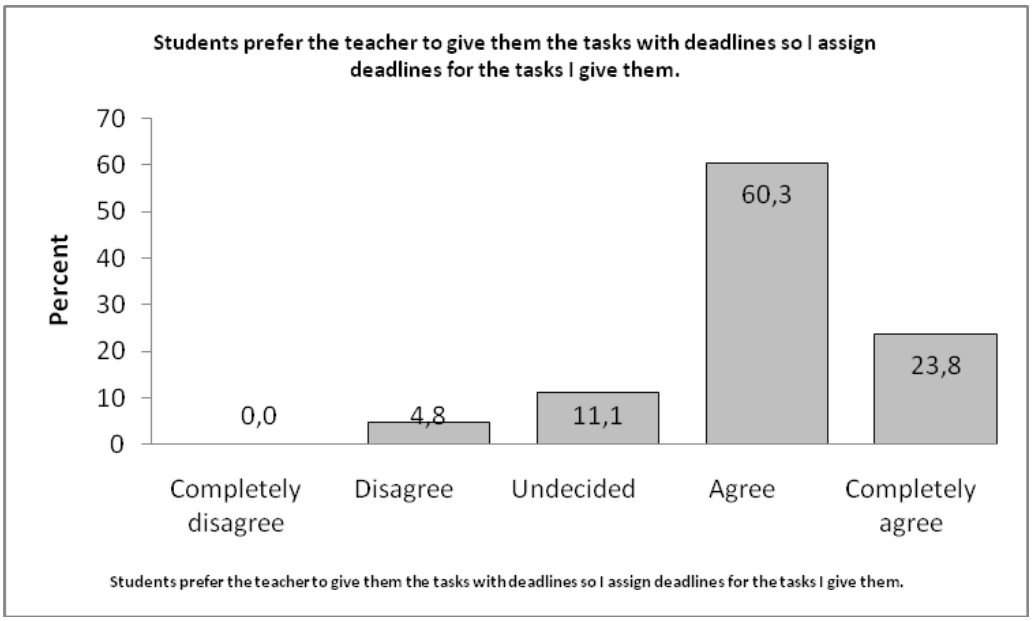
Graph 4.2.37 The percentage of the learners' responses to item 37

While looking at the values given in graph 37, it can be seen that 7,9% of the EFL teachers disagree, 52,4% of them agree, and 38,1% of them completely agree that they prefer to tell the students all the steps in detail before they start doing the activities. 1,5% of them are undecided about telling the students all the steps in detail before they start the activities.

Item 38: Students prefer the teacher to give them the tasks with deadlines so I assign deadlines for the tasks I give them.

Students prefer the teacher to give them the tasks with deadlines so I assign deadlines for the tasks I give them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4,8	4,8	4,8
	Undecided	7	11,1	11,1	15,9
	Agree	38	60,3	60,3	76,2
	Completely agree	15	23,8	23,8	100,0
	Total	63	100,0	100,0	



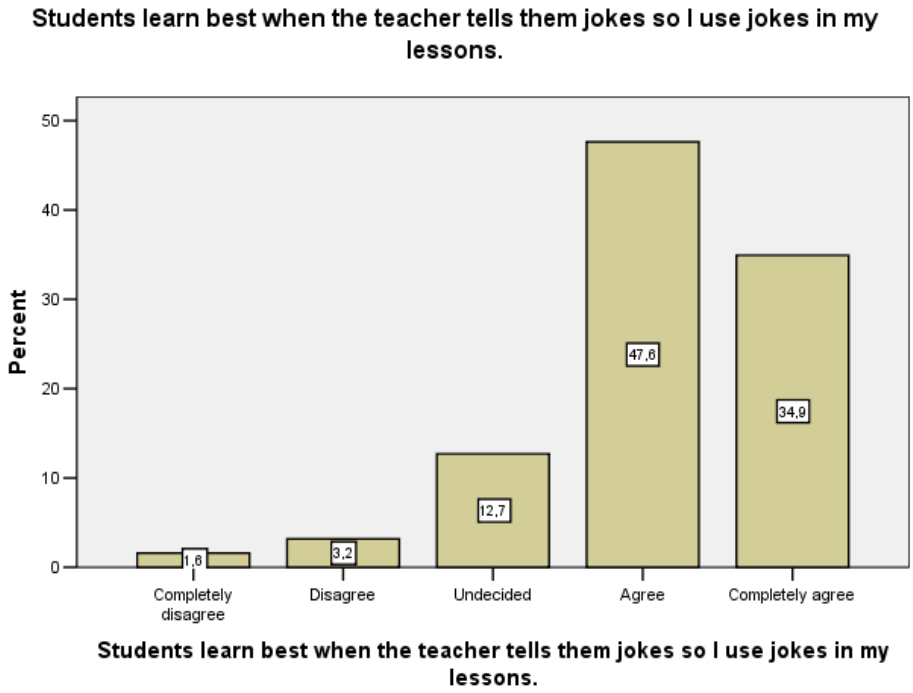
Graph 4.2.38 The percentage of the learners' responses to item 38

As it can be seen in the graph 38, 4,8% of the EFL teachers disagree, 60,3% of them agree, and 23,8% of them completely agree that students prefer the teacher to give them the tasks with deadlines so they assign deadlines for the tasks they give them. 11,1% of the EFL teachers are undecided about assigning deadlines for the tasks they give the students.

Item 39: Students learn best when the teacher tells them jokes so I use jokes in my lessons.

Students learn best when the teacher tells them jokes so I use jokes in my lessons.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	1	1,6	1,6	1,6
	Disagree	2	3,2	3,2	4,8
	Undecided	8	12,7	12,7	17,5
	Agree	30	47,6	47,6	65,1
	Completely agree	22	34,9	34,9	100,0
	Total	63	100,0	100,0	



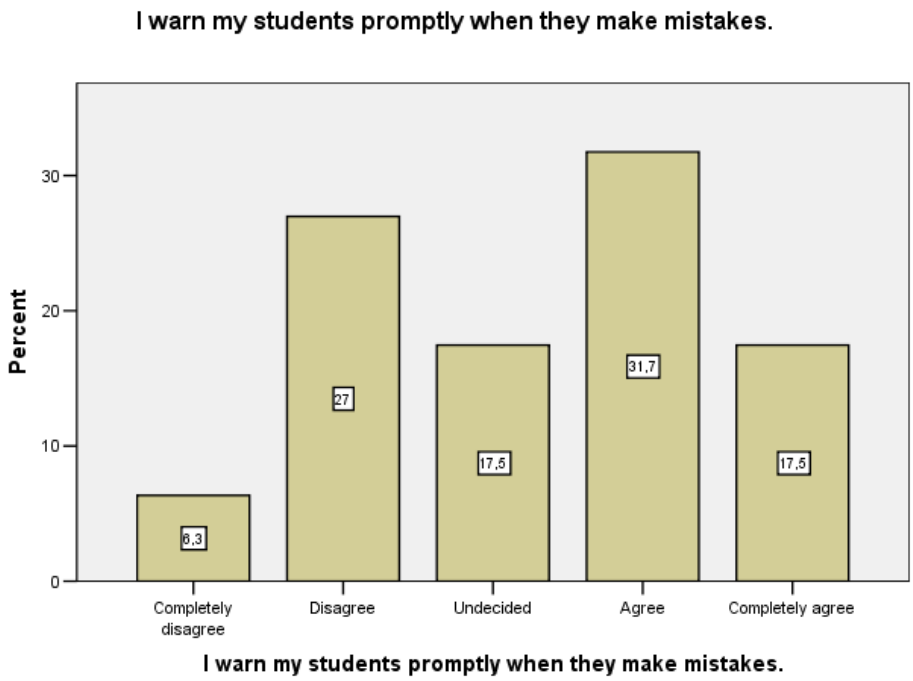
Graph 4.2.39 The percentage of the learners' responses to item 39

The values presented above demonstrate that 1,5% of the EFL teachers completely disagree, 3,2% of them disagree, 47,6% of them agree, and 34,9% of them completely agree that students learn best when the teachers tells them jokes so they use jokes in their lessons. 12,7% of them are undecided about using jokes in the lessons.

Item 40: I warn my students promptly when they make mistakes.

I warn my students promptly when they make mistakes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	6,3	6,3	6,3
	Disagree	17	27,0	27,0	33,3
	Undecided	11	17,5	17,5	50,8
	Agree	20	31,7	31,7	82,5
	Completely agree	11	17,5	17,5	100,0
	Total	63	100,0	100,0	



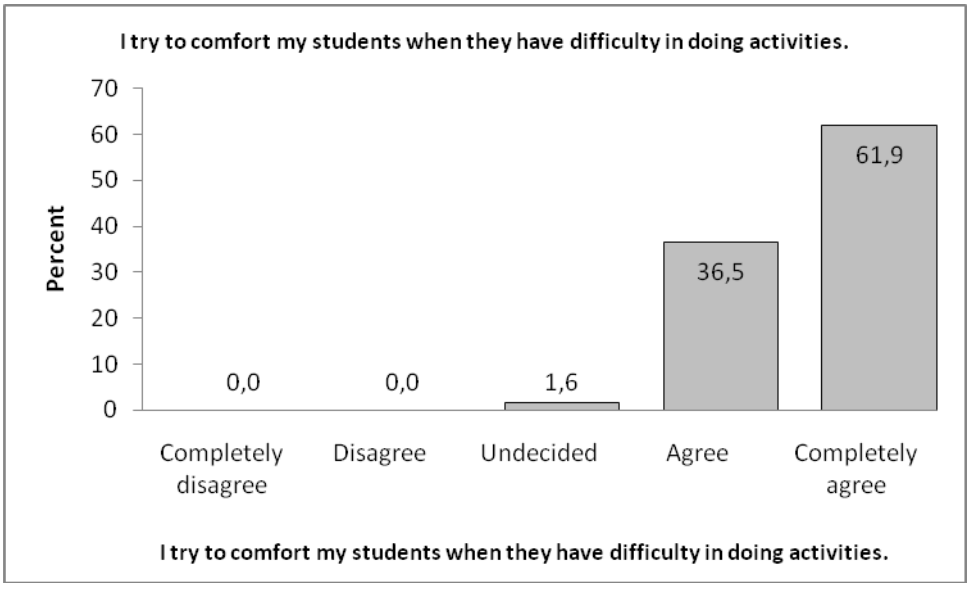
Graph 4.2.40 The percentage of the learners' responses to item 40

The results obtained from graph 40 display that 6,3% of the EFL teachers completely disagree, 27% of them disagree, 31,7% of them agree, and 17,5% of them completely agree that they warn their students promptly when they make mistakes. 17,5% of them are undecided about warning their students promptly.

Item 41: I try to comfort my students when they have difficulty in doing the activities.

I try to comfort my students when they have difficulty in doing activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	1,6	1,6	1,6
	Agree	23	36,5	36,5	38,1
	Completely agree	39	61,9	61,9	100,0
	Total	63	100,0	100,0	



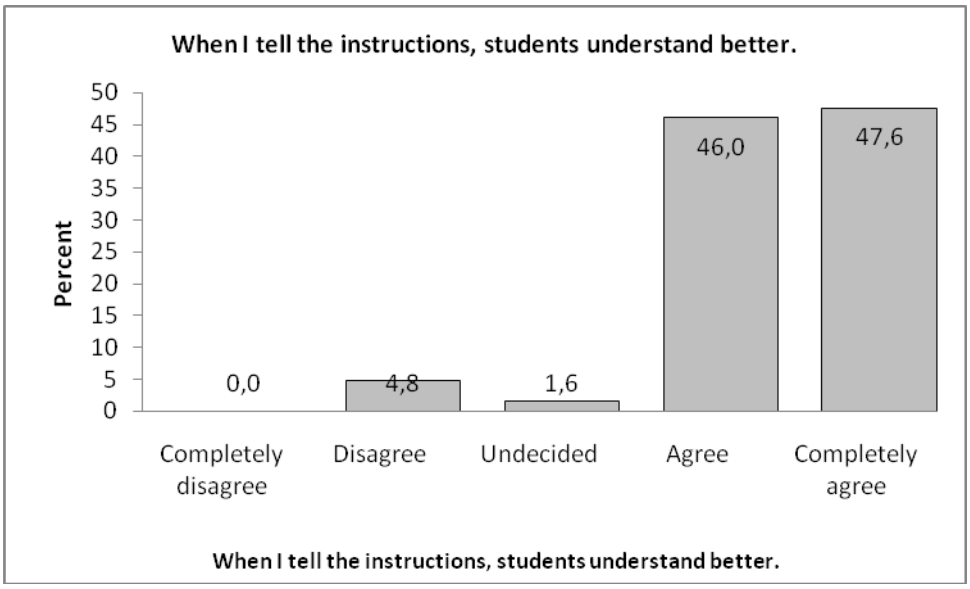
Graph 4.2.41 The percentage of the learners' responses to item 41

Graph 41 shows that 36,5% of the EFL teachers agree, and 61,9% of them are completely agree that they try to comfort their students when they have difficulty in doing activities. Only 1,5% of them are undecided about comforting their students.

Item 42: When I tell the instructions, students undertsand better.

When I tell the instructions, students understand better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4,8	4,8	4,8
	Undecided	1	1,6	1,6	6,3
	Agree	29	46,0	46,0	52,4
	Completely agree	30	47,6	47,6	100,0
	Total	63	100,0	100,0	



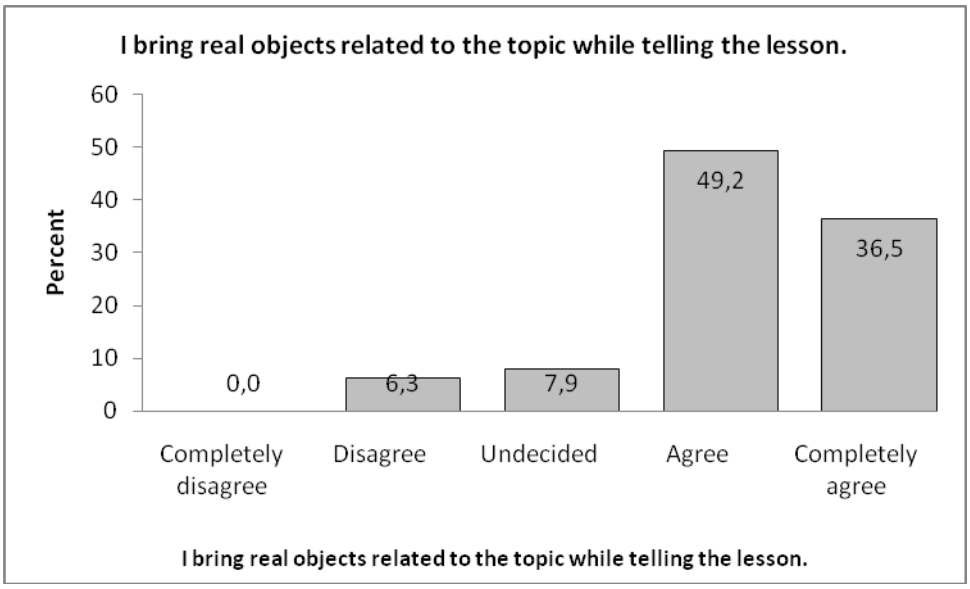
Graph 4.2.42 The percentage of the learners' responses to item 42

As it is shown in the graph 42, 4,8% of the EFL teachers disagree, 46% of them agree, and 47,6% of them completely agree that when they tell the instructions, students understand better. 1,5% of them are undecided about it.

Item 43: I bring real objects related to the topic while telling the lesson.

I bring real objects related to the topic while telling the lesson.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6,3	6,3	6,3
	Undecided	5	7,9	7,9	14,3
	Agree	31	49,2	49,2	63,5
	Completely agree	23	36,5	36,5	100,0
	Total	63	100,0	100,0	



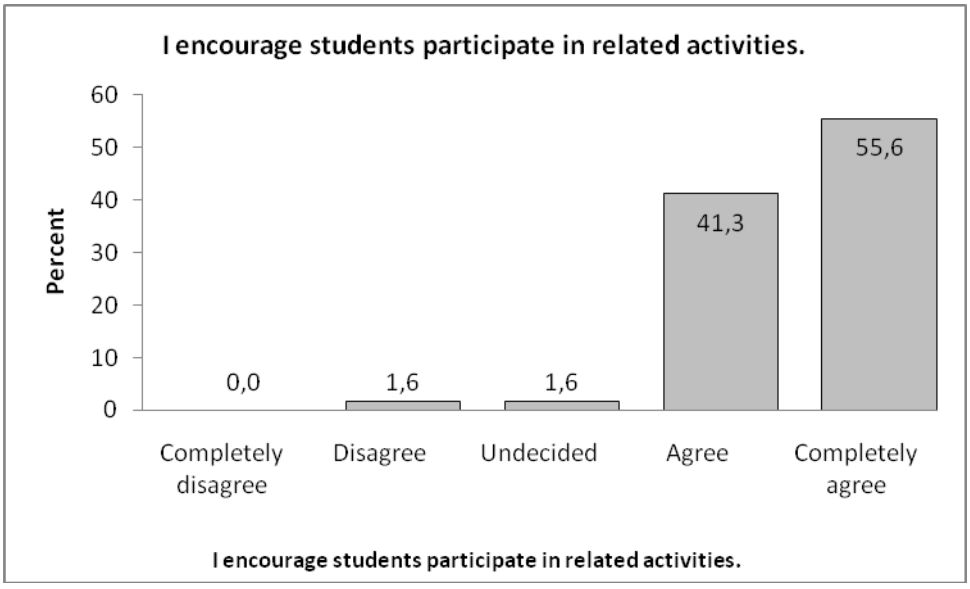
Graph 4.2.43 The percentage of the learners' responses to item 43

As it is shown on the graph 43, 6,3% of the EFL teachers disagree, 49,2% of them agree, and 36,5% of them completely agree that they bring real objects related to the topic while teling the lesson. 7,9% of them are undecided about bringing real objects into the class.

Item 44: I encourage students participate in related activities.

I encourage students participate in related activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,6	1,6	1,6
	Undecided	1	1,6	1,6	3,2
	Agree	26	41,3	41,3	44,4
	Completely agree	35	55,6	55,6	100,0
	Total	63	100,0	100,0	



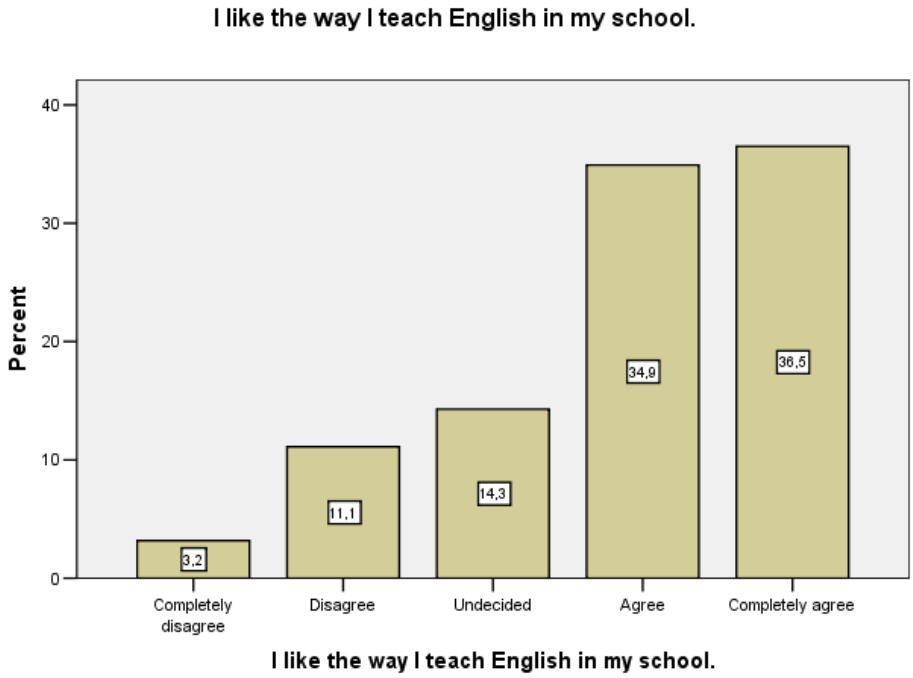
Graph 4.2.44 The percentage of the learners' responses to item 44

According to the findings presented in graph 44, 1,5% of the EFL teachers disagree, 41,3% of them agree, and 55,6% of them completely agree that they encourage students to participate in related activities. 1,5% of them are undecided about encouraging students.

Item 45: I like the way I teach English in my school.

I like the way I teach English in my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	2	3,2	3,2	3,2
	Disagree	7	11,1	11,1	14,3
	Undecided	9	14,3	14,3	28,6
	Agree	22	34,9	34,9	63,5
	Completely agree	23	36,5	36,5	100,0
	Total	63	100,0	100,0	



Graph 4.2.45 The percentage of the learners' responses to item 45

As it is shown on graph 45, 3,2% of the EFL teachers completely disagree, 11,1% of them disagree, 34,9% of them agree, and 36,5% of them completely agree that they like the way they teach English in their school. 14,3% of them are undecided about it.

4.3. Students' Preferred Learning Styles Differences in Terms of Gender

	Extroverted	Intuitive random	Feeling	Visual
Girl				
Mean	**16,6466**	**17,1034**	**17,8707**	**17,3362**
Median	**17,0000**	**18,0000**	**18,0000**	**18,0000**
Std. Deviation	**2,43616**	**2,59893**	**1,99360**	**2,05127**
Boy				
Mean	**15,4026**	**16,5455**	**17,0000**	**16,2857**
Median	**16,0000**	**17,0000**	**17,0000**	**16,0000**
Std. deviation	**2,89400**	**2,20374**	**2,28266**	**2,48605**
Mann-Whitney U	**3320,000**	**3710,500**	**3428,000**	**3337,500**
P	**0,002**	**0,045**	**0,006**	**0,003**

Table 4.3: Students' Preferred Learning Styles Differences in terms of gender

In Mann-Whitney U Test, if p (probability) < 0,05, there is a meaningful difference statistically. It is obvious that since p < 0,05 in items related to extroverted, intuitive random, feeling and visual learning styles, there are meaningful differences between genders (see the whole table in Appendix 3).

Girls are more extroverted (median:17,000), more intuitive random (median:18,000), more feeling (median:18,000) and more visual (median:18,000) than boys. In other words, being extroverted, intuitive random, feeling and visual are the most preferred learning styles by the female fifth grade students.

4.4.Students' Preferred Learning Style Differences in Terms of Their Families' English Knowledge

In this section, students were asked if there was someone who knows English in their family. The test statistics and its effects on students' learning styles are given below(see the whole table in Appendix 4) :

	Sensing sequential	**Item 45**
Yes		
Mean	**16,5385**	**3,7308**
Median	**17,0000**	**4,0000**
Std. Deviation	**2,72407**	**1,42038**
No		
Mean	**17,3739**	**4,0957**
Median	**18,0000**	**5,0000**
Std. deviation	**2,44038**	**1,28400**
Mann-Whitney U	**3680,000**	**3791,500**
P	**0,033**	**0,048**

Table 4.4: Students' Preferred Learning Style Differences in terms of Family's English knowledge

It is evident from the table that there is a meaningful difference between learners who have someone that knows English in their family and learners who have not anyone in that position. Learners who have not anyone that knows English in their families are more sensing sequential (median = 17,0000) and they much more like the way they are taught English in their schools (median = 5,000) than the learners who have someone that knows English in their families.

4.5. Correlations Amongs Students' Preferred Learning Styles

This part is trying to fing out if there is a correlation or correlations amongs students' preferred learning styles.

While interpreting the correlation analysis, the value of **"r"** and the value of **"p"** should be examined in detail. If **"r"** has a negative value and if **"p"** < 0,05, there is a significant relation at the inverted direction between the related items. If **"r"** has a positive value and if **"p"** < 0,05, there is a significant relation at the same direction between the related items (see the whole table in Appendix 5).

	Values that have significant relations	**Pearson correlation (r)**	**Sig (2-tailed) (p)**
Values that have significant relations at the inverted direction	**Intuitive Random Learners – Item 45**	**-0,143**	**0,047**
	Open Perceiving Learners– Item 45	**-0,165**	**0,022**
	Extroverted vs Introverted Learners	**-0,277**	**0,000**

Table 4.5.1: Correlations Amongs Students' Preferred Learning Styles at the inverted direction

In this situation, there is a significant relation at the inverted direction between the intuitive random (r = - 0,143) (p < 0,05) and open perceiving (r = -0,165) (p < 0,05) learners and their thoughts about the way they are being taught (item 45). Intuitive random learners and open perceiving learners do not like the way they are taught English in their schools. Also, it is obviously seen from the table that the more students are extroverted, the more they become introverted (r = -0,277) (p < 0,05).

	Values that have significant relation	Pearson correlation (r)	Sig (2-tailed) (p)
Values that have significant relations at the same direction	**Introverted Learners- Thinking Learners**	**0,191**	**0,008**
	Extroverted Learners- Intuitive Random Learners	**0,146**	**0,043**
	Extroverted Learners- Closure Oriented Learners	**0,188**	**0,009**
	Extroverted Learners- Feeling Learners	**0,232**	**0,001**
	Intuitive Random Learners -Closure Oriented Learners	**0,218**	**0,002**
	Intuitive Random Learners -Open Perceiving Learners	**0,317**	**0,000**
	Sensing Sequential Learners-Feeling Learners	**0,225**	**0,002**
	Closure oriented Learners- Sensing Sequential Learners	**0,154**	**0,032**
	Closure Oriented Learners- Thinking Learners	**0,216**	**0,003**
	Closure Oriented Learners- Feeling Learners	**0,172**	**0,017**
	Open Perceiving Learners- Sensing Sequential Learners	**0,222**	**0,002**
	Open Perceiving Learners- Feeling Learners	**0,285**	**0,000**
	Auditory Learners- Introverted Learners	**0,203**	**0,005**
	Auditory Learners- Open Perceiving Learners	**0,245**	**0,001**

	Auditory Learners-Feeling Learners	**0,253**	**0,000**
	Auditory Learners-Intuitive Random Learners	**0,222**	**0,002**
	Auditory Learners-Visual Learners	**0,288**	**0,000**
	Visual Learners-Extroverted Learners	**0,314**	**0,000**
	Visual Learners-Intuitive Random Learners	**0,285**	**0,000**
	Visual Learners-Sensing sequential Learners	**0,230**	**0,001**
	Visual Learners-Open Perceiving Learners	**0,183**	**0,011**
	Visual Learners-Feeling Learners	**0,269**	**0,000**
	Kinesthetic Learners-Extroverted Learners	**0,189**	**0,009**
	Kinesthetic Learners-Intuitive Random Learners	**0,395**	**0,000**
	Kinesthetic Learners-Sensing Sequential Learners	**0,154**	**0,032**
	Kinesthetic Learners-Open Perceiving Learners	**0,513**	**0,000**
	Kinesthetic Learners-Feeling Learners	**0,257**	**0,000**
	Kinesthetic Learners-Visual Learners	**0,267**	**0,000**
	Kinesthetic Learners-Auditory Learners	**0,438**	**0,000**

Table 4.5.2: Correlations Amongs Students' Preferred Learning Styles at the same direction

The results show that there are significant relations at the same direction between certain learning styles.

The introverted learners are thinking ($r = 0,191$) ($p < 0,05$) and auditory ($r = 0,203$) ($p < 0,05$) as well.

If the learners are extroverted, they are also intuitive random ($r = 0,146$) ($p < 0,05$), closure oriented ($r = 0,188$) ($p < 0,05$), feeling ($r = 0,232$) ($p < 0,05$), visual ($r = 0,314$) ($p < 0,05$) and kinesthetic ($r = 0,189$) ($p < 0,05$).

The intuitive random learners are closure oriented ($r = 0,218$) ($p < 0,05$), open perceiving ($r = 0,317$) ($p < 0,05$), extroverted ($r = 0,146$) ($p < 0,05$), auditory ($r = 0,222$) ($p < 0,05$), visual ($r = 0,285$) ($p < 0,05$) and kinesthetic ($r = 0,395$) ($p < 0,05$) at the same time.

The more sensing sequential the learners are, the more feeling ($r = 0,225$) ($p < 0,05$), closure oriented ($r = 0,154$) ($p < 0,05$), open perceiving ($r = 0,222$) ($p < 0,05$), visual ($r = 0,230$) ($p < 0,05$) and kinesthetic ($r = 0,154$) ($p < 0,05$) they are.

The closure oriented learners are sensing sequential ($r = 0,154$) ($p < 0,05$), thinking ($r = 0,216$) ($p < 0,05$), feeling ($r = 0,172$) ($p < 0,05$), intuitive random ($r = 0,218$) ($p < 0,05$) and extroverted ($r = 0,188$) ($p < 0,05$) as well.

The open perceiving learners are sensing sequential ($r = 0,222$) ($p < 0,05$), feeling ($r = 0,285$) ($p < 0,05$), intuitive random ($r = 0,317$) ($p < 0,05$), visual ($r = 0,183$) ($p < 0,05$), auditory ($r = 0,245$) ($p < 0,05$) and kinesthetic ($r = 0,513$) ($p < 0,05$) at the same time.

If the learners are thinking, they are also introverted ($r = 0,191$) ($p < 0,05$) and closure oriented ($r = 0,216$) ($p < 0,05$).

The more feeling the learners are, the more extroverted ($r = 0,188$) ($p < 0,05$), closure oriented ($r = 0,172$) ($p < 0,05$), open perceiving ($r = 0,285$) ($p < 0,05$), auditory ($r = 0,253$) ($p < 0,05$), visual ($r = 0,269$) ($p < 0,05$) and kinesthetic ($r = 0,257$) ($p < 0,05$) they are.

The auditory learners are also introverted (r = 0,203) (p < 0,05), open perceiving (r = 0,245) (p < 0,05), feeling (r = 0,253) (p < 0,05), intuitive random (r = 0,222) (p < 0,05), visual (r = 0,288) (p < 0,05) and kinesthetic.

If the learners are visual, they are extroverted (r = 0,214) (p < 0,05), intuitive random (r = 0,285) (p < 0,05), sensing sequential (r = 0,230) (p < 0,05), open perceiving (r = 0,183) (p < 0,05), feeling (r = 0,269) (p < 0,05), auditory (r = 0,288) (p < 0,05) and kinesthetic (r = 0,267) (p < 0,05) as well.

The kinesthetic learners are intuitive random (r = 0,395) (p < 0,05), sensing sequential (r = 0,154) (p < 0,05), open perceiving (r = 0,513) (p < 0,05), feeling (r = 0,191) (p < 0,05), visual (r = 0,267) (p < 0,05), auditory (r = 0,438) (p < 0,05) and extroverted (r = 0,189) (p < 0,05) at the same time.

4.6. Teachers' Learning Style Perceptions In Terms Of Gender

	Introverted	**Sensing sequential**
Girl		
Mean	**13,0213**	**16,5957**
Median	**13,0000**	**17,0000**
Std. Deviation	**2,40008**	**2,25385**
Boy		
Mean	**11,5000**	**17,6250**
Median	**12,0000**	**18,0000**
Std. deviation	**3,18329**	**2,02896**
Mann-Whitney U	**248,000**	**252,500**
P	**0,042**	**0,048**

Table 4.6: Teachers' learning style perceptions in terms of gender

The results show that teachers believe girls are more introverted (median= 13,000) than boys and boys are more sensing sequential (median = 18,000) than girls (see the whole table in Appendix 6).

4.7 Differences Between Female Students' Preferred Learning Styles and English Teachers' Perceptions

	Extroverted	Intuitive Random	Sensing sequential	Closure Oriented	Thinking	Visual
Female Students						
Mean	**16,6466**	**17,1034**	**17,4052**	**15,1552**	**15,1638**	**17,3362**
Median	**17,0000**	**18,0000**	**18,0000**	**15,0000**	**15,0000**	**18,0000**
Std. Deviation	**2,43616**	**2,59893**	**2,25342**	**2,35392**	**2,61083**	**2,05127**
Teachers						
Mean	**15,1587**	**16,4762**	**16,8571**	**13,7460**	**13,0000**	**15,4127**
Median	**15,0000**	**16,0000**	**17,0000**	**13,0000**	**13,0000**	**16,0000**
Std. deviation	**2,38413**	**2,05456**	**1,85661**	**2,77063**	**2,39623**	**2,33925**
Mann-Whitney U	**2302,500**	**2915,000**	**2955,500**	**2584,500**	**1914,000**	**1910,000**
P	**0,000**	**0,024**	**0,033**	**0,001**	**0,000**	**0,000**

Table 4.7 : Differences between female students' preferred learning styles and English teachers' perceptions

It can be seen from the table that girls are more extroverted (median = 17,0000), intuitive random (median = 18,0000), sensing sequential (median = 18,0000), closure oriented (median = 15,0000), thinking (median = 15,0000) and visual (median = 18,000) than their EFL teachers believe (see the whole table in Appendix 7).

4.8 Differences Between Male Students' Preferred Learning Styles and English Teachers' Perceptions

	Closure Oriented	Thinking	Feeling	Visual
Male Students				
Mean	**14,9610**	**15,8571**	**17,0000**	**16,2857**
Median	**15,0000**	**16,0000**	**17,0000**	**16,0000**
Std. Deviation	**3,04977**	**2,53250**	**2,28266**	**2,48605**
Teachers				
Mean	**13,7460**	**13,0000**	**18,1587**	**15,4127**
Median	**13,0000**	**13,0000**	**18,0000**	**16,0000**
Std. deviation	**2,77063**	**2,39623**	**1,63831**	**2,33925**
Mann-Whitney U	**1849,500**	**985,000**	**1718,000**	**1950,500**
P	**0,015**	**0,000**	**0,003**	**0,045**

Table 4.8 : Differences between male students' preferred learning styles and English teachers' perceptions

It can be seen from the table that boys are more closure oriented (median = 15,0000), thinking (median = 16,0000) and visual (mean = 16,2857) and less feeling (median = 17,0000) than their EFL teachers believe (see the whole table in Appendix 8).

4.9. Teachers' Learning Style Perceptions in Terms of Students' Families' English Knowledge

Students' learning styles were also categorized considering if they have someone who knows English in their families. The findings showed that students' learning styles and their English teachers' perceptions change according to the families' English level. Two groups were formed: Group 1 and Group 2. Group 1 represents the students that have someone who knows English and Group 2 represents the students that have no one who knows English in their families.

Group 1 and EFL Teachers' Perceptions

	Extroverted	**Closure Oriented**	**Thinking**	**Visual**
Students				
Mean	**16,2308**	**14,8205**	**15,5769**	**17,0000**
Median	**16,0000**	**15,0000**	**16,0000**	**17,0000**
Std. Deviation	**2,86458**	**2,93985**	**2,59630**	**2,26779**
Teachers				
Mean	**15,1587**	**13,7460**	**13,0000**	**15,4127**
Median	**15,0000**	**13,0000**	**13,0000**	**16,0000**
Std. deviation	**2,38413**	**2,77063**	**2,39623**	**2,33925**
Mann-Whitney U	**1813,500**	**1920,000**	**1128,500**	**1500,000**
P	**0,007**	**0,025**	**0,000**	**0,000**

Table 4.9.1: Teachers' perceptions on learning styles of the students who have someone that knows English in their families

As it is seen in the table (see the whole table in Appendix 9), there are significant differences between learning styles of learners in group 1 and teachers perceptions about them ($p<0,05$). In contrast to teachers' perceptions, students that have someone who knows English in their families are more extroverted (median = 16,0000), closure oriented (median = 15,0000), thinking (median = 16,0000) and visual (median = 17,0000).

Group 2 and EFL Teachers' Perceptions

	Extroverted	Sensing sequential	Closure Oriented	Thinking	Feeling	Visual
Students						
Mean	**16,0957**	**17,3739**	**15,2522**	**15,3478**	**17,3739**	**16,8609**
Median	**16,0000**	**18,0000**	**15,0000**	**16,0000**	**18,0000**	**17,0000**
Std. Deviation	**2,57850**	**2,44038**	**2,242734**	**2,60244**	**2,26902**	**2,30897**
Teachers						
Mean	**15,1587**	**16,8571**	**13,7460**	**13,0000**	**18,1587**	**15,4127**
Median	**15,0000**	**17,0000**	**13,0000**	**13,0000**	**18,0000**	**16,0000**
Std. deviation	**2,38413**	**1,85661**	**2,77063**	**2,39623**	**1,63831**	**2,33925**
Mann-Whitney U	**2746,500**	**2911,500**	**2514,000**	**1770,500**	**2974,000**	**2360,500**
P	**0,007**	**0,029**	**0,001**	**0,000**	**0,045**	**0,000**

Table 4.9.2: Teachers' perceptions on learning styles of the students who have nobody that knows English in their families

It is evident from the Table 4.9.2, there are significant differences between learning styles of learners in group 2 and teachers perceptions about them ($p<0,05$) (see the whole table in Appendix 10). Students that have no one who knows English in their families are more extroverted (median = 16,0000), sensing sequential (median = 18,0000), closure oriented (median = 15,0000), thinking (median = 16,0000), feeling (median = 18,0000) and visual (median = 17,0000) than their EFL teachers perceive.

4.10 Correlations Amongs EFL Teachers' Perceptions on Students' Preferred Learning Styles

This part is seeking the answer of the fourth research question that if there is a correlation amongs the EFL teachers' perceptions on students' preferred learning styles. As it has been mentioned before, while interpreting the correlation analysis, the value of **"r"** and the value of **"p"** should be examined in detail. If **"r"** has a negative value and if **"p"** < 0,05, there is a significant relation at the inverted direction between the related items. If **"r"** has a positive value and if **"p"** < 0,05, there is a significant relation at the same direction between the related items (see the whole table in Appendix 11).

	Values that have significant relations	**Pearson correlation (r)**	**Sig (2-tailed) (p)**
Values that have significant relations at the inverted direction	**Teaching period – Sensing sequencial**	**-0,260**	**0,040**
	Open perceiving-Introverted	**-0,327**	**0,009**

Table 4.10.1: Correlations amongs EFL teachers' perceptions on students' preferred learning styles at the inverted direction

There is a significant relation at the inverted direction between the teaching period and addressing the sensing sequential learners (r = - 0,260) (p < 0,05). The more experienced EFL teachers become in teaching, the less they address the sensing sequential learners.

Another significant relation at the inverted direction is between addressing the open perceiving and introverted learners (r = - 0,327) (p < 0,05). While EFL teachers are addressing the open perceiving learners, they become distant to introverted learners or vice versa.

	Values that have significant relation	Pearson correlation (r)	Sig (2-tailed) (p)
Values that have significant relations at the same direction	**Intuitive random- Item 45**	**0,273**	**0,030**
	Intuitive random- Extroverted	**0,584**	**0,000**
	Closure Oriented- Sensing sequential	**0,328**	**0,009**
	Open perceiving- Extroverted	**0,350**	**0,005**
	Intuitive random- Open perceiving	**0,462**	**0,000**
	Introverted – Thinking	**0,284**	**0,024**
	Sensing Sequential- Thinking	**0,294**	**0,019**
	Closure oriented - Thinking	**0,493**	**0,000**
	Extroverted- Feeling	**0,282**	**0,025**
	Intuitive random- Feeling	**0,543**	**0,000**
	Sensing sequential- Feeling	**0,273**	**0,031**
	Auditory- Item 45	**0,344**	**0,006**
	Auditory- Extroverted	**0,262**	**0,038**
	Auditory- Intuitive random	**0,373**	**0,003**
	Auditory- Sensing sequential	**0,258**	**0,041**
	Auditory- Closure Oriented	**0,258**	**0,041**
	Visual- Extroverted	**0,309**	**0,014**
	Visual- Intuitive random	**0,458**	**0,000**
	Visual- Sensing sequential	**0,274**	**0,030**
	Kinesthetic- Extroverted	**0,641**	**0,000**
	Kinesthetic- Intuitive Random	**0,639**	**0,000**
	Feeling- Open perceiving	**0,515**	**0,000**
	Auditory- Open perceiving	**0,249**	**0,049**
	Visual-		

	Open perceiving	**0,460**	**0,000**
	Kinesthetic-Open perceiving	**0,465**	**0,000**
	Visual-Thinking	**0,253**	**0,045**
	Visual-Feeling	**0,542**	**0,000**
	Kinesthetic-Feeling	**0,509**	**0,000**
	Kinesthetic-Auditory	**0,252**	**0,046**

Table 4.10.2: Correlations amongs EFL teachers' perceptions on students' preferred learning styles at the same direction

The results above show the significant relations at the same direction while EFL teachers are telling the lessons.

While teachers are addressing the introverted learners , they are adressing the thinking learners ($r = 0,284$) ($p < 0,05$) as well.

While teachers addressing the extroverted learners, they are addressing the intuitive learners ($r = 0,584$) ($p < 0,05$), open perceiving learners ($r = 0,350$) ($p < 0,05$), feeling learners ($r = 0,282$) ($p < 0,05$), auditory learners ($r = 0,262$) ($p < 0,05$), visual learners ($r = 0,309$) ($p < 0,05$) and kinesthetic learners ($r = 0,641$) ($p < 0,05$).

While teachers are addressing the intuitive learners, they are addressing open perceiving learners ($r = 0,462$) ($p < 0,05$), kinesthetic learners ($r = 0,639$) ($p < 0,05$), visual learners ($r = 0,458$) ($p < 0,05$), auditory learners ($r = 0,373$) ($p < 0,05$), feeling learners ($r = 0,543$) ($p < 0,05$) and extroverted learners ($r = 0,584$) ($p < 0,05$) as well.

While teachers are addressing the sensing sequential learners, they are addressing the thinking learners ($r = 0,294$) ($p < 0,05$), feeling learners ($r = 0,273$) ($p < 0,05$), auditory learners ($r = 0,258$) ($p < 0,05$), visual learners ($r = 0,274$) ($p < 0,05$) and closure oriented learners ($r = 0,328$) ($p < 0,05$) as well.

While teachers are addressing the closure oriented learners, they are addressing the sensing sequential learners ($r = 0,328$) ($p < 0,05$), thinking learners ($r = 0,294$) ($p < 0,05$) and auditory learners ($r = 0,258$) ($p < 0,05$) as well.

While teachers are addressing the thinking learners, they are addressing the introverted learners ($r = 0,284$) ($p < 0,05$), sensing sequential learners ($r = 0,294$) ($p < 0,05$), closure oriented learners ($r = 0,493$) ($p < 0,05$) and visual learners ($r = 0,253$) ($p < 0,05$) as well.

While teachers are addressing the feeling learners, they are addressing the extroverted learners ($r = 0,282$) ($p < 0,05$), intuitive random learners ($r = 0,543$) ($p < 0,05$), sensing sequential learners ($r = 0,273$) ($p < 0,05$), open perceiving learners ($r = 0,515$) ($p < 0,05$), visual learners ($r = 0,542$) ($p < 0,05$) and kinesthetic learners ($r = 0,509$) ($p < 0,05$) as well.

While teachers are addressing the auditory learners, they are addressing the kinesthetic learners ($r = 0,252$) ($p < 0,05$), closure oriented learners ($r = 0,258$) ($p < 0,05$), open perceiving learners ($r = 0,249$) ($p < 0,05$), sensing sequential learners ($r = 0,258$) ($p < 0,05$), intuitive random learners ($r = 0,373$) ($p < 0,05$) and extroverted learners ($r = 0,262$) ($p < 0,05$) as well.

While teachers are addressing the visual learners, they are addressing the extroverted learners ($r = 0,309$) ($p < 0,05$), intuitive learners ($r = 0,458$) ($p < 0,05$), sensing sequential learners ($r = 0,274$) ($p < 0,05$), open perceiving learners($r = 0,465$) ($p < 0,05$) , thinking learners ($r = 0,253$) ($p < 0,05$), feeling learners ($r = 0,542$) ($p < 0,05$) and kinesthetic learners ($r = 0,515$) ($p < 0,05$) as well.

While teachers are addressing the extroverted learners, they are addressing the extroverted learners ($r = 0,641$) ($p < 0,05$), intuitive random learners ($r = 0,639$) ($p < 0,05$), open perceiving learners ($r = 0,465$) ($p < 0,05$), feeling learners ($r = 0,509$) ($p < 0,05$), auditory learners ($r = 0,515$) ($p < 0,05$) and visual learners ($r = 0,515$) ($p < 0,05$) as well.

4.11. Comparisons Amongs Students' Preferred Learning Styles and EFL Teachers' Perceptions About Them

Group	Introverted	Extroverted	Intuitive Random	Sensing Sequential	Closure Oriented	Open Perceiving
Students						
Mean	**12,9275**	**16,1503**	**16,8808**	**17,0363**	**15,0777**	**17,7927**
Median	**13,0000**	**16,0000**	**17,0000**	**18,0000**	**15,0000**	**19,0000**
Std. Deviation	**4,05238**	**2,69127**	**2,45825**	**2,58476**	**2,64756**	**2,57968**
Teachers						
Mean	**12,6349**	**15,1587**	**16,4762**	**16,8571**	**13,7460**	**17,8095**
Median	**13,0000**	**15,0000**	**16,0000**	**17,0000**	**13,0000**	**18,0000**
Std deviation	**2,67788**	**2,38413**	**2,05456**	**1,85661**	**2,77063**	**1,81265**
Group	**Thinking**	**Feeling**	**Auditory**	**Visual**	**Kinesthetic**	
Students						
Mean	**15,4404**	**17,5233**	**14,7461**	**16,9171**	**16,6528**	
Median	**16,0000**	**18,0000**	**15,0000**	**17,0000**	**17,0000**	
Std. Deviation	**2,59563**	**2,15076**	**2,86189**	**2,48605**	**2,74596**	
Teachers						
Mean	**13,0000**	**18,1587**	**14,5079**	**15,4127**	**17,0635**	
Median	**13,0000**	**15,0000**	**15,0000**	**16,0000**	**17,0000**	
Std deviation	**2,39623**	**2,38413**	**1,46874**	**2,33925**	**2,34777**	

Table 4.11.1: Comparisons between students' preferred learning styles and EFL teachers' perceptions about them

The data in Table 4.11.1 answers the first research question: the preferred learning styles of the fifth grade students, the second research questions: the EFL teachers' perceptions of the fifth grade students and the fifth research question that there are some differences between the fifth grade learners' preffered learning styles and EFL teachers' preceptions on their preferred learning styles (see the whole table in Appendix 12). The preferred learning styles can be put in order from most popular to least popular by looking at the mean value. In this situation, the most popular learning styles among students is open perceiving learning style (mean = 17,7927). Then feeling (mean = 17,5233), sensing sequential (mean = 17,0360), visual (mean = 16,9171), intuitive random (mean = 16,8808), kinesthetic (mean = 16,6528), extroverted

(mean = 16,1503), thinking (mean = 15,4404), closure oriented (mean = 15,0777), auditory (mean = 14,7401), and introverted (mean = 12,9275) learning styles follow the most popular learning style one after another. It can be looked at the mean values again while determining the EFL teachers' perceptions about the most and least preffered learning styles among students. The results show that EFL teachers perceive that the most preferred learning style among the students is open feeling learning style (mean = 17,5233). It is followed by open perceiving (mean = 17,8095), kinesthetic (mean = 17,0635)sensing sequential (mean = 16,8571), intuitive random (mean = 16,4762), visual (mean = 15,4127), extroverted (mean = 15,1587), auditory (mean = 14,5079), closure oriented (mean = 13,7460), thinking (mean = 13,0000), and introverted (mean = 12,9275) one by one.

	Extroverted	**Closure Oriented**	**Thinking**	**Visual**
Students				
Mean	**16,1503**	**15,0777**	**15,4404**	**16,9171**
Median	**16,0000**	**15,0000**	**16,0000**	**17,0000**
Std. Deviation	**2,69127**	**2,64756**	**2,59563**	**2,48605**
Teachers				
Mean	**15,1587**	**13,7460**	**13,0000**	**15,4127**
Median	**15,0000**	**13,0000**	**13,0000**	**16,0000**
Std. deviation	**2,38413**	**2,77063**	**2,39623**	**2,33925**
Mann-Whitney U	**4560,000**	**4434,000**	**2899,000**	**3860,500**
P	**0,003**	**0,001**	**0,000**	**0,000**

Table 4.11.2: Comparisons between students' preferred learning styles and English teachers' perceptions about them

As shown in Table 4.11.2 there significant relations between these learning styles and teachers' perceptions ($p < 0,05$). Students are more extroverted, closure oriented, thinking and visual than their teachers perceive.

CHAPTER 5

DISCUSSION

The present study was carried out in order to investigate if the failure in learning English in a primary school is the result of the mismatches between the preferred learning styles of the students and EFL teachers' perceptions of their students' learning styles. To gain the necessary information, five research questions were formed.

In this chapter the findings derived from two questionnaires are discussed.

5.1.What Are The Preferred Learning Styles of The Fifth Grade Students?

The preferred learning styles of the fifth grade students were classified into three categories; the first category revealed the gender differences (see Table 4.3), the second category displayed the differences according to families' English knowledge (see Table 4.4) and the third category showed the general profile of the learners (see Table 4.11.1).

Girls are more extroverted than boys. They are more open and talkative and usually tend to interact with people around them. Girls are more intuitive random. They are more likely to think in abstract, futuristic, nonsequential ways and prefer to guide ther own learning. Girls more feeling. They value other people in very personal ways, want to be respected for personal contributions and show more emphaty than boys. Girls are more visual. Compared with the boys, they like to read and obtain a great deal from visual stimulation. They respond better to teacher's written comments than to verbal messages.

The fifth grade girls are more extroverted, intuitive random, feeling and visual than boys. Maubach and Morgan (2001) investigated the differences between gender and language learning with reference to the preferred learning styles of a small sample of students who were 12 or 13 years old. According to their investigation, girls preferred presentation of grammatical rules as opposed to trusting their intuition, but Turkish girls are intuitive random, they prefer to guide their own learning. According to

their investigation, girls were more willing to attribute their success to hard work alone, but Turkish girls are extroverted, they like working with a group.

The results that proved girls are more visual than boys were also stated in Maubach and Morgan's investigation (2001). They found that majority of the boys were happy to speak spontaneous. In contrast, girls had a desire to prepare fully in advance before making an oral contribution. Girls were more interested in reading and presenting well-organized written work. On the other hand, Hanigsfeld and Dunn (2006) claimed that females are more auditory than boys. Nihlen (1975) whose investigation supported the Hanigsfeld and Dunn's claim stated that girls are more verbal at an earlier age than are boys.

Learners who have not anyone that knows English in their families are more sensing sequential. They want guidance and specific instruction from the teacher, look for consistency and tend to be patient with the details more than the learners who have someone that knows English in their family. Moreover, the learners who have not anyone that knows English much more like the way they are taught English in their schools than the learners who have someone that knows English in their families. Learners who have not anyone who knows English in their family are more sensing sequantial, because they much more depend upon their EFL teachers as they are the only source in learning process. Before the lesson finishes they want to be sure that they have understood all the instruction in order to complete the tasks and homework related to English successfully out of the school. They have no one who knows English and helps them while working English except the teacher.

When the whole profile of the learners are considered, the learning style preferences from the most popular to least popular are ordered below :

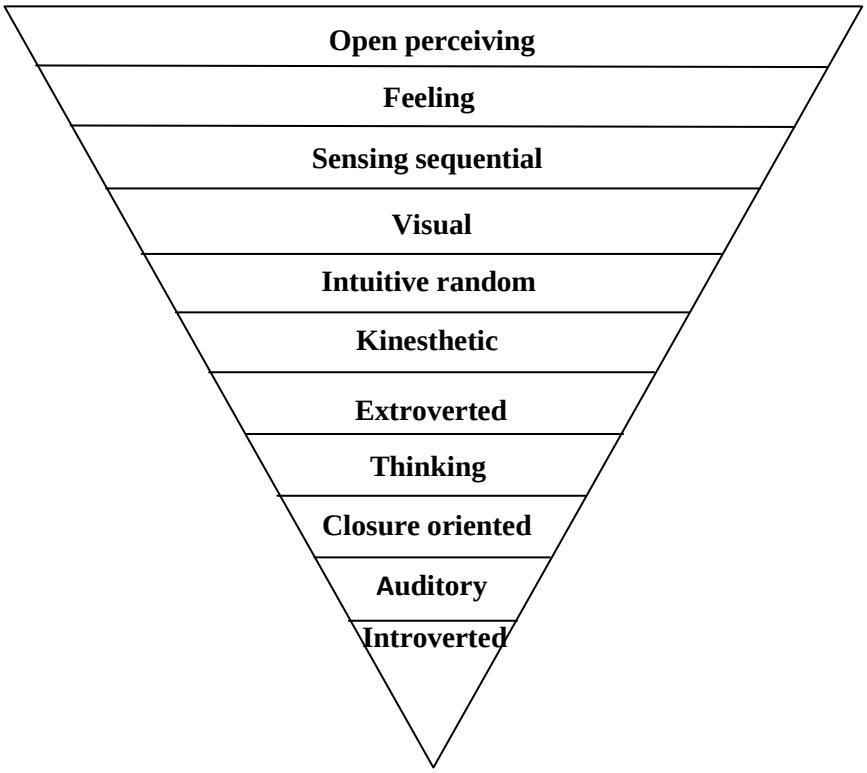


Figure 1: The order of the students' learning styles from most preferred to least prefered

The most preferred learning style of the fifth class students is open perceiving learning style. Students are mostly open perceiving. They like treating the second language learning like a game to be enjoyed rather than a set of tasks to be completed. (Celce-Murcia 2001). They learn best when there is a friendly atmosphere, they learn best when the teacher tells jokes and when they play games and present sketches in the classroom. Their least preferred learning style is introverted learniing style. They do not prefer working alone and using the library/LL self-study rooms to study English.

Price (1980) found out that the juniour students are considered for peer influence. This is same for the fifth grade Turkish students. They are extroverted. They learn best working with a group than working alone.

Price (1980) also discovered that the younger the student, the more kinesthetic he/she is. Visual strengths and auditory strengths develop at the beginning of grades (or primary) 5 and 6. However, the situation is different for Turkish fifth class students.

Their visual strenghts have already developed. Kinesthetic and auditory strengths have just begun to develop at the beginning of grade 5.

Price (1980) and Dunn, Beaudry and Klavas (1989) pointed out that many students in grades 3-8 learn better in small, well organized groups than either alone or with the teacher. The Turkish fifth class students are in this period (3-8), they are totally extroverted.

Reid (1987) determined the perceptual learning styles of ESL students in US. The results showed ESL students strongly preferred kinesthetic and tactile learning learning styles. Most groups showed as negative preference for group learning. When the order of the learning style preferences of the fifth grade Turkish students are examined, it is seen that kinesthetic learning style is more popular than the extroverted learning style. However, in Reid's investigation, kinesthetic learning style is strongly preferred by ESL students and ESL learners have negative preference for extroverted learning style in US. In Turkey, kinesthetic learning style is not the most preferred learning style of ESL students and Turkish ESL students are keen on group learning, they prefer working in groups rather than studying alone.

Kikuchi (2005) explored the preferred English learning styles of university students in Nihon University. He found out that students learn best when the teacher move around the class, help individual student and let them discover answers. Students like to use pair work and group work in class. Although, the ages are different, there are some similarities amongs English learning styles of university students and the fifth grade students. Fifth grade students, like ESL students in Nihon University, learn best when the teacher let them discover answers and like working in pairs or groups. Price (1980) showed that how students' learning styles could be affected as they grew from elementary school into adolescence and young adulthood. However, the similarities amongs university students and fifth grade students show that some of the learning styles remain same even if students grow from elementary school into adolescence and young adulthood.

Cullingford (1987) found that children expect teachers to be able to explain clearly and lucidly so that they understand what they are doing. Amongs the eleven learning styles mentioned in this study, sensing sequential is the third most preferred

learning style of the fifth grade students. The fifth grade students prefer the teachers to tell them all the steps in detail before they start the activities.

Zhang (2008) aimed to identify the preferred teaching styles of secondary-school students and to compare these preferences with those of university students. Across the two groups, the most favoured preferences were those that could generate students' creative thinking and enhance cognitive complexity and a style could provide students with opportunities to work collaboratively. The least favoured prefences were the old-fashioned and monotonous styles which require students to deal with several tasks smiltaneously without communicating a sense of priority and to work alone. When the preferences of secondary-school and university students compared with the preferences of the fifth grade students, the results were almost same. The fifth grade students, like the secondary-school and university students, like creating theories and working collaboratively more than working alone.

Taba (1967; cited in Murphy and Brown 1970) found that dominative or authoritarian styles of teachers have been shown to result in less learning by pupils, more dependence on the teacher, more concreteness in pupil responses, and less cooperation and involvement in classroom activities while democratic or integrative teaching styles have been shown to produce greater achievement, more involvement, more abstractness in response, greater independence, and less anxiety. This study supported her result from this point that children are more open perceiving than being closure oriented. Students learn best when there is friendly atmosphere in class, they do not like strict and authoritative teachers.

Ramirez and Castanada (1974; cited in Singh 1988) compared the learning styles of traditional Chicano children with traditional Mexican children and found out that Mexican American children show greater desire to interact with others and show greater sensitivity to other's feelings and willingness to help others. American children are willing to rely on others particularly adults for help and guidance. The results of their study supported that Turkish children have similar learning styles with Mexican American children. Turkish children are extroverted, they like talking English with their friends in the classroom, working with a group than working alone, so do the Mexican

American children. Turkish students' second most preferred learning style is feeling. They show empathy and comfort their friends when they have difficulty in doing the activities, so do the Mexican American children.

5.2.What Are The EFL Teachers' Perceptions of The Fifth Class Students' Learning Styles?

This category included three situations related to teachers' learning styles perceptions in terms of gender, families' English level, and the general profiles of the fifth class learners.

EFL teachers (see Table 4.6.1) consider girls more introverted than boys, so make them work work alone. They believe boys are more sensing sequential, for this reason they make explanations in Turkish, repeat the instruction regularly in order to help boys' understanding.

While comparing the learning styles of the learners who have someone that knows English in their families (group 1) and who have no one that knows English in their families (group 2) and EFL teachers (see Tables 4.9.1 and 4.9.2), it can be seen that learners in Group 1 are more extroverted, closure oriented, thinking and visual than their EFL teachers treat. Learners in Group 2 are more extroverted, sensing sequential, closure oriented, thinking, feeling and visual than their EFL teachers suppose. In contrast to EFL teachers' perceptions, learners in Group 1 and Group 2 are more extroverted, closure oriented, thinking and visual. This means learners want to work in pairs or groups, like to be given written information, enjoy specific tasks with deadlines, tend to make decisions based on logic and rules and prefer information by visualizing the text.

The result of the descriptive statistics revealed that EFL teachers perceive some learning styles most preferred and some least preferred by the learners. With reference to the data presented in Table 20, their perceptions on learning styles were ordered from the most preferred to least preferred as a pyramid below:

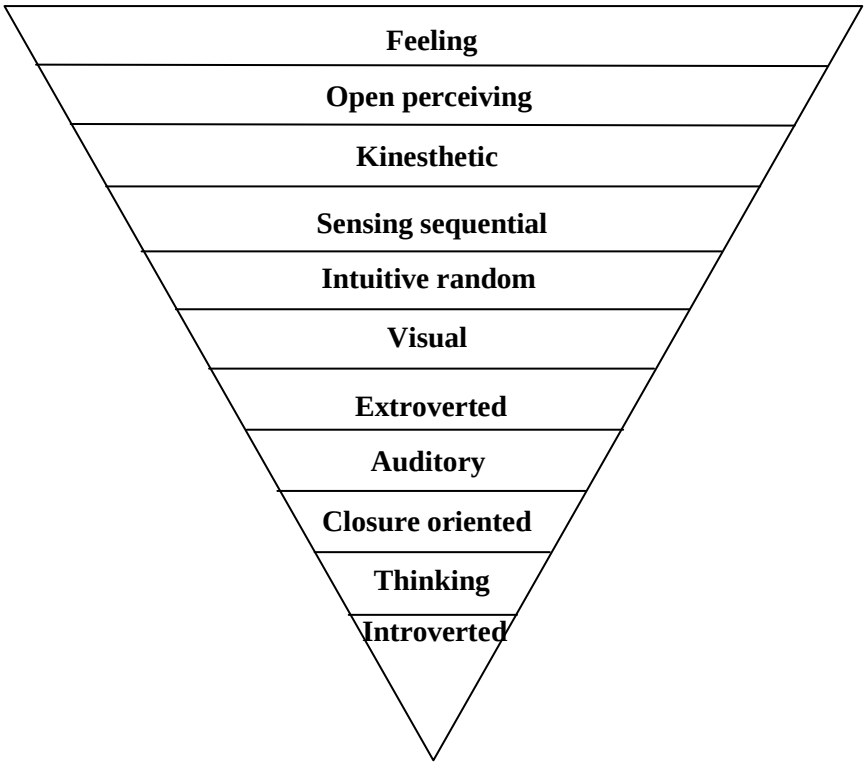


Figure 2: The order of the EFL teachers' perceptions on learning styles of students from most preferred to least preferred

Teachers believe the feeling and the open perceiving learning styles are the most preferred; thinking and introverted learning styles are the least preferred learning styles among the eleven learning styles. This means, teachers believe that learners usually show empathy and want to be respected for personal contributions and hard work. From teachers' point of view, learners also usually treat second language learning like a gamet o be enjoyed rather than a set of tasks to be completed, they are usually better in developing fluency and are disadvantage in a traditional classroom setting. Teachers generally agree that learners do not like working alone and making decisions on logic and rules.

Kikuchi (2005) explored the expectations of EFL teachers. Results indicate that teachers think students learn best when teachers use fun activities, when teachers move around the class and help individual students. Teachers believe that students learn best when teachers let students discover answers and use pair work and group work in class. Some teachers think that translation exercises do not help students improve their English proficiency. Results of this study indicate that non-native English teachers believe that feeling and open perceiving learning styles are the most preferred learning styles. This means that non-native english teachers believe that students learn best when teachers comfort their students when they have difficulty in doing the activities and when teacher tells jokes and makes the learning fun. Moreover, they think that the majority of the students are sensing sequential and extroverted; they learn best when the teacher let the students discover answers by themselves and they like working in pairs and groups. Like the EFL teachers in Nihon University, EFL teachers in Turkey believe that translation exercises are not effective enough to improve students' English level. As a conclusion, it can be said that expectations of EFL teachers in Nihon University and in primary schools in Turkey are almost same.

5.3 Is There A Correlation Amongs Students' Preferred Learning Styles?

The results also showed that none of the learners has only one definite learning style preference. All of them use more than one learning style (see Table 12). It will be also useful to group the learning styles that have significant correlations.

Group 1: Introverted learning style Thinking learning style Auditory learning Style	**Group 2:**Extroverted learning style Intuitive learning style Closure oriented learning style Feeling learning style Visual learning style Kinesthetic learning style
Group 3: Intuitive random learning style Closure oriented learning style Open perceiving learning style Auditory learning style Visual learning style Kinesthetic learning style	**Group 4:**Sensing sequential learning style Closure oriented learning style Open perceiving learning style Visual learning style Kinesthetic learning style
Group 5: Closure oriented learning style Sensing sequantial learning style Thinking learning style Feeling learning style Intuitive learning style Extroverted learning style	**Group 6:**Open perceiving learning style Sensing sequential learning style Feeling learning style Intuitive learning style Visual learning style Auditory learning style Kinesthetic learning style
Group 7: Thinking learning style Introverted learning style Closure oriented learning style	**Group 8:**Feeling learning style Extroverted learning style Closure oriented learning style Open perceiving learning style
Group 9: Auditory Learning Style Feeling learning style Introverted learning style Visual learning style Open perceiving learning style Intuitive learning style Kinesthetic learning style	**Group 10:**Visual learning style Feeling learning style Extroverted learning style Intuitive random learning style Sensing sequential learning style Open perceiving learning style Auditory learning style Kinesthetic learning style
Group 11: Kinesthetic learning style Intuitive random learning style Feeling learning style Extroverted learning style Open perceiving learning style Sensing sequential learning style Visual learnig style Auditory learning style	

Table 5.3: The groups of learning styles that the students use together

The results shown in the table 5.3 display that none of the students has or uses the eleven learning styles at the same time, learners use the combination of learning styles together. There is no one who can use the combination of eleven learning styles together. Learners in group 10 and group 11 have the richest combination of the learning styles; they are able to use the eight different learning styles while learning

English. It is also clear from the table 5.3 that learners who have the poorest combination of the learning styles in group 1 and group 7, are able to use three of the learning styles during the learning process.

The fifth grade students use at most eight learning styles together, none of the students is able to use the combination of the eleven learning styles together. This supports the eclectic learning style by Fischer and Fischer (1979).

In his MBTI (The Myers-Briggs Type Indicator model, Moody (1988) explain that preferences can be combined to form different learning styles. For example, one students may be an ESTP (extrovert, sensor, thinker, perceiver and another may be an INFJ (introvert, intuitor, feeler and judger). He defended the idea that a student may have or may use more than one learning style. In table 5.3. , combinations of different learning styles are seen which supported the idea of Moody (1988) and proved that learners have more than one learning style.

5.4. Is There A Correlation Amongs Teachers' Perceptions on Students' Preferred Learning Styles?

The result of the correlation analysis (see Table 4.10.2) provided certain significant relations amongs eleven learning styles considering the teachers' perceptions. Each teacher addresses at least two learning styles and at most eight learning styles at the same time. The learning styles which have significant relations were given in Table 5.4 :

Group 1: Introverted Thinking	**Group 2:** Extroverted Intuitive random Open perceiving Feeling Auditory Visual Kinesthetic
Group 3: Intuitive random Open perceiving Auditory Visual Kinesthetic Feeling Extroverted	**Group 4:** Sensing sequential Closure oriented Thinking Visual Auditory Feeling
Group 5: Closure oriented Sensing sequantial Thinking Auditory	**Group 6:**Open perceiving Extroverted Intuitive random Visual Auditory Kinesthetic
Group 7: Thinking Introverted Closure oriented Sensing Visual	**Group 8:**Feeling Extroverted Intuitive random Sensing Open perceiving Visual Kinesthetic
Group 9: Auditory Kinesthetic Closure oriented Open perceiving Intuitive Sensing Extroverted	**Group 10 :**Visual Feeling Extroverted Intuitive random Sensing sequential Open perceiving Thinking Kinesthetic
Group 11: Kinesthetic Intuitive random Feeling Extroverted Open perceiving Visual learnig style Auditory learning style	

Table 5.4: The groups of learning styles that the EFL teachers address together

The results shown in the table above display that any of the EFL teachers uses enough activities that can address all the learning styles in a classroom. EFL teachers chiefly address eight learning styles at the same time (Group 8). They sometimes address only two learning styles (Group 2) while teaching English.

Galbraith and Sanders (1987) examined the perceptual learning styles of juniour college educators and compared how their individual learning style preferences would affect their teaching methodologies used in their instructional situations. The results indicated that methods of these junior college teachers used a style of teaching which matched their own preferred learning style, without considering the area they taught in, for example sex, years of teaching experience or educational attainment. In this study, it is clear from the results that teachers are unable to address all the learning styles in their lessons. As stated in Galbraith and Sanders (1987) investigation, the reason of addressing certain learning styles and neglecting others is probably teachers' using methods which matched their own learning styles without considering the area they taught.

5.5.What Are The Main Points of Matches or Mismatches Between The Fifth Grade Learners' and Their Teachers' Perceptions?

This research question was answered in the light of the findings derived from the two questionnaires mentioned in the previous section. The results of the students' questionnaire and teachers' questionnaire indicated that there were significant differences between the learning styles that the fifth grade learners use and the learning styles that EFL teachers perceive the learners use.

EFL teachers think female students are more introverted than male students; male students are more sensing sequantial than female students. They believe girls do not like working in pairs or groups, they learn best while working alone and boys generally prefer Turkish explanation and frequent revision in the lessons. However, they are totally wrong. Unlike their perception about girls' being introverted, girls are more extroverted than boys. They are more open and talkative and usually tend to interact with people around them. Girls are more intuitive random. They are more likely to think in abstract, futuristic, nonsequential ways and prefer to guide ther own learning. Girls are more feeling. They value other people in very personal ways, want to be respected for personal contributions and show more emphaty than boys. Girls are more visual. Compared with the boys, they like to read and obtain a great deal from visual stimulation. They respond better to teacher's written comments than to verbal messages.

Also, in contrast to EFL teachers' perception, there is no difference between girls and boys in being sensing sequential.

EFL teachers believe that there are significant differences in learning styles of the students who have someone that knows English in their family (Group 1) and who have not anyone that knows English in their family (Group 2). EFL teachers suppose learners in group 1 less extroverted, closure oriented, thinking and visual; learners in Group 2 less extroverted, sensing sequential, closure oriented, thinking, feeling and visual than they actually are. Unlike the EFL teachers' perceptions, learners in Group 1 and Group 2 are more extroverted, closure oriented, thinking and visual. This means learners want to work in pairs or groups, like to be given written information, enjoy specific tasks with deadlines, tend to make decisions based on logic and rules and prefer information by visualizing the text. While considering the learners' families' English knowledge, the only significant difference is that learners who have not anyone that knows English in their families are more sensing sequential. They want guidance and specific instruction from the teacher, look for consistency and tend to be patient with the details more than the learners who have someone that knows English in their family. Learners who have not anyone who knows English in their family are more sensing sequantial, because they more depend upon their EFL teachers as they are the only source in learning process. Before the lesson finishes they want to be sure that they have understood all the instruction in order to complete the tasks and homework related to English successfully out of the school. They have no one who knows English and helps them while working English except the teacher. Moreover, the learners who have not anyone that knows English much more like the way they are taught English in their schools than the learners who have someone that knows English in their family.

In addition to misperception of the EFL teachers about the learning styles in terms of gender and families' English knowledge, they are also wrong about ordering the learning styles appropriate for learners' preferences. The pyramids below show the learners preferred learning styles and teachers' perceptions about them. The order in pyramids is different.

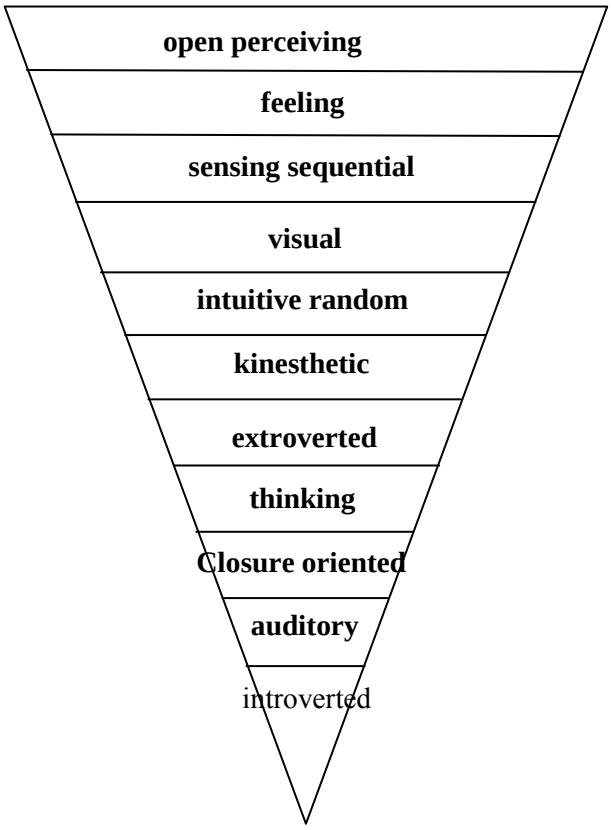


Figure 5.1 The order of the students' learning styles from most preferred to least preferred

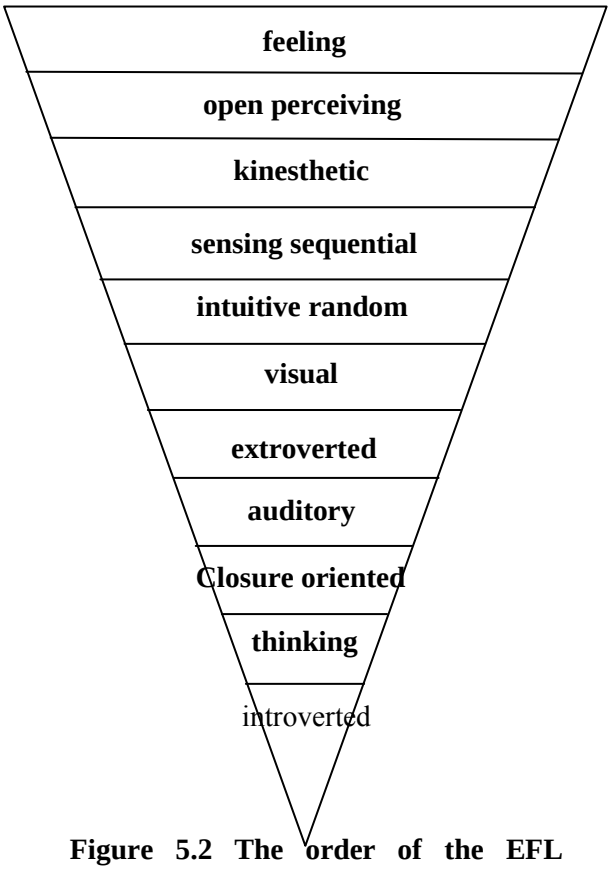


Figure 5.2 The order of the EFL teachers' perceptions on learning styles of students from most preferred to least preferred

The results display that introverted learning style is the least popular learning style among learners and teachers. Learners' most preferred learning style is open perceiving, then feeling. However, EFL teachers think learners are mostly feeling, then open perceiving. The most popular learning styles are almost same for both groups. This perception does not make a significant difference. The significant difference is that teachers believe learners are firstly kinesthetic, then they are visual, so they plan their lesson accordingly. They force their students to participate in activities especially that require standing and move around the class; make them play games and present sketches since they give chance to students to move and walk around the class. However, learners are more visual than they are kinesthetic. Before moving around the class, playing games and presenting sketches, they want visual stimuli. First, they want opportunities for reading the textbooks, looking at the pictures and touching the real

objects. After that they want to move around and play games in the classroom. English teachers believe auditory learning style is more popular than thinking learning styles among learners. From their points of view, learners prefer listening to songs or texts from tapes/CDs, watching English programs to learning English grammar and the rules of correct English. This is another misperception of the EFL teachers. Thinking learning style is more popular than auditory learning style amongs learners. In fact, auditory learning style is the second least popular learning style. Learners want to learn the English grammar and the rules of it, want to be critized and be corrected when necessary more than listening to tapes, CDs or watching televisions and videos in the classroom.

Groups formed with Students' Preferred Learning Styles Relations	**Groups formed with EFL Teachers' Perceptions on Learning Styles**
Group 1: Introverted Thinking Auditory	**Group 1:** Introverted Thinking
Group 2: Extroverted Intuitive random Closure oriented Feeling Visual Kinesthetic	**Group 2:**Extroverted Intuitive random Open perceiving Feeling
Group 3: Intuitive random Open perceiving Closure oriented Auditory Visual Kinesthetic	**Group 3:**Intuitive random Extroverted Open perceiving Auditory Visual Kinesthetic Feeling
Group 4: Sensing sequential Closure oriented Open perceiving Visual Kinesthetic	**Group 4:**Sensing sequential Closure oriented Thinking Visual Auditory Feeling
Group 5: Closure oriented Sensing sequantial Thinking Feeling Intuitive random Extroverted	**Group 5:**Closure oriented Sensing sequantial Thinking Auditory

Group 6: Open perceiving Sensing sequential Intuitive random Visual Auditory Kinesthetic Feeling	**Group 6:**Open perceiving Extroverted Intuitive random Visual Auditory Kinesthetic
Group 7: Thinking Introverted Closure oriented	**Group 7:**Thinking Introverted Closure oriented Sensing sequantial Visual
Group 8: Feeling Extroverted Closure oriented Open perceiving	**Group 8:**Feeling Extroverted Sensing sequantial Open perceiving Visual Kinesthetic Intuitive random
Group 9: Auditory Feeling Introverted Visual Open perceiving Intuitive random Kinesthetic	**Group 9:**Auditory Closure oriented Extroverted Sensing sequential Open perceiving Intuitive random Kinesthetic
Group 10: Visual Feeling Extroverted Intuitive random Sensing sequential Open perceiving Auditory Kinesthetic	**Group 10:**Visual Feeling Extroverted Intuitive random Sensing sequential Open perceiving Thinking Kinesthetic
Group 11: Kinesthetic Intuitive random Feeling Extroverted Open perceiving Visual Auditory Sensing sequential	**Group 11:** Kinesthetic Intuitive random Feeling Extroverted Open perceiving Visual Auditory

Table 5.5. Comparisons between the groups of preferred learning styles that the students use together and the groups of learning styles that the EFL teachers address together

Table 5.5. compares correlations amongs the fifth grade students' preferred learning styles and correlations amongs EFL teachers' perceptions on students'

preferred learning styles. The results show that none of the fifth grade students use all the learning styles but they use at least the combination of three learning styles together while learning English (Group 1). The results also display that it is not possible to claim that one student uses only one learning style. When it is looked at the groups formed with EFL teachers' perceptions on learning styles, it can be seen that EFL teachers address at least two learning styles (Group 1) and at most eight learning styles (Group 10) at the same time while teaching English. It is clear from the table 5.5. , EFL teachers are unsuccessful in addressing all the learning styles in their lessons.

In group 1, students are introverted, they like working alone, prefer using library/LL self study rooms to study English, prefer working on projects by themselves. Students are thinking, they like studying English grammar and learning the rules of correct English, prefer the teacher to critize and correct them even if this hurts their feelings, they want to be the best in their classrooms. EFL teachers satisfy these needs, because they believe there is a meaningful relations between introverted and thinking learning styles, but they have no idea that introverted and thinking learning styles have also meaningful relations with auditory learning style. EFL teachers neglect the needs of learning from tapes, CDs, PCs, videos, televisions and oral instructions of the students in group 1.

In group 2, students are extroverted, they learn better when they study with a group, they like talking with other students in English and practicing English outside the classroom. Students are intuitive random, they learn best when they can choose other students to work with, like research assignments, like to try to guess the answer the answer if they do not know the answer to a question. Students are feeling, teacher's being in a friendly level motivates them, they like their projects displayed on classroom or school boards, want the teacher to praise them for their success and like to comfort their friends when thay have difficulty in doing activities. EFL teachers are able to supply these needs of students. In contrast to their perceptions; extroverted, intuitive random, feeling learning styles have meaningful relations with closure oriented, visual and kinesthetic learning styles. In this group students are also closure oriented, they learn best when the teacher is strict and when they have translation exercises; students are visual, they learn when they see the words rather than just hearing them; students

are kinesthetic, they like playing games and presenting sketches in the class since they do not want to sit on their desks for along time. EFL teachers underestimate the requirements of closure oriented, visual and kinesthetic learning styles.

In group 3, students are intuitive random, they learn best when they can choose other students to work with, like research assignments, like to try to guess the answer the answer if they do not know the answer to a question. Students are open perceiving, they learn best when there is a friendly atmosphere in class, they like playing games and presenting sketches because it is enjoyable. Students are closure oriented, they learn best when the teacher is strict and when they have translation exercises. Students are auditory, they like learningfrom tapes, CDs, PCs, televisions and videos, they understand better when the teacher tells the instructions orally. Students are visual, they learn when they see the words rather tha just hearing them. Students are kinesthetic, they like playing games and presenting sketches in the class since they do not want to sit on their desks for along time. Teachers can supply all the needs of students in group 3. Additionally, EFL teachers think that students are extroverted, for this reason they make students to work in groups and practice English with their friends, but they are not expected activities by students.

In group 4, students are sensing sequential, they learn best when the teacher let them discover the answer rather than just giving them the answers, they prefer Turkish explanations and think repetitions and revisions are necessary. Students are closure oriented, they learn best when the teacher is strict and when they have translation exercises. Students are open perceiving, they learn best when there is a friendly atmosphere in class, they like playing games and presenting sketches because it is enjoyable. Students are visual, they learn when they see the words rather tha just hearing them, Students are kinesthetic, they like playing games and presenting sketches in the class since they do not want to sit on their desks for along time. On the contrary, instead of open perceiving and kinesthetic learning styles, EFL teachers believe thinking and auditory learning styles have meaningful relations with sensing sequential, closure oriented, and visual learning styles. For this reason, instead of creating a friendly atmosphere, playing games and presenting sketches, they force students to make decisions based on logic and rules (since they think students are thinking learners)

and to learn from tapes, CDs, televisions and oral instructions (since they think students are auditory learners). They are unable to meet the needs of open perceiving and kinesthetic learning styles.

In group 5, students are closure oriented, they learn best when the teacher is strict and when they have translation exercises. Students are sensing sequential, they learn best when the teacher let them discover the answer rather than just giving them the answers, they prefer Turkish explanations and think repetitions and revisions are necessary. Students are thinking, they like studying English grammar and learning the rules of correct English, prefer the teacher to critize and correct them even if this hurts their feelings, they want to be the best in their classrooms. Students are feeling, teacher's being in a friendly level motivates them, they like their projects displayed on classroom or school boards, want the teacher to praise them for their success and like to comfort their friends when thay have difficulty in doing activities. EFL teachers are able to supply these needs of students. However, in addition to being closure oriented, sensing sequential and thinking learners, they suppose their students are also auditory. They are completely wrong. Besides, being closure oriented, sensing sequential and thinking, they are also feeling (teacher's being in a friendly level motivates them, they like their projects displayed on classroom or school boards, want the teacher to praise them for their success and like to comfort their friends when thay have difficulty in doing activities), intuitive random (they learn best when they can choose other students to work with, like research assignments, like to try to guess the answer the answer if they do not know the answer to a question) and extroverted (they learn better when they study with a group, they like talking with other students in English and practicing English outside the classroom). EFL teachers are unable to address feeling, intuitive random and extroverted learning styles in this group.

In group 6, students are open perceiving, they learn best when there is a friendly atmosphere in class, they like playing games and presenting sketches because it is enjoyable. Students are intuitive random, they learn best when they can choose other students to work with, like research assignments, like to try to guess the answer the answer if they do not know the answer to a question. Students are visual, they learn when they see the words rather than just hearing them. Students are auditory, they like

learning from tapes, CDs, PCs, televisions and videos, they understand better when the teacher tells the instructions orally. Students are kinesthetic, they like playing games and presenting sketches in the class since they do not want to sit on their desks for along time. EFL teachers are managed to address these five learning styles. In this group, EFL teachers think students are extroverted as well as being open-perceiving, intuitive random, visual, auditory and kinesthetic. However, students are sensing sequential and feeling in addition to being open perceiving, intuitive random, visual, auditory and kinesthetic. For this reason, instead of working with groups, students need Turkish explanations, repetitions and revisions (because they are sensing sequential learners) and they need to be motivated in a friendly atmosphere (because they are feeling learners).

In group 7, students are thinking, they like studying English grammar and learning the rules of correct English, prefer the teacher to critize and correct them even if this hurts their feelings, they want to be the best in their classrooms. Students are introverted, they like working alone, prefer using library/LL self study rooms to study English, prefer working on projects by themselves. Students are thinking, students are closure oriented, they learn best when the teacher is strict and when they have translation exercises. These three learning styles used by the fifth grade students overlap with the teachers' perceptions. However, apart from these learning styles, EFL teachers think students are sensing sequential and visual as well. For this reason, EFL teachers provide visual stimuli and Turkish explanations for their students.

In group 8, students are feeling, teacher's being in a friendly level motivates them, they like their projects displayed on classroom or school boards, want the teacher to praise them for their success and like to comfort their friends when thay have difficulty in doing activities. Students are extroverted, they learn better when they study with a group, they like talking with other students in English and practicing English outside the classroom. Students are open perceiving, they learn best when there is a friendly atmosphere in class, they like playing games and presenting sketches because it is enjoyable. Students are closure oriented, they learn best when they have translation exercises. On the contrary, teachers suppose students are sensing sequential, visual, kinesthetic and intuitive random in addition to being feeling, extroverted and open

perceiving. So, instead of providing translation exercises and giving tasks with deadlines, EFL teachers provide visual stimulu, give research assignments and make students play games, present sketches in the class, repeat and revise the lessons regularly. They neglect the needs of closure oriented learners.

In group 9, students are auditory, they like learning from tapes, CDs, PCs, televisions and videos, they understand better when the teacher tells the instructions orally. Students are feeling, teacher's being in a friendly level motivates them, they like their projects displayed on classroom or school boards, want the teacher to praise them for their success and like to comfort their friends when thay have difficulty in doing activities. Students are introverted, they like working alone, prefer using library/LL self study rooms to study English, prefer working on projects by themselves. Students are visual, they learn when they see the words rather than just hearing them. Students are open perceiving, they learn best when there is a friendly atmosphere in class, they like playing games and presenting sketches because it is enjoyable. Students are intuitive, they learn best when they can choose other students to work with, like research assignments, like to try to guess the answer the answer if they do not know the answer to a question. Students are kinesthetic, they like playing games and presenting sketches in the class since they do not want to sit on their desks for along time. In this group, EFL teachers have wrong perception about feeling, introverted, and visual learning styles. They suppose students use closure oriented, extroverted and sensing sequential learning styles. They force introverted learners to work with groups since they believe learners are extroverted, they are strict and control the lessons instead of showing empathy and praising learners for their success since they believe learners are closure oriented. They also underestimate the needs of visual learners.

In group 10, students are visual, they learn when they see the words rather than just hearing them. Students are feeling, teacher's being in a friendly level motivates them, they like their projects displayed on classroom or school boards, want the teacher to praise them for their success and like to comfort their friends when they have difficulty in doing activities. Students are extroverted, they learn better when they study with a group, they like talking with other students in English and practicing English outside the classroom. Students are open perceiving, they learn best when there is a

friendly atmosphere in class, they like playing games and presenting sketches because it is enjoyable. Students are intuitive random, they learn best when they can choose other students to work with, like research assignments, like to try to guess the answer the answer if they do not know the answer to a question. Students are sensing sequential, they learn best when the teacher let them discover the answer rather than just giving them the answers, they prefer Turkish explanations and think repetitions and revisions are necessary. In this group, the learning styles that the fifth class students use completely overlap with the EFL teachers' perceptions.

In group 11, students are kinesthetic, they like playing games and presenting sketches in the class since they do not want to sit on their desks for a long time. Students are intuitive random, they learn best when they can choose other students to work with, like research assignments, like to try to guess the answer the answer if they do not know the answer to a question. Students are feeling, teacher's being in a friendly level motivates them, they like their projects displayed on classroom or school boards, want the teacher to praise them for their success and like to comfort their friends when thay have difficulty in doing activities. Students are extroverted, they learn better when they study with a group, they like talking with other students in English and practicing English outside the classroom. Students are open perceiving, they learn best when there is a friendly atmosphere in class, they like playing games and presenting sketches because it is enjoyable. Students are visual, they learn when they see the words rather tha just hearing them. Students are auditory, they like learning from tapes, CDs, PCs, televisions and videos, they understand better when the teacher tells the instructions orally. In this group, there is a complete balance between the learning styles that the fifth grade students use and their teachers' perceptions about them. Unfortunately, there is one learning style that fifth grade students use which teachers forget: that is sensing sequential learning style. In group 11, students learn best when the teacher let them discover the answer rather than just giving them the answers, they prefer Turkish explanations and think repetitions and revisions are necessary, but EFL teachers are unaware of it.

CHAPTER 6

CONCLUSION

The present study is mainly designed to find out the preferred learning styles of the fifth class students in state schools, the English teachers' perceptions of the fifth class students' learning styles, correlations amongs the fifth grade students' preferred learning styles, correlations amongs the EFL teachers' perceptions on students' preferred learning styles and the main points of matches or mismatches between the fifth class learners' and their teachers' perceptions.

The essential data was gained from 193 Turkish fifth class students and 63 English teachers in different state primary schools.

The instruments in this study which were applied for the fifth grade students and EFL teachers included 45 items and 11 categories. These categories represented 11 learning styles: extroverted, introverted, intuitive random, sensing sequential, closure oriented, open perceiving, thinking, feeling, auditory, visual and kinesthetic.

6.1. Conclusions

The main findings of the study may be summrized as follows:

The three most preferred learning styles of the students are open perceiving, feeling and sensing sequential learning styles. Students are mostly open perceiving. They like treating second language learning like a game to be enjoyed rather than a set of tasks to be completed, dislike deadlines and they are better in developing fluency. They feel uncomfortable in traditional classroom settings. They learn best when the teacher tells them jokes and like playing games and presenting sketches since they are enjoyable. Then, students are feeling. They value other people, show empathy and want to be respected as an individual. They want the teachers to praise them for their success, want their projects to be displayed on classroom or school boards. They like to comfort their friends when they have difficulty in doing the activities. Their third most preferred learning style is sensing sequential. They want guidance and specific instruction from the teacher to look for consistency. They learn best when the teacher let them discover the answers by themselves, make explanations in Turkish and revise the lessons

regularly. Their two least popular learning styles are auditory and introverted learning styles. Students do not like learning from PCs, tapes or televisions and they do not prefer working alone.

It is clear from the results of this study that learning style preferences of the fifth grade students change according to gender and family English knowledge. There is a difference between the students that have no one who knows English in their families and the students that have someone who knows English in their families. The formers are more sensing sequential than the latters. The formers want guidance and specific instruction from the teacher to look for consistency. They learn best when the teacher makes explanations in Turkish, revise and repeat regularly. They prefer their teacher to tell them all the steps in detail before they start the activities, because they have nobody at home who can help or explain the misunderstood tasks or activities. Their only source is their teacher and they want to be sure they have understood everything in detail before beginning to study or doing homework.

It is also clear from this study that there are meaningful relations between certain learning styles, so the fifth grade students use more than one learning style. They can use the combination of learning styles. The fifth grade students use at most eight learning styles together, none of the students is able to use the combination of the eleven learning styles together. EFL teachers are unable to address the eleven learning styles at the same time while teaching English, they can address only the eight learning style together while teaching English.

When the matches between preferred learning styles of the fifth grade students and EFL teachers' perceptions about them are compared, the findings show that:

- Students' least preferred learning style is introverted learning style and EFL teachers accept it. Students are extroverted, not introverted. EFL teachers believe students are extroverted, so they let them work with groups.
- Students are eclectic learners. They can use different learning styles during the lesson. There are 11 groups that include the learning styles that can be combined with one another by the learners. EFL teachers are only able to address one of these group completely.

- Students' most preferred learning style is open perceiving learning style, teachers believe students are feeling first. While students want a friendly atmosphere at first, teachers initially praise them and comfort them when they have difficulty.
- Students are visual then kinesthetic. First, they want visual stimuli, want to read the written instruction then they want to play games, present sketches and move around the class. In contrast, teachers initially make them play games or present sketches.
- Students' second least preferred learning style is auditory learning style. Before listening to CDs or tapes, they want to study English grammar and want to do translation exercises, because they are thinking, then closure oriented, then auditory. However, teachers think they are auditory, then they are closure oriented and thinking.
- Girls are more extroverted, intuitive random, feeling and visual than boys; whereas teachers suppose that girls are more introverted than boys; boys are more sensing sequantial than girls. They believe girls do not like working in pairs or groups, they learn best while working alone and boys generally prefer Turkish explanation and frequent revision in the lessons. However, they are totally wrong. Unlike their perception about girls' being introverted, girls are more extroverted than boys. They are more open and talkative and usually tend to interact with people around them. Girls are more intuitive random. They are more likely to think in abstract, futuristic, nonsequential ways and prefer to guide ther own learning. Girls are more feeling. They value other people in very personal ways, want to be respected for personal contributions and show more emphaty than boys. Girls are more visual. Compared with the boys, they like to read and obtain a great deal from visual stimulation. They respond better to teacher's written comments than to verbal messages. Also, in contrast to teachers' perception, there is no difference between girls and boys in being sensing sequential.

- The only difference between the students who have nobody and who have someone in their families that knows English is that formers are more sense sequential than the latters. However, teachers believe that there are significant differences in learning styles of formers and latters. English teachers suppose formers less extroverted, sensing sequential, closure oriented, thinking, feeling and visual, latters less extroverted, closure oriented, thinking and visual than they actually are.
- There are eleven groups include different learning styles. These groups represent the eclectic learners who can use the combination of different learning styles. These groups are not overlap with the groups formed with the teachers' perceptions about learning styles.

Finally, it must be noted that students use different learning style preferences and teachers are commonly unsuccessful in addressing these learning styles appropriately. In order to increase the achievement in learning English, an EFL teacher should consider the differences and variety of learning styles and arrange the activities and instruction accordingly.

6.2. Implications for Teaching English

In the light of the findings and observations of the present study it is possible to list a number of suggestions to accomodate variety of learning styles in the classroom. The paragraphs below include researcher's suggestions that may be sufficient to meet the needs of the students who prefer different learning styles in the same classroom.

In this study preferred learning styles of the fifth grade students were explored and the results showed that although some learning styles were more popular than the others, such as open perceiving versus closure oriented, extroverted versus introverted, all of them were used by them from time to time. For this reason, first of all EFL teachers should gain enough knowledge about learning styles and always keep in mind that students they teach have different abilities. Reiff (1992; cited in Hinton 1992) claims that knowledge of learning styles will improve students' self concept and achievement, the teacher with an understanding of learning styles can plan varied and appropriate lessons for a variety of learners.

Secondly, EFL teachers should motivate students to learn English. As Felder (1993), Felder and Henriques (1995) stated in their studies, to catch students' attention and increase motivation, EFL teachers should teach new material (vocabulary, rules of grammar etc.) in the context of situations to which the students can relate in terms of their personal and career experiences, past and anticipated, rather than simply as a material to memorize.

Next, EFL teachers should present variety of techniques in order to reach the majority of students. Millroad's (2002) view is that a teacher working in a heterogeneous(mixed ability) class should adapt the tasks to individual learner needs. Skehan says that a heterogeneous class consisting of "successful" and "unsuccessful" learners is a challenge for teacher(1998; cited in Millroad 2002). According to Leaver (1993; cited in Millroad 2002), one of the suggested ways to teach such a class is by using in-class task adaptation, whereby extroverts will conduct an interview in the lesson, introverts will make a list of what they think about the subject, visual learners will read, auditory learners will listen, and kinaesthetic learners will visit other classrooms for observations, etc. Felder(1993) also suggests that EFL teachers had better make extensive use of sketches, plots, schematics, vector diagrams, computer graphics and physical demonstrations (visual) in addition to oral and written explanations and derivations (verbal) in lectures and readings. Dunn and Dunn (1987) summarize the learning characteristics of the three learning styles. Auditory students should hear the teacher's lecture, review by reading and writing answers to specific questions, and then use the new material in a creative application. Visual students should read the material first, write answers to specific questions during the class lecture, and then develop an original application. Tactile students should be introduced to the outcomes of an event by using tactile materials, then they should answer questions while reading the materials, listen to the teacher's lecture in class and create an original game, pantomime, model or map based on the new information.

Then, EFL teachers should comfort their students and encourage them when they need. In his study, Campbell emphasizes that it will be better to allow students select their own seats, to encourage them to experiment on their own when that is

appropriate and to provide constant encouragement for students who are slow in understanding or performing or who have trouble expressing themselves in writing.

One of the results of this study is that the fifth grade students prefer working in pairs or groups to studying alone, so EFL teachers should allow students to work in groups without neglecting the needs of introverted learners. While providing group or pair works in the classroom, EFL teachers can follow Campbell's suggestions (1991) such as combining individual assignments with some group assignments, allowing students to help each other learn and work together when possible, allowing students to talk to each other while they are working at their individual assignments.

Finally, EFL teachers should prepare assessment devices which address learning styles of students being tested. To illustrate, while visual learner is successful in paper and pencil exam; a kinesthetic learner will possibly be bored and unsuccessful if he/she constantly takes a paper and pencil exam. Campbell (1991) suggested that EFL teachers had better give many chances to earn grade points other than paper and pencil tests. Moreover, Ramiraz and Castaneda (1974; cited in Singh, 1988) claims that teachers need to be able to develop techniques and testing environments appropriate to cognitive styles of the children being tested.

6.3. Limitations of The Study

One of the limitations of the study is the limited vocabulary repertory of the fifth class students. To illustrate, they were unable to understand the meaning of item 8 "The teachers' being in a friendly manner motivates me in learning English." , because they did not know the meaning of "motivation" in their mother language.

The second limitatiton is the time allowed for the treatment. Students were supposed to complete the questionnaire at most thirty minutes. The junior students could not complete the questionnaire in thirty minutes. They were made to go on completing during the break time, so students answer the questionnaire in a rush manner to take a break.

The third limitation was the unwillingness of the English teachers. They found the questionnaire too long and complained that the same things were repeated in different items.

6.4. Recommendations for Further Research

This study may be replicated with students from the state and private schools at the same time. In state schools, the fifth class students have three hour English, but in private schools, the fifth class students have at least eight hour English lessons in a week. This kind of replication may provide data whether the learning style of the students of the same age change according to amout of time spent on learning English.

Price (1980) carried out that a research and revealed that there is a change in learning styles as students move from elementary school into adolescence and young adulthood. A study to investigate the learning style preferences at each grade level may be carried out. So the shift of preferences from primary school to high school, from high school to university can be studied.

Ramirez and Castanada (1974; cited in Singh 1988) compared the learning styles of traditional Chicano children with traditional Mexican children and found out significant differences between them. In Turkey, there are certain cultural diffrences among regions. A research investigating learning styles of the learners and teachers perceptions can be carried out in different regions of Turkey, so that it can be possible to see if there are differences between the learning styles of the students at the same age and English teachers' perceptions in diffferent regions, and it can be enlightening to explore in which region English teachers address the learning styles of their students best.

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T.C.
BAYRAMPAŞA KAYMAKAMLIĞI
Mustafa Itrı İlköğretim Okulu Müdürlüğü

2009-2010 I. Dönem

5. Sınıf / A Şubesi

			TÜRKÇE	MATEMATİK	FEN VE TEKNOLOJİ	SOSYAL BİLGİLER	YABANCI DİL	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ	GÖRSEL SANATLAR	MÜZİK	BEDEN EĞİTİMİ	TRAFİK GÜVENLİĞİ (Trafik ve İlkyardım Eğitimi)	REHBERLİK SOSYAL ETKİNLİKLER	BİLİŞİM TEKNOLOJİLERİ								
1	447	KAAN KENAN NARİN	4	4	5	4	2	4	5	5	5	5										
2	1120	KAAN ÜNAL	3	2	3	3	1	4	5	5	4	4										
3	1355	YAREN DAMLA ÇERKEZ	5	4	5	4	3	4	5	5	5	5										
4	2765	EMRE ÇORUK	4	4	5	4	1	4	5	5	5	5										
5	2787	ATAKAN ALİ ŞENGÖR	5	5	4	4	4	4	5	5	5	4										
6	2788	DİLARA GÜR	5	5	5	5	3	5	5	5	5	5										
7	2791	BERKAY HOCALAR	5	5	5	5	4	5	5	5	5	5										
8	2794	MELİKE KARATAŞ	5	5	5	5	3	5	5	5	5	5										
9	2797	HAKAN AKSOY	4	5	4	4	2	4	5	5	5	4										
10	2804	YAREN ULAR	4	5	4	4	1	4	5	5	5	4										
11	2809	NAGEHAN ÖZKAN	4	5	4	4	2	5	5	5	5	5										
12	2818	FATMA CEYLAN	5	4	4	4	1	5	5	5	4	5										
13	2825	SAMET DEMİR	5	5	5	5	5	5	5	5	5	5										
14	2827	OSMAN EMRE BALTA	3	2	4	3	1	4	5	5	5	4										
15	2829	SADETTİN AKSOY	3	2	2	3	1	3	5	5	5	3										
16	2831	MEHMET FIRAT ŞAŞKIN	2	2	2	3	1	3	5	5	5	3										
17	2840	MERT FURKAN ÖZCAN	3	3	3	3	1	3	5	5	5	3										
18	2857	NESLİHAN ÇİPA	3	4	3	3	1	4	5	5	4	3										
19	2883	İSMAİL SALİH GÖNÜLLÜ	3	2	4	3	1	4	5	5	5	4										
20	2895	EZGİ ARI	5	5	5	5	5	5	5	5	5	5										
21	2896	ÖZGE ARI	5	5	5	5	5	5	5	5	5	5										
22	2908	ESRA ELMAS	5	5	5	5	3	5	5	5	5	5										
23	2917	İPEK ERGİN	5	5	5	5	3	5	5	5	5	5										
24	2932	BUSE DERİN	4	4	4	4	1	5	5	5	5	5										
25	2940	SEDA ALTUNTAŞ	5	4	4	4	3	5	5	5	5	5										
26	2945	ABDULLAH KEREZ	3	4	3	4	1	4	5	5	5	4										
27	2951	BÜŞRA KALENDER	5	5	5	5	4	5	5	5	5	5										
28	2953	ÖMER FARUK ŞENGÜL	5	5	5	5	5	5	5	5	5	5										
29	2983	RABİA SÖNMEZ	4	4	5	4	3	5	5	5	5	4										
30	2988	BURAK ENSARİ	4	5	4	4	3	5	5	5	5	5										
31	3013	TAMER YİĞİT	4	4	4	4	1	5	5	5	5	5										
32	3016	EMİRHAN EKİZ	5	5	5	5	4	5	5	5	5	5										
33	3025	ESLEM GÖCEN	5	5	5	5	5	5	5	5	5	5										
34	3029	BÜŞRA TEKCAN	4	5	4	5	2	5	5	5	5	5										
35	3046	İPEK AYDIN	5	5	5	5	5	5	5	5	5	5										
36	3059	HİLAL KARAGÜLMEZ	4	4	4	4	2	4	5	5	5	4										
37	3061	MUHAMMED ENES TÜRK	3	4	4	4	2	4	5	5	5	4										
38	3065	BEKİR KAYRA ÇİĞDEM	5	5	5	4	3	5	5	5	5	5										
39	3101	EZGİ SABANCI	3	3	3	3	1	4	5	5	5	5										
40	3110	MEHMET TOSUN	5	5	5	4	3	5	5	5	5	5										
		TOPLAM ÖĞRENCİ SAYISI :	40	40	40	40	40	40	40	40	40	40										
		BAŞARILI ÖĞRENCİ SAYISI :	40	40	40	40	26	40	40	40	40	40										
		BAŞARISIZ ÖĞRENCİ SAYISI :					14															
		BAŞARI YÜZDESİ :	100	100	100	100	65	100	100	100	100	100										
		NOT ORTALAMASI :	4,2	4,2	4,3	4,2	2,6	4,5	5,0	5,0	4,9	4,6										

1 ZAYIFI OLAN: **14** 2 ZAYIFI OLAN: **0** 3 ZAYIFI OLAN: **0** 3'TEN FAZLA ZAYIFI OLAN: **0**

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APPENDIX 1

T.C.
BAYRAMPAŞA KAYMAKAMLIĞI
Mustafa Itrı İlköğretim Okulu Müdürlüğü

2009-2010 I. Dönem

5. Sınıf / B Şubesi

			TÜRKÇE	MATEMATİK	FEN VE TEKNOLOJİ	SOSYAL BİLGİLER	YABANCI DİL	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ	GÖRSEL SANATLAR	MÜZİK	BEDEN EĞİTİMİ	TRAFİK GÜVENLİĞİ (Trafik ve İlkyardım Eğitimi)	REHBERLİK SOSYAL ETKİNLİKLER	BİLİŞİM TEKNOLOJİLERİ								
1	654	EVİN DAMGALI	4	3	4	4	2	5	5	5	5	4										
2	745	ÖMER BAŞTÜRK	4	3	4	4	1	4	5	5	5	5										
3	1075	KUMRU TÜRKMEN	3	1	3	3	1	4	5	5	5	4										
4	1576	ERDİNÇ YÜKSEL	3	3	4	3	1	4	4	5	4	5										
5	1663	BUSE ÖZKAL	2	1	3	2	1	4	4	5	4	4										
6	2048	AYÇA ÇALIŞKAN	5	5	5	5	5	5	5	5	5	5										
7	2781	ÖMER FARUK APAYDIN	5	5	5	5	5	5	5	5	5	5										
8	2798	ŞULE ONAN	5	5	5	5	3	5	5	5	5	5										
9	2810	NURSENA KÖMÜRCÜ	4	3	4	4	1	5	5	5	5	4										
10	2815	İSMAİL KAYA	4	4	4	4	4	5	4	5	5	5										
11	2823	GÜLFİDAN ÖZTÜRK	5	5	5	5	4	5	4	5	5	5										
12	2830	EBRU YİĞİT	4	3	4	4	2	5	4	5	5	5										
13	2832	SONGÜL DAĞ	5	5	5	4	3	5	5	5	5	5										
14	2835	MİNE BALIKÇI	4	3	4	4	2	5	5	5	5	4										
15	2844	AKİN ERGÜN	4	4	4	4	1	5	4	5	5	5										
16	2851	YUNUS EMRE AKSU	3	3	4	1	1	4	3	5	4	4										
17	2855	SERGEN YALÇIN	1	1	3	3	1	3	4	5	5	4										
18	2866	MERVE ALTUNDAŞ	5	4	5	5	3	5	5	5	5	5										
19	2867	ENES EROĞLU	4	4	4	4	3	5	5	5	5	4										
20	2879	ESRA BİLİK	4	4	5	4	3	5	5	5	5	5										
21	2898	İLAYDA NUR IRMAK	4	3	5	4	4	5	5	5	5	4										
22	2918	SEMA SARI	3	2	3	3	1	5	5	5	5	4										
23	2923	MEHMET GELİR	2	2	4	2	2	4	4	5	5	3										
24	2929	CEYDA TIRIK	4	4	5	5	2	5	5	5	5	5										
25	2930	CİHAN YILMAZ	3	4	4	4	2	4	5	5	5	5										
26	2933	TULUYHAN KOCABAŞ	4	5	5	5	4	5	5	5	5	5										
27	2935	CANSU ŞAHİN																				
28	2942	BURAK YETİŞER	5	5	5	5	5	5	5	5	5	5										
29	2948	NERGİS ÇIRACI	4	4	5	5	3	5	5	5	5	5										
30	2956	UFUK ÖZTÜRK	3	3	4	3	1	4	2	5	4	4										
31	2980	AYŞE NUR BİLDİREN	5	5	5	5	4	5	5	5	5	5										
32	2997	MÜCAHİT UZUN	4	5	5	5	3	5	4	5	5	5										
33	2999	DİLEK AKYÖN	2	1	3	2	1	5	5	5	5	4										
34	3000	SEHER AKYÖN	3	2	5	4	2	5	4	5	5	5										
35	3010	MUHAMMET CENGİZHAN AKKAYA	3	3	4	4	1	4	4	5	5	4										
36	3020	BEYZA ASLAN	5	4	5	4	4	5	4	5	5	5										
37	3047	ECEM GÖNÜL	3	3	4	3	2	5	5	5	5	4										
38	3048	ŞAHİN SARISOY	4	5	5	5	4	5	5	5	5	5										
39	3064	MELİKE NUR KAPLAN	5	5	5	4	4	5	4	5	5	5										
40	3089	HİLAL DOĞAN	4	4	5	4	2	5	4	5	5	5										
41	3092	HAKAN SUNA	2	1	3	2	1	4	3	5	4	4										
42	3102	BAHADIR KARA	3	3	4	4	1	5	4	5	5	4										
		TOPLAM ÖĞRENCİ SAYISI :	41	41	41	41	41	41	41	41	41	41										
		BAŞARILI ÖĞRENCİ SAYISI :	40	36	41	40	27	41	41	41	41	41										
		BAŞARISIZ ÖĞRENCİ SAYISI :	1	5		1	14															
		BAŞARI YÜZDESİ :	98	88	100	98	66	100	100	100	100	100										
		NOT ORTALAMASI :	3,7	3,5	4,3	3,9	2,4	4,7	4,5	5,0	4,9	4,6										

1 ZAYIFI OLAN: **8** 2 ZAYIFI OLAN: **5** 3 ZAYIFI OLAN: **1** 3'TEN FAZLA ZAYIFI OLAN: **0**

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APPENDIX 1

T.C.
BAYRAMPAŞA KAYMAKAMLIĞI
Mustafa Itrı İlköğretim Okulu Müdürlüğü

2009-2010 I. Dönem

5. Sınıf / C Şubesi

			TÜRKÇE	MATEMATİK	FEN VE TEKNOLOJİ	SOSYAL BİLGİLER	YABANCI DİL	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ	GÖRSEL SANATLAR	MÜZİK	BEDEN EĞİTİMİ	TRAFİK GÜVENLİĞİ (Trafik ve İlkyardım Eğitimi)	REHBERLİK SOSYAL ETKİNLİKLER	BİLİŞİM TEKNOLOJİLERİ								
1	133	FEVZİ UYANIK	3	3	4	4	1	5	5	5	5	4										
2	161	ADİL BERKAY BÜYÜKKOL	5	4	4	5	3	5	4	5	5	5										
3	192	ŞENGÜL GÜNBEYİ	3	1	2	3	1	5	4	5	4	3										
4	375	MELİKE ÖZTÜRK	2	1	3	2	1	4	3	5	4	3										
5	715	CEMAL BAŞTÜRK	2	2	3	3	1	4	2	5	5	3										
6	1706	SEMANUR BUKA	3	3	3	3	2	5	4	5	5	3										
7	1913	GAYE GÜLER	3	1	4	3	1	5	4	5	4	3										
8	2051	ALEYNA SÖNMEZ	4	4	5	4	4	5	5	5	5	4										
9	2795	CANSEL YAMANOĞLU	5	4	5	4	4	5	5	5	5	4										
10	2811	FARUK TURNA	5	5	5	4	5	5	5	5	5	5										
11	2819	MUSTAFA NEDİM CAN	5	4	5	5	4	5	4	5	5	5										
12	2821	KOÇAK CAN ERBAŞ	1	2	3	3	1	4	4	5	4	3										
13	2845	REFİK MERİÇ İLTER	3	3	3	4	1	5	2	5	4	4										
14	2847	ECE YILDIZ	4	4	4	4	2	4	5	5	5	4										
15	2848	BERKAY KARADAĞ	4	4	5	4	5	5	4	5	5	4										
16	2849	İLAYDA DUMAN	5	4	5	4	5	5	4	5	5	5										
17	2885	DEMET AVİL	5	4	5	4	3	5	4	5	5	5										
18	2887	İPEK BAYDERE	5	4	5	5	3	5	5	5	5	5										
19	2915	MERVE AYDIN	5	4	5	4	4	5	4	5	5	5										
20	2921	MEHMET AKİF YAŞAR	4	5	5	5	2	5	4	5	5	5										
21	2926	MURAT GÜMÜŞ	5	5	5	4	4	5	5	5	5	5										
22	2931	AYŞE NUR ASLAN	4	4	4	4	2	5	5	5	5	4										
23	2934	MİKAİL SERÇE	2	1	2	2	1	4	3	5	5	3										
24	2936	NURSELİ BÜBER	4	3	4	4	3	5	4	5	5	5										
25	2941	AHMET HAKAN KAR	3	3	4	4	1	5	3	5	5	4										
26	2965	BURAK TEKİN SÜZGEN	5	5	5	5	5	5	5	5	5	5										
27	2973	EDA GÜL PEHLİVAN	4	2	3	3	1	5	3	5	5	4										
28	2984	MELİSA KENT	4	4	4	4	2	5	4	5	5	5										
29	3003	BERKAY DAVAS	5	5	5	5	5	5	5	5	5	5										
30	3021	MELİSA KAYMAK	3	2	4	4	1	5	4	5	5	4										
31	3030	EMİRKAN GÜNBEYİ	2	2	1	2	1	4	3	5	5	2										
32	3035	HATİCE ÖZTÜRK	5	4	5	4	4	5	5	5	5	5										
33	3043	ELİF SAMASTI	5	4	5	5	4	5	5	5	5	5										
34	3044	İHSAN ALTUNTAŞOĞLU	2	1	4	3	1	5	2	5	4	3										
35	3055	SEMİH ÇALIŞKAN	4	3	4	3	3	5	3	5	5	4										
36	3056	SİMGE ÇALIŞKAN	3	1	4	3	1	5	4	5	5	4										
37	3063	SERKAN AYDIN	3	3	4	4	1	5	5	5	5	4										
38	3076	BARIŞ SAPMAZ	3	2	3	2	1	4	2	5	5	4										
39	3086	ŞEVVAL NUR İNAL	4	3	4	4	1	5	4	5	5	4										
40	3103	TALHA KAYALI	5	4	5	5	5	5	4	5	5	5										
41	3104	KADER MERCAN DEMİR	4	3	4	3	3	5	3	5	5	4										
42	3106	GÖKHAN MERT	4	4	4	4	2	5	4	5	5	4										
		TOPLAM ÖĞRENCİ SAYISI :	42	42	42	42	42	42	42	42	42	42										
		BAŞARILI ÖĞRENCİ SAYISI :	41	36	41	42	25	42	42	42	42	42										
		BAŞARISIZ ÖĞRENCİ SAYISI :	1	6	1		17															
		BAŞARI YÜZDESİ :	98	86	98	100	60	100	100	100	100	100										
		NOT ORTALAMASI :	3,8	3,2	4,0	3,8	2,5	4,8	4,0	5,0	4,9	4,1										

1 ZAYIFI OLAN: **9** 2 ZAYIFI OLAN: **8** 3 ZAYIFI OLAN: **0** 3'TEN FAZLA ZAYIFI OLAN: **0**

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5. Sınıf / D Şubesi

			TÜRKÇE	MATEMATİK	FEN VE TEKNOLOJİ	SOSYAL BİLGİLER	YABANCI DİL	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ	GÖRSEL SANATLAR	MÜZİK	BEDEN EĞİTİMİ	TRAFİK GÜVENLİĞİ (Trafik ve İlkyardım Eğitimi)	REHBERLİK SOSYAL ETKİNLİKLER	BİLİŞİM TEKNOLOJİLERİ								
1	1	MUHAMMED ENES ÇELEN	4	3	4	4	5	5	5	5	5	5										
2	232	HÜSNA ERSİN	3	3	4	3	1	5	5	5	5	4										
3	820	RAZİYE KARATAŞ	3	2	4	4	3	5	5	5	4	5										
4	831	RABİA KUL	4	3	4	3	1	5	5	5	4	5										
5	1722	RANA ÖREN	4	4	4	4	4	5	5	5	5	4										
6	2114	KERİM TOPAL	3	3	4	3	1	4	2	5	4	4										
7	2786	MERT ÖZTÜRK	4	1	3	4	2	5	3	5	5	4										
8	2793	ÖZNUR ŞAHİN	4	3	5	4	5	5	5	5	5	5										
9	2799	FATMA ÇELENOĞLU	5	5	5	5	5	5	5	5	5	5										
10	2820	ÖZGÜR CAN ÖZYANDI	5	5	5	5	5	5	5	5	5	5										
11	2837	ŞEVVAL KAYA	4	3	4	4	1	5	2	5	5	4										
12	2854	EMRE HORAN	4	5	5	4	5	5	5	5	5	5										
13	2864	ELİF ALTUN	4	4	5	4	4	5	5	5	5	5										
14	2868	FEYZA AKGÜÇ	4	5	4	4	3	5	5	5	5	5										
15	2871	EREN KARA	3	1	3	4	1	4	2	5	3	4										
16	2874	BERKAY DEMİRTAŞ	3	1	3	4	1	4	5	5	4	4										
17	2884	FATMANUR KILIÇ	3	2	4	3	1	5	4	5	5	4										
18	2888	BETÜL BAĞCI	5	5	5	5	5	5	5	5	5	5										
19	2892	BÜŞRA TODUK	5	5	5	5	5	5	5	5	5	5										
20	2899	BARIŞ YILANCI	4	3	4	4	4	5	3	5	5	5										
21	2901	AYLİN ÇINARTEPE	5	5	5	5	5	5	5	5	5	5										
22	2909	RABİA AKTAŞ	5	3	4	4	5	5	5	5	5	5										
23	2916	İSMET ÖZTÜRK	3	3	4	3	4	5	2	5	5	4										
24	2928	GİZEM ATİLLA	5	4	5	5	4	5	5	5	5	5										
25	2946	KADİR EROL	3	1	3	3	1	4	2	5	5	3										
26	2957	MURAT KAYA	3	1	3	3	2	5	3	5	5	4										
27	2971	MELAHAT GEÇER	3	1	2	2	1	4	3	5	5	3										
28	2972	YUSUF TUNCA	3	1	4	4	1	4	2	5	5	5										
29	2998	BAŞAK YILDIZ CAN	3	2	4	4	1	4	4	5	5	4										
30	3004	ALİ KARAKUŞ	3	3	4	3	2	5	4	5	5	4										
31	3028	İBRAHİM YAŞAR	4	4	4	4	4	5	5	5	5	5										
32	3033	İREM VARDAR	5	5	5	5	3	5	5	5	4	5										
33	3036	EBRAR ALTUN	4	3	4	4	3	5	5	5	5	5										
34	3039	ASLI AKASLAN	5	5	5	5	5	5	5	5	5	5										
35	3042	SEMİH DURGUT	4	5	5	5	5	5	5	5	5	5										
36	3060	SABRİ KAYA	4	3	4	4	4	5	2	5	5	4										
37	3062	FURKAN BAKAR	5	4	5	4	5	5	4	5	5	5										
38	3074	ZEHRA TEKCAN	4	4	4	4	3	5	5	5	5	4										
39	3085	SÜMEYYE KAYA	3	3	5	4	3	5	5	5	4	4										
40	3097	ŞEVVAL ÖZTÜRK	4	3	5	4	3	5	5	5	5	4										
41	3105	BATUHAN KAYA	2	1	2	3	1	5	2	5	5	4										
42	3108	GİZEM CAVA	3	1	3	3	1	5	3	5	4	4										

TOPLAM ÖĞRENCİ SAYISI :	42	42	42	42	42	42	42	42	42	42										
BAŞARILI ÖĞRENCİ SAYISI :	42	33	42	42	29	42	42	42	42	42										
BAŞARISIZ ÖĞRENCİ SAYISI :		9			13															
BAŞARI YÜZDESİ :	100	79	100	100	69	100	100	100	100	100										
NOT ORTALAMASI :	3,8	3,1	4,1	3,9	3,0	4,8	4,1	5,0	4,8	4,5										

1 ZAYIFI OLAN : 8 2 ZAYIFI OLAN : 7 3 ZAYIFI OLAN : 0 3'TEN FAZLA ZAYIFI OLAN : 0

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5. Sınıf / E Şubesi

			TÜRKÇE	MATEMATİK	FEN VE TEKNOLOJİ	SOSYAL BİLGİLER	YABANCI DİL	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ	GÖRSEL SANATLAR	MÜZİK	BEDEN EĞİTİMİ	TRAFİK GÜVENLİĞİ (Trafik ve İlkyardım Eğitimi)	REHBERLİK SOSYAL ETKİNLİKLER	BİLİŞİM TEKNOLOJİLERİ
1	468	EBRU ÖCEŞ	3	2	3	3	1	3	5	5	5	3		
2	567	ZEYNEP DEMİRKAN	5	5	5	5	5	5	5	5	5	5		
3	673	HAYRİYE NUR TANDUR	4	3	4	3	1	4	5	5	5	3		
4	2757	EZGİ GÜLER	4	2	5	4	5	4	5	5	5	5		
5	2780	HATİCE KÜBRA KIRICI	4	3	4	4	1	4	5	5	5	4		
6	2784	OĞUZHAN ERYILMAZ	5	5	5	4	5	5	5	5	5	5		
7	2805	SAMET KURT	5	4	5	5	3	5	5	5	5	5		
8	2807	EYÜP İSMAİL ÖZLÜ	2	1	2	2	1	3	5	5	5	4		
9	2813	SİMGE ARABACIOĞLU	5	5	5	4	3	4	5	5	5	5		
10	2822	HASAN KORKMAZ	2	1	3	3	1	2	5	5	5	3		
11	2824	SAMET ŞAHİN	2	1	3	3	1	2	5	5	5	3		
12	2838	FURKAN AKBAŞ	2	1	3	3	1	3	5	5	5	3		
13	2842	EMİN ÇELİK	4	5	4	4	3	5	5	5	5	5		
14	2856	SADİYE YILMAZ	4	2	4	3	1	5	5	5	5	4		
15	2859	SAMET BAKIŞKAN	4	3	5	4	1	5	5	5	5	4		
16	2869	YAREN ŞAHİN	5	3	5	4	4	5	5	5	5	5		
17	2872	ELİF NUR GÜLERYÜZ	5	5	4	5	4	5	5	5	5	5		
18	2878	KADİR RAHMAN ÇAKAR	3	3	3	2	1	3	5	5	5	4		
19	2881	EMİNE KIRCA	4	3	4	4	1	5	5	5	5	4		
20	2889	ELİF NUR KAR	5	5	5	5	5	5	5	5	5	5		
21	2902	HABİBE YILMAZ	5	4	4	4	3	5	5	5	5	5		
22	2907	YASEMİN ALEYNA KAYA	5	5	5	4	3	5	5	5	5	5		
23	2911	İSMAİL DEMİREL	2	3	2	3	1	5	5	5	5	3		
24	2925	FURKAN DEMİR	4	3	4	3	3	4	5	5	5	5		
25	2927	ALEYNA YILMAZ	3	2	3	3	1	2	5	5	5	4		
26	2955	SALİH KARAKOYUN	3	4	3	3	1	3	5	5	5	4		
27	2958	PINAR BALCI	5	4	5	4	2	5	5	5	5	5		
28	2960	SELİN BALCI	5	4	4	4	3	4	5	5	5	4		
29	2969	ERAY YAVUZ	5	5	5	5	5	5	5	5	5	5		
30	2970	SEDEF KARAKAŞ	4	3	5	4	1	5	5	5	5	5		
31	2992	CELAL MAVİ	5	5	5	5	5	5	5	5	5	5		
32	2993	NAZLI ÖZDEMİR	5	4	5	4	5	5	5	5	5	4		
33	3019	ESRA YURTSEVER	5	5	5	5	5	5	5	5	5	5		
34	3023	AHMET CAN YILMAZ	3	1	3	3	1	4	5	5	5	4		
35	3032	HANDE NUR YILDIRIM	4	3	3	4	2	3	5	5	5	4		
36	3037	GİZEM NUR KARAMAN	4	4	4	3	1	4	5	5	5	4		
37	3041	MUSTAFA ÖZTÜRK	2	1	2	1	1	3	5	5	5	2		
38	3053	BETÜL ÖZBİR	4	4	4	4	3	5	5	5	5	5		
39	3057	MUSTAFA BAYRAKCI	1	1	2	1	1	2	5	5	5	2		
40	3075	İREM KAYA	4	3	3	3	1	4	5	5	5	4		
41	3082	KEREM LUŞ	3	3	3	2	1	5	5	5	5	3		
42	3093	BUSENUR KOÇAK	4	4	4	4	3	4	5	5	5	5		
43	3107	ONUR ONAR	5	5	5	4	4	5	5	5	5	5		
		TOPLAM ÖĞRENCİ SAYISI :	43	43	43	43	43	43	43	43	43	43		
		BAŞARILI ÖĞRENCİ SAYISI :	42	36	43	41	22	43	43	43	43	43		
		BAŞARISIZ ÖĞRENCİ SAYISI :	1	7		2	21							
		BAŞARI YÜZDESİ :	98	84	100	95	51	100	100	100	100	100		
		NOT ORTALAMASI :	3,9	3,3	3,9	3,6	2,4	4,2	5,0	5,0	5,0	4,2		

1 ZAYIFI OLAN: **14** 2 ZAYIFI OLAN: **5** 3 ZAYIFI OLAN: **1** 3'TEN FAZLA ZAYIFI OLAN: **1**

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5. Sınıf / F Şubesi

			TÜRKÇE	MATEMATİK	FEN VE TEKNOLOJİ	SOSYAL BİLGİLER	YABANCI DİL	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ	GÖRSEL SANATLAR	MÜZİK	BEDEN EĞİTİMİ	TRAFİK GÜVENLİĞİ (Trafik ve İlkyardım Eğitimi)	REHBERLİK SOSYAL ETKİNLİKLER	BİLİŞİM TEKNOLOJİLERİ
1	430	TUĞÇE TUNÇ	3	2	3	3	1	4	3	5	4	3		
2	494	MEHMET CAN KARAGÜLMEZ	1	2	3	1	2	3	3	5	4	4		
3	953	SEFA BAŞ	3	3	4	3	3	4	4	5	5	4		
4	1351	FURKAN YILDIRIM	5	5	5	5	5	5	5	5	5	5		
5	1468	TUĞÇENUR AKTEN	3	3	4	4	4	5	5	5	5	4		
6	1573	BEYZA YILDIZ	2	1	2	1	1	3	4	5	4	3		
7	1631	ESRA ALAŞALVAROĞLU	3	4	3	3	3	4	5	5	5	4		
8	1688	FURKAN ZEKİ DÖNMEZ	4	4	4	4	4	3	5	5	5	5		
9	2266	SADREDDİN ŞİMŞEK	3	2	3	2	1	5	5	5	4	4		
10	2790	EREN TAHİRLER	3	2	3	2	1	3	3	5	4	4		
11	2796	FERHAT ALTUNBEY	2	2	3	2	3	4	5	5	4	4		
12	2800	EMİNE DUĞRAMACI	4	3	3	3	3	4	5	5	5	4		
13	2828	TUĞÇE OKTAR	3	3	4	3	4	3	5	5	5	4		
14	2839	ÇAĞLA YEŞİLTEPE	4	4	3	4	4	4	5	5	4	4		
15	2841	MUSTAFA BAYRAMCI	2	2	3	3	1	3	4	5	4	4		
16	2863	MURAT ŞENER	3	3	4	4	3	4	5	5	5	4		
17	2865	RAMAZAN DEMİRTAŞ	3	2	3	4	3	4	2	5	4	4		
18	2870	ESMA ÇAKIR	5	5	4	4	4	5	5	5	5	5		
19	2876	BUSE ÇAKAR	3	2	4	3	3	4	5	5	5	4		
20	2903	TOYGAR BAŞAR	4	4	5	4	4	5	5	5	5	5		
21	2904	BERNA CAN	4	2	4	3	4	5	5	5	5	5		
22	2912	MUTLU YALÇIN	2	2	3	3	3	3	3	5	4	3		
23	2922	SÜMEYYE SEÇGİN	2	2	2	3	1	3	5	5	5	3		
24	2939	AYŞENUR BASMACI	4	4	5	4	4	5	5	5	5	4		
25	2954	FURKAN GÜLER	2	1	2	3	1	3	3	5	4	3		
26	2959	FEYZA ŞAHİN	3	2	4	3	3	4	5	5	5	4		
27	2981	KEREM ÇALIŞKAN	4	3	4	4	4	5	5	5	5	5		
28	2991	TUNAHAN KARAKARTAL	3	2	3	3	3	4	2	5	4	4		
29	2994	NURŞAH ÖZTOPRAK	4	5	5	4	5	5	5	5	5	5		
30	3007	SADIK ERCAN GÖZÜAÇIK	3	3	4	3	2	4	4	5	5	4		
31	3008	SEVDANUR BAŞTÜRK	4	4	4	4	3	4	4	5	5	4		
32	3017	BELEN ALEYNA DOKUMAN	3	2	3	3	3	4	2	5	5	4		
33	3018	TUĞBA DURUR	2	1	2	2	1	4	4	5	4	3		
34	3038	AHMET DENİZ	3	3	4	4	4	4	4	5	5	4		
35	3050	BELENİR RABİA ÖZÇELİK	3	2	3	3	1	4	5	5	5	4		
36	3058	MERT ÖZDEMİR	3	3	4	3	4	3	5	5	5	4		
37	3066	SEZGİN ÇOLAK	1	1	3	2	2	3	2	5	4	4		
38	3077	EZGİ DOKUMAN	2	1	1	2	1	3	4	5	5	3		
39	3081	NESLİHAN ÖZTÜRK	3	1	3	3	4	4	5	5	5	4		
40	3084	ENES ÖNGÜR	2	1	2	2	1	3	3	5	5	3		
41	3087	BÜŞRA ESMA GÜL	4	3	5	4	3	5	5	5	5	5		

TOPLAM ÖĞRENCİ SAYISI :	41	41	41	41	41	41	41	41	41	41	
BAŞARILI ÖĞRENCİ SAYISI :	39	34	40	39	30	41	41	41	41	41	
BAŞARISIZ ÖĞRENCİ SAYISI :	2	7	1	2	11						
BAŞARI YÜZDESİ :	95	83	98	95	73	100	100	100	100	100	
NOT ORTALAMASI :	3,0	2,6	3,4	3,1	2,8	3,9	4,2	5,0	4,7	4,0	

1 ZAYIFI OLAN : 7 | 2 ZAYIFI OLAN : 5 | 3 ZAYIFI OLAN : 2 | 3'TEN FAZLA ZAYIFI OLAN : 0

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5. Sınıf / G Şubesi

			TÜRKÇE	MATEMATİK	FEN VE TEKNOLOJİ	SOSYAL BİLGİLER	YABANCI DİL	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ	GÖRSEL SANATLAR	MÜZİK	BEDEN EĞİTİMİ	TRAFİK GÜVENLİĞİ (Trafik ve İlkyardım Eğitimi)	REHBERLİK SOSYAL ETKİNLİKLER	BİLİŞİM TEKNOLOJİLERİ
1	9	GAMZE NUR BENLİ	2	2	2	2	2	2	3	5	4	2		
2	454	MUHAMMED GÖKTUĞ DEMİR	5	5	4	4	3	5	5	5	5	5		
3	542	GÜLER KARAMAN	5	4	5	5	4	5	5	5	5	5		
4	621	İZZET CAN ALAŞALVAR	1	1	1	2	1	2	2	5	4	4		
5	1242	CANAN PARMAKSIZ	5	4	4	4	3	4	4	5	4	5		
6	1297	ÖZKAN FURKAN SAYDAM	3	3	4	3	3	4	3	5	4	4		
7	1598	DENİZ SAKAL	2	1	3	2	1	2	4	5	4	4		
8	2783	AHMET ENGİN ADIYAMAN	4	4	5	4	4	4	5	5	5	5		
9	2806	KADİR AVCI	5	5	5	5	3	5	5	5	5	5		
10	2814	EDA NUR ARSLANTÜRK	1	1	1	1	2	2	2	5	4	3		
11	2826	EBRU GÜLER	5	5	5	4	4	5	5	5	5	5		
12	2836	ZEYNEP BOCUTCU	4	5	5	5	5	5	5	5	4	5		
13	2846	BERKAN ÜSTÜN	5	5	5	5	4	4	5	5	5	5		
14	2858	BEYZA NUR ÇELENOĞLU	5	5	5	5	5	5	5	5	5	5		
15	2860	GAMZE NUR KOCA	4	4	4	4	5	5	5	5	5	5		
16	2877	FATMA NUR DİKTEPE	5	5	5	5	5	5	5	5	5	5		
17	2882	EMİRHAN CÖMET	4	4	4	4	2	4	5	5	4	4		
18	2900	EMRE BÜYÜKÖZGEN	4	2	4	4	4	4	4	5	5	4		
19	2905	OKAN IŞIK	4	3	3	3	3	3	4	5	5	5		
20	2914	ARDA ANIL KESER	5	5	5	5	5	4	5	5	5	5		
21	2919	MİRAY CEBECİ	5	5	4	4	4	4	5	5	5	5		
22	2949	BARIŞ ÇELİK	3	2	3	4	3	3	4	5	5	4		
23	2963	YASİN AKCAN	4	4	4	4	3	4	5	5	5	5		
24	2967	HABİBE ŞENOL	4	3	4	4	3	4	3	5	4	5		
25	2975	MUSTAFA ANIL ARAZ	5	5	4	4	4	4	5	5	5	5		
26	2982	ARDA ÖNEN	5	5	4	4	4	4	4	5	5	5		
27	2989	AYŞE NUR ESMER	5	4	4	5	5	5	5	5	5	5		
28	2990	MUSTAFA TEKİN	2	1	3	4	2	2	3	5	5	4		
29	3002	ALEYNA ŞENGÜL	3	2	3	3	1	3	5	5	5	4		
30	3006	MUHAMMED FATİH KÖSE	4	4	4	4	4	4	5	5	5	5		
31	3009	CANER ELMALI	4	5	5	5	4	5	4	5	5	5		
32	3011	SEFER VURAL	4	4	4	4	2	3	4	5	5	4		
33	3012	FATMA RUMEYSA ÜNAL	5	5	5	5	5	5	5	5	5	5		
34	3015	MERT YALÇIN	5	5	4	5	4	5	5	5	5	5		
35	3034	ALİM SEVENCAN	1	1	2	2	1	2	3	5	4	3		
36	3040	EMRE ÖZTÜRK	5	4	4	4	4	5	4	5	5	5		
37	3045	ANIL ÇEVİKER	5	4	4	4	4	4	5	5	5	4		
38	3051	SEYİD SALİH GEMİCİ	3	3	4	3	1	4	4	5	4	4		
39	3068	SEMİH KAHRAMAN	3	2	3	3	1	3	4	5	4	4		
40	3072	VİLDAN KURTULMUŞ	4	3	4	4	3	4	5	5	5	5		
41	3088	BİLAL PINARCI	4	5	5	5	5	5	5	5	5	5		
42	3095	NESLİHAN ULUKAN	3	2	3	3	3	4	5	5	5	5		
		TOPLAM ÖĞRENCİ SAYISI :	42	42	42	42	42	42	42	42	42	42		
		BAŞARILI ÖĞRENCİ SAYISI :	39	37	40	41	36	42	42	42	42	42		
		BAŞARISIZ ÖĞRENCİ SAYISI :	3	5	2	1	6							
		BAŞARI YÜZDESİ :	93	88	95	98	86	100	100	100	100	100		
		NOT ORTALAMASI :	3,9	3,6	3,9	3,9	3,3	3,9	4,4	5,0	4,7	4,5		

1 ZAYIFI OLAN: **4** 2 ZAYIFI OLAN: **1** 3 ZAYIFI OLAN: **1** 3'TEN FAZLA ZAYIFI OLAN: **2**

e-okul

08/02/2010 11:09:57

T.C.
BAYRAMPAŞA KAYMAKAMLIĞI
Mustafa Itri İlköğretim Okulu Müdürlüğü

2009 - 2010 I. Dönem
5. Sınıf / H Şubesi

			TÜRKÇE	MATEMATİK	FEN VE TEKNOLOJİ	SOSYAL BİLGİLER	YABANCI DİL	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ	GÖRSEL SANATLAR	MÜZİK	BEDEN EĞİTİMİ	TRAFİK GÜVENLİĞİ (Trafik ve İlkyardım Eğitimi)	REHBERLİK SOSYAL ETKİNLİKLER	BİLİŞİM TEKNOLOJİLERİ
1	-1457	İKLİM ÇINAR												
2	415	ESRA ŞAHİN	2	2	3	3	1	3	5	5	5	3		
3	914	MUHAMMED BİLAL ARSLANOĞLU	2	2	3	1	1	5	5	5	5	4		
4	1001	GİZEM NUR ÖZTÜRK	2	2	3	3	1	4	5	5	5	3		
5	1212	MUHAMMET ÖZATA	1	2	1	1	1	2	5	5	5	3		
6	1914	GAMZE KESKİN	3	2	3	3	2	4	5	5	5	4		
7	2181	TUĞBA DÜŞMEZ	2		2	2	2		5			2		
8	2785	ALEYNA DEMİRBAŞ	4	3	5	4	4	4	5	5	5	5		
9	2789	ENES CAN ÖZÇELİK	4	3	5	5	4	4	5	5	5	5		
10	2812	BEYZA ERDOĞDU	5	5	5	5	5	5	5	5	5	5		
11	2817	DOĞUKAN HENDEN	4	4	5	4	5	5	5	5	5	5		
12	2850	MERYEM ERKÜLÜ	2	2	2	3	1	3	5	5	5	2		
13	2853	BÜŞRA ALTUNBEY	3	3	4	4	2	5	5	5	5	5		
14	2873	ALEYNA YÜCEKÖK	3	3	4	3	1	4	5	5	5	4		
15	2875	İREM ZEHRA AKKAYA	5	4	5	5	4	5	5	5	5	5		
16	2880	ZÜHRE BİROL	4	3	4	3	3	4	5	5	5	4		
17	2894	ÖZGE DİLEK ALP	4	4	5	4	4	5	5	5	5	5		
18	2906	FURKAN YÖNEY	5	5	5	5	4	5	5	5	5	5		
19	2937	NEBİYE KAYMAKÇI	5	4	5	4	4	5	5	5	5	5		
20	2943	HALİL İBRAHİM AKSU	3	3	4	3	2	5	5	5	5	5		
21	2961	ASLI BİNGÖL	4	3	4	3	3	5	5	5	5	4		
22	2962	ARZU ÖZDEMİR	5	5	5	5	5	5	5	5	5	5		
23	2966	NUR SENA TEPEDELEN	5	5	5	5	5	5	5	5	5	5		
24	2977	GÖKMEN TÜMER	2	1	3	3	1	3	5	5	5	4		
25	2986	YASİR İNCİ	1	2	2	1	1	2	5	5	5	2		
26	2996	YASİN UZUN	3	3	4	3	5	5	5	5	5	4		
27	3005	HASAN MENTEŞE	1	1	2	2	1	2	5	5	5	3		
28	3014	AYNURE BÜLBÜL	4	2	4	4	3	5	5	5	5	5		
29	3024	TUĞÇE KAÇMAZ	5	5	5	5	5	5	5	5	5	5		
30	3031	BATUHAN YILMAZ	3	2	4	3	3	3	5	5	5	4		
31	3071	KADİR SOYMAN	3	2	3	3	1	4	5	5	5	4		
32	3079	NURAY YILDIRIM	4	3	4	4	3	4	5	5	5	5		
33	3091	ARMAĞAN ÇINAR	2	1	2	2	2		5			2		
34	3096	CEYDA ERSİN	3	3	3	3	1	4	5	5	5	4		
35	3098	HÜSEYİN İSLAMOĞLU	3	2	3	3	2	4	5	5	5	3		
		TOPLAM ÖĞRENCİ SAYISI :	34	33	34	34	34	32	34	32	32	34		
		BAŞARILI ÖĞRENCİ SAYISI :	31	30	33	31	23	32	34	32	32	34		
		BAŞARISIZ ÖĞRENCİ SAYISI :	3	3	1	3	11							
		BAŞARI YÜZDESİ :	91	91	97	91	68	100	100	100	100	100		
		NOT ORTALAMASI :	3,3	2,9	3,7	3,4	2,7	4,2	5,0	5,0	5,0	4,1		

1 ZAYIFI OLAN : **7** 2 ZAYIFI OLAN : **2** 3 ZAYIFI OLAN : **2** 3'TEN FAZLA ZAYIFI OLAN : **1**

APPENDIX 2A

STUDENTS' PREFERRED LEARNING STYLES AND EXPECTATIONS ABOUT THEIR TEACHERS QUESTIONNAIRE

1-What's your sex? a) Female b) Male

2. How old are you?

3-Is there anyone speaking English in your family? a) Yes b) No

Directions: People learn in many different ways.For example, some learn primarly with their eyes (visual learners) or with their ears (auditory learners); some prefer to learn by experience and/or by "hands-on" tasks (kinesthetic or tactile learners); some people learn better when they work alone (introverted learners), while others prefer to learn in groups (extroverted learners); some prefer to guide their own learning (intuitive learners), while others want guidance and specific instruction from the teacher (sensing sequential learners); some tend to make decisions based on logic and rules (thinking learners), while others want to be respected for personal contributions and hard work (feeling learners), some are serious, hard-working students who like to be given written information and enjoy specific tasks with deadlines (closure oriented learners), while others take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed (open perceiving learners).

This questionnaire has been designed to help you identify your learning styles, the way(s) you learn best- the way(s) you prefer to learn.

Read each statement on the following pages.Please respond to the statements AS THEY APPLY TO YOUR STUDY OF ENGLISH..Decide whether you agree or disagree with each statement.For example, if you strongly agree, mark:

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
X				

Please respond to each statement quickly, without too much thought.Try not to change your responses after you choose them.Please use a pen to mark your choices.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	When I work alone, I learn better.					
2	I learn more when I study with a group.					
3	I learn best when I can choose other students to work with.					
4	I learn best when the teacher makes explanations in Turkish.					
5	I learn best when the teacher is strict and controls the lessons.					
6	I learn best when there is friendly atmosphere in class.					
7	I like studying English grammar and learning the rules of correct English.					
8	The teacher's being in a friendly manner motivates me in learning English.					
9	I think worksheets are useless.					
10	I learn more by reading the textbooks than by listening to the lectures.					
11	I like playing games and presenting sketches in the classroom because I don't want to sit on my desk for a long time.					
12	I prefer using the library/LL self-study rooms to study English.					
13	I like to practice English outside of the class.					
14	I like research assignments in English.					
15	I learn best when the teacher let me discover answers by myself rather than just giving me the answers.					
16	I learn best when we have translation exercises.					
17	I learn best when the teacher makes the learning fun.					
18	I prefer the teacher to critize and correct me even if this hurts my feelings.					
19	I like my projects to be displayed on classroom or school boards.					
20	I like learning from tapes/CDs/PCs in class.					
21	I learn best when I see the words rather than just hearing them.					
22	I like to learn English while working with a computer.					

		Strongly agree	Agree	Decided	Disagree	strongly agree
23	I prefer working on projects by myself.					
24	I like it when we (students) help each other in correcting our written work.					
25	If I do not know the answer to a question, I like to try to guess the answer.					
26	I think repetitions and revisions are necessary.					
27	I like the teacher to correct all my mistakes immediately.					
28	I like playing games and presenting sketches in the class creates a friendly atmosphere.					
29	I want to be the best student in my classroom.					
30	I want the teacher to praise me for my success in the class.					
31	I like learning from videos and televisions in class.					
32	I like to read newspapers and magazines in English.					
33	I prefer to learn by doing something in class.					
34	When I study alone, I remember things beter .					
35	I like talking with other students in English.					
36	I learn best when I choose what work I would like to do.					
37	I prefer the teacher to tell me all the steps in detail before we start the activities.					
38	I prefer the teacher to give me the tasks with deadlines.					
39	I learn best when the teacher tells us jokes.					
40	I prefer warning my friends consistently when they make mistakes.					
41	I like to comfort my friends when they have difficulty in doing the activities.					
42	When the teacher tells met he instructions, I understand better.					
43	I think the teacher should bring real objects related to topic while telling the lesson.					
44	I learn best in class when I can participate in related activities.					
45	I like the way I am taught English in my school.					

APPENDIX 2B

İNGİLİZCE ÖĞRENİRKEN ÖĞRENCİLERİN TERCİH ETTİKLERİ ÖĞRENME STİLLERİ VE ÖĞRETMENDEN BEKLENTİLERİ ANKETİ

1-Cinsiyetiniz nedir? a) Kız b) Erkek

2-Kaç yaşındasınız? _____

3-Ailenizde İngilizce bilen var mı?I a) Evet b) Hayır

Açıklama: İnsanlar çok farklı şekillerde öğrenirler.Örneğin bazıları görerek (görsel olarak) ya da duyarak (işitsel olarak) öğrenir; bazısı deneyerek ve/veya hareket ederek, dokunarak öğrenmeyi(hareketsel-dokunsal öğrenme) tercih eder; bazısı tek başına çalışarak(içe dönük) daha iyi öğrenirken, bazısı arkadaşlarıyla birlikte grup halinde çalışmayı (dışa dönük)tercih eder.

Bu anket size kendi öğrenme stilinizi , hangi yol veya yollarla en iyi şekilde öğrendiğinizi tanımlamanıza yardımcı olacak şekilde planlandı.

Bir sonraki sayfada verilen her bir maddeyi okuyunuz.Lütfen her maddeye KENDİ İNGİLİZCE ÇALIŞMA BİÇİMİNİZİ dikkate alarak cevap veriniz.Verilen maddelere, katılıp katılmadığınıza karar veriniz.Örneğin, eğer kesinlikle katılıyorsanız, aşağıdaki gibi işaretleyin:

Kesinlikle katılıyorum	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
X				

Lütfen her maddeye, çok fazla düşünmeden, hızlıca cevap veriniz.İşaretleme yaptıktan sonra cevabınızı değiştirmemeye çalışınız.Lütfen pilot ya da tükenmez kalem kullanınız.

		Kesinlikle katılıyorum	Katılıyorum	**Kararsızım**	**katılmıyorum**	**Kesinlikle katılmıyorum**
1	İngilizce öğrenirken tek başıma çalışmayı tercih ederim.					
2	İngilizce öğrenirken grup halinde çalışmayı tercih ederim.					
3	Grup çalışmasında arkadaşlarımı kendim seçmek isterim.					
4	Öğretmenin dersle ilgili açıklamaları Türkçe yapmasını tercih ederim.					
5	İngilizceyi sert ve disiplinli bir öğretmenle daha iyi öğrenirim.					
6	Sınıf içinde samimi atmosfer beni motive eder.					
7	İngilizce dilbilgisi kurallarını öğrenmekten hoşlanırım.					
8	Öğretmenin anlayışlı ve samimi tavrı İngilizceye karşı olan tutumumu olumlu yönde etkiler.					
9	Öğretmenin yardımcı kaynaklardan hazırladığı çalışma kağıtlarının faydalı olduğunu düşünmüyorum.					
10	Sadece dersi dinlemekle kalmayıp ders kitaplarını okuduğumda daha iyi öğrenirim.					
11	Sınıfta oyunlar oynamak ve skeçler sunmak hoşuma gider çünkü sınıf içinde hareket etmek isterim..					
12	İngilizce çalışmak için kütüphaneyi veya bireysel çalışma odalarını tercih ederim.					
13	Sınıf dışında İngilizce konuşmak hoşuma gider.					
14	Öğretmenimin İngilizce araştırma ödevleri vermesini isterim.					
15	Öğretmenimin soruların cevabını söylemesinden ziyade cevapları bulmama yardım etmesini tercih ederim.					
16	Çeviri alıştırmaları yapmanın yararlı olduğunu düşünüyorum.					
17	Öğretmenin öğrenmeyi eğlenceli hale getirmesi hoşuma gider.					
18	Beni çok incitse de,öğretmenimin beni eleştirmesini ve hatalarımı düzeltmesini tercih ederim.					
19	Hazırlanan proje ve ödevlerin panolarda sergilenmesini beni motive eder.					
20	İngilizce dersinde kaset çalar, CD ve bilgisayar kullanımının yararlı olduğunu düşünürüm.					
21	Sadece duymakla kalmayıp kelimeleri gördüğümde daha iyi öğrenirim.					
22	İngilizceyi bilgisayarla çalışarak öğrenmek isterim.					

		Kesinlikle katılıyorum	katılıyorum	Kararsızım	katılmıyorum	**Kesinlikle katılmıyorum**
23	Proje ödevlerimi kendi başıma yapmayı tercih ederim.					
24	Sınıf içindeki yazı çalışmalarında öğrencilerin birbirine yardım etmesini faydalı bulurum.					
25	Eğer sorunun cevabını bilmiyorsam cevabı tahmin etmeye çalışırım.					
26	Sınıf içinde yapılan tekrar ve hatırlatma çalışmalarının gerekli olduğunu düşünürüm.					
27	Ders içinde yaptığım hataların öğretmen tarafından anında düzeltilmesini isterim.					
28	Derste İngilizce oyunlar oynamak ve skeçler sunmak hoşuma gider çünkü samimi bir hava yaratırlar.					
29	Sınıftaki en başarılı öğrenci olmak isterim.					
30	Öğretmenimim sınıftaki başarılarımdan dolayı beni övmesini isterim.					
31	Video ve televizyondan yaralanarak İngilizce öğrenmek hoşuma gider.					
32	İngilizce dergi ve gazete okumak hoşuma gider.					
33	İngilizceyi sınıfta birşeyler yaparak yaşayarak öğrenmek isterim.					
34	Yalnız başıma çalıştıklarımı daha kolay hatırlarım..					
35	Sınıf içinde diğer öğrencilerle İngilizce konuşmak hoşuma gider.					
36	Projelerdeki çalışma konularımı kendim seçmek isterim.					
37	Öğretmenimin dersteki etkinliklere başlamadan önce etkinliklerle ilgili bütün adımları bana detaylı bir şekilde anlatmasını tercih ederim.					
38	Öğretmenimin bana teslim tarihi kesinleşmiş ödevler vermesini tercih ederim.					
39	Öğretmenimin derste fıkralar anlatması, şakalar yapması hoşuma gider.					
40	Sürekli olarak arkadaşlarımın yaptığı hataları düzeltirim.					
41	Dersteki etkinlikleri yaparken zorlanan arkadaşlarımı rahatlatmaya çalıştırırım.					
42	Öğretmenim bana dersle ilgili açıklamaları sözlü olarak anlattığında daha kolay anlarım.					
43	Öğretmenimin derslerde konuyla ilgili gerçek nesneleri sınıfa getirip bize sunmasını isterim.					
44	İngilizceyi sınıfta ilgili alıştırmalara katılarak daha iyi öğrenirim.					
45	Öğretmenimin şu anki İngilizce öğretme şekli hoşuma gitmektedir.					

APPENDIX 3

TEACHERS' PERCEPTIONS OF STUDENTS' PREFERRED ENGLISH LEARNING/TEACHING STYLES QUESTIONNAIRE

1. What's your sex? a) Female b) Male

2. How old are you?_____

3. How long have you been teaching English?_____

4.How long have you been teaching English in Primary school?_____

5.Your School:_____

Directions: Students learn in many different ways.For example, some students learn primarly with their eyes (visual learners) or with their ears (auditory learners); some prefer to learn by experience and/or by "hands-on" tasks (kinesthetic or tactile learners); some people learn better when they work alone (introverted learners), while others prefer to learn in groups (extroverted learners); some prefer to guide their own learning (intuitive learners), while others want guidance and specific instruction from the teacher (sensing sequential learners); some tend to make decisions based on logic and rules (thinking learners), while others want to be respected for personal contributions and hard work (feeling learners), some are serious, hard-working students who like to be given written information and enjoy specific tasks with deadlines (closure oriented learners), while others take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed (open perceiving learners).

This questionnaire has been designed to help you identify your perceptions about students' learning styles and how well you address your students' learning styles.

Read each statement on the following pages.Please respond to the statements AS THEY APPLY TO YOUR ADDRESSING TO YOUR STUDENTS' LEARNING STYLES AND YOUR PERCEPTIONS ABOUT THEM.Decide whether you agree or disagree with each statement.For example, if you strongly agree, mark:

Strongly agree	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
X				

Please respond to each statement quickly, without too much thought.Try not to change your responses after you choose them.Please use a pen to mark your choices.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Students learn best when they are alone.					
2	Students learn more when they work in pairs or small groups so I like students to work in pairs or small groups.					
3	Students learn best when they choose other students to work with.					
4	I think it is an advantage to use Turkish when explaining classroom activities and assignments to students.					
5	Students learn best when the teacher is very strict and controls the lesson.					
6	Students learn best when there is friendly atmosphere in class.					
7	I like teaching English grammar and the rules of correct English.					
8	The teacher's being in a friendly manner motivates the students in learning English.					
9	I do not prefer giving worksheets to my students.					
10	I provide opportunities for the students to read the textbook rather than just listening to my lectures.					
11	I think playing games and presenting sketches with young students are effective activities since they give chance to students to move and walk around the class.					
12	I guide students to use the library /LL self-study rooms to study English.					
13	Students like practising English outside of the class.					
14	I give assignments which students should research.					
15	Students learn best when the teacher lets them discover their own answers.					
16	Translation exercises help develop English proficiency.					
17	Students learn effectively when classroom learning is fun.					
18	I critize and correct the students even if this hurts their feelings.					
19	I display the best projects of students on classroom or school boards.					
20	I like to use tapes/CDs/PCs in class.					
21	Students learn best when they see the words rather than just hearing them.					
22	I like to teach English with computer assisted language learning programme.					

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
23	I prefer students to work on projects by themselves.					
24	I support peer correction in class.					
25	I encourage students to guess the answer if they don't know it.					
26	I think we should revise the items and make students to repeat regularly.					
27	I try to correct all student mistakes promptly, including oral errors.					
28	I think playing games and presenting sketches with young students in a class improves learning and creates a friendly atmosphere.					
29	Students want to be the best in English in my classrooms.					
30	I praise my students for their success in the class.					
31	I like to use video and television in class.					
32	I assign homework, which makes students read English newspapers or listen to English radio programs.					
33	I allow students to try doing something new in class.					
34	Students remember things better, when they study alone.					
35	Students like talking with other students in English.					
36	Students learn best when they choose what work they would like to do so I let them to choose the work they would like to do.					
37	I prefer to tell the students all the steps in detail before they start doing the activities.					
38	Students prefer the teacher to give them the tasks with deadlines so I assign deadlines for the tasks I give them .					
39	Students learn best when the teacher tells them jokes so I use jokes in my lessons.					
40	I warn my students promptly when they make mistakes.					
41	I try to comfort my students when they have difficulty in doing the activities.					
42	When I tell the instructions, students undertsand better.					
43	I bring real objects related to the topic while telling the lesson.					
44	I encourage students participate in related activities.					
45	I like the way I teach English in my school.					

APPENDIX 4 The Reliability of Student Questionnaire

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
When I work alone, I learn better.	178,2280	190,687	,102	,724
I learn more when I study with a group.	177,5699	197,330	-,065	,734
I learn best when I can choose other students to work with.	176,5959	189,284	,243	,716
I learn best when the teacher makes explanations in Turkish.	177,4508	190,530	,113	,723
I learn best when the teacher is strict and controls the lessons.	178,8187	191,180	,093	,724
I learn best where is a friendly atmosphere in class.	176,5544	191,238	,217	,717
I like studying English grammar and learning the rules of correct English.	177,0363	191,254	,136	,720
The teacher's being in a friendly manner motivates me in learning English.	176,3420	195,080	,084	,721
I think worksheets are useless.	178,3472	193,426	,016	,731
I learn more by reading the textbooks than by listening to the lectures.	176,9534	189,149	,221	,716
I like playing games and presenting sketches in the classroom because I like to move around.	176,9534	184,138	,350	,709
I prefer using the library/LL self-study rooms to study English.	177,7927	182,509	,339	,709
I like to practice English outside of the class.	176,9171	192,149	,114	,721
I like research assignments in English.	177,0984	186,891	,276	,713
I learn best when the teacher let me discover answers by myself rather than just giving me the answers.	176,7150	192,757	,114	,721
I learn best when we have translation exercises.	176,6528	190,447	,243	,716
I learn best when the teacher makes the learning fun.	176,3886	190,937	,284	,716

I prefer the teacher to critize and correct me even if this hurts my feelings.	177,3627	191,618	,094	,723
I like my projects to be displayed on classroom or school boards.	176,6839	187,728	,347	,712
I like learning using tapes / CDs / PCs in class.	177,0570	181,460	,407	,706
I learn best when I see the words rather than just hearing them.	176,5803	193,984	,092	,722
I like to learn English while working with a computer.	177,6114	183,916	,280	,713
I prefer working on projects by myself.	177,5855	189,036	,144	,721
I like it when we (students) help each other in correcting our written work.	176,8756	188,797	,249	,715
If I do not the answer to a question, I like to try to guess the answer.	176,9275	189,182	,208	,717
I think repetitions and revisions are necessary.	176,4974	192,897	,140	,720
I like the teacher to correct all my mistakes immediately.	177,2332	185,169	,295	,712
I like playing games and sketches in the class because it is enjoyable.	176,8135	185,361	,350	,710
I want to be the best student in my classroom.	176,4456	192,717	,159	,719
I want the teacher to praise me for my success in the class.	176,9637	185,681	,301	,712
I like learning from videos and televisions.	177,0674	181,188	,420	,705
I like to read newspapers and magazines in English.	177,2383	184,339	,328	,710
I prefer to learn by doing something in class.	176,5130	187,730	,434	,711
When I study alone, I remember things better.	177,8394	188,208	,172	,719
I like talking with other students in English.	176,8601	189,017	,225	,716
I learn best when I choose what work I would like to do.	176,8705	185,697	,302	,712
I prefer my teacher to tell me all the steps in detail before we start the activity.	176,6736	187,325	,332	,712
I prefer the teacher to give me the tasks with deadlines.	176,5907	191,712	,187	,718

I learn best when the teacher tells us jokes.	176,8238	187,479	,263	,714
I prefer warning my friends consistently when they make mistakes.	178,0881	192,341	,078	,724
I like to comfort my friends when they have difficulty in doing the activities.	176,8601	189,986	,228	,716
When the teacher tells me the instructions, I understand better.	177,1554	192,424	,090	,723
I think the teacher should bring real objects related to topic while telling the lessons.	176,6839	188,999	,275	,714
I learn best in class when I can participate in related activities.	176,6425	187,033	,369	,711
I like the way I am taught English in my school.	177,1451	199,989	-,131	,736

APPENDIX 5 The Reliability of Teacher Questionnaire

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Students learn best when they are alone.	171,9683	164,547	-,110	,806
Students learn more when they work in pairs or small groups so I like students work in pairs or small groups.	170,8413	153,394	,324	,791
Students learn best when they choose other students to work with.	170,8254	155,566	,273	,793
I think it is an advantage to use Turkish when explaining classroom activities and assignments to students.	171,0159	163,145	-,058	,806
Students learn best when the teacher is very strict and controls the lesson.	172,0000	163,161	-,060	,807
Students learn best when there is friendly atmosphere in class.	170,2222	156,563	,375	,791
I like teaching English grammar and the rules of correct English.	170,8730	157,822	,165	,797
The teacher's being in a friendly manner motivates the students in learning English.	170,1429	155,866	,501	,790
I do not prefer giving worksheets to my students.	172,9841	169,790	-,404	,810
I provide opportunities for the students to read the textbook rather than just listening to my lectures.	170,8571	154,060	,358	,790
I think playing games and presenting sketches with young students are effective activities since they give chance to students to move and walk around the class.	170,3968	153,824	,404	,789
I guide students to use the library/LL self-study rooms to study English.	171,2381	149,829	,470	,786
Students like practising English outside the class.	171,1111	153,552	,274	,793
I give assignments which students should research.	170,6825	154,575	,454	,789

Students learn best when the teacher lets them discover their own answers.	170,4444	151,573	,594	,785
Translation exercises help students develop English proficiency.	171,0635	150,060	,444	,787
Students learn effectively when classroom learning is fun.	170,1587	156,781	,332	,792
I critize and correct the students even if this hurts their feelings.	172,8254	160,727	,027	,803
I display the best projects of students on classroom or school boards.	170,2857	160,659	,083	,798
I like to use tapes/CDs/PCs in class.	170,3175	154,414	,444	,789
Students learn best when they see the words rather than just hearing them.	170,6508	152,166	,386	,789
I like to teach English with computer assisted language learning programme.	170,6984	149,859	,563	,784
I prefer students to work on projects by themselves.	171,4286	161,991	-,016	,804
I support peer correction in class.	170,7937	160,876	,079	,798
I encourage students to guess the answer if they do not know it.	170,1429	157,060	,385	,792
I think we should revise the items and make students to repeat regularly.	170,0794	158,623	,263	,794
I try to correct all student mistakes promptly, including oral errors.	171,4127	160,311	,033	,804
I think playing games and presenting sketches with young students in a class improves learning and creates a friendly atmosphere.	170,1111	159,165	,222	,795
Students want to be the best in English in my classrooms.	170,7619	154,184	,325	,791
I praise my students for their success in the class.	170,2063	156,263	,437	,791
I like to use video and television in class.	170,7460	150,031	,465	,786

I assign homework, which makes students read English newspapers or listen to English radio programs.	171,4286	150,604	,392	,788
I allow students to try doing something new in class.	170,5397	150,575	,587	,784
Students remember things better, when they study alone.	171,6508	165,102	-,132	,807
Students like talking with other students in English.	171,0159	151,145	,420	,788
Students learn best when they choose what work they would like to do so I let them to choose the work they would like to do.	170,7937	153,134	,397	,789
I prefer to tell the students all the steps in detail before they start doing the activities.	170,5238	158,802	,157	,797
Students prefer the teacher to give them the tasks with deadlines so I assign deadlines for the tasks I give them.	170,6984	154,117	,440	,789
Students learn best when the teacher tells them jokes so I use jokes in my lessons.	170,6190	156,272	,265	,793
I warn my students promptly when they make mistakes.	171,4603	150,123	,372	,789
I try to comfort my students when they have difficulty in doing activities.	170,1270	156,274	,472	,790
When I tell the instructions, students understand better.	170,3651	160,526	,088	,798
I bring real objects related to the topic while telling the lesson.	170,5714	155,249	,331	,791
I encourage students participate in related activities.	170,2222	156,950	,349	,792
I like the way I teach English in my school.	170,8254	154,727	,244	,794

Test Statistics(a)

	item45	introverted	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kinesthetic
Mann-Whitney U	4101,000	4324,000	3320,000	3710,500	3727,500	4431,500	3858,500	3791,500	3428,000	4032,000	3337,500	4313,500
Wilcoxon W	7104,000	7327,000	6323,000	6713,500	6730,500	7434,500	6861,500	10577,500	6431,000	7035,000	6340,500	7316,500
Z	-1,043	-,375	-3,039	-2,008	-1,964	-,092	-1,643	-1,789	-2,769	-1,150	-2,999	-,404
Asymp. Sig. (2-tailed)	,297	,708	,002	,045	,050	,927	,100	,074	,006	,250	,003	,686

a Grouping Variable: gender

Case Summaries

gender		item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
girl	N	116	116	116	116	116	116	116	116	116	116	116	116
	Mean	4,0172	13,0259	16,6466	17,1034	17,4052	15,1552	17,9052	15,1638	17,8707	14,9224	17,3362	16,6810
	Median	5,0000	13,0000	17,0000	18,0000	18,0000	15,0000	19,0000	15,0000	18,0000	15,0000	18,0000	17,0000
	Std. Deviation	1,32523	3,91976	2,43616	2,59893	2,25342	2,35392	2,68645	2,61083	1,99360	2,76673	2,05127	2,82719
	Std. Error of Mean	,12304	,36394	,22619	,24130	,20922	,21856	,24943	,24241	,18510	,25688	,19046	,26250
	Minimum	Completely disagree.	4,00	8,00	9,00	12,00	8,00	8,00	8,00	12,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
boy	N	77	77	77	77	77	77	77	77	77	77	77	77
	Mean	3,8442	12,7792	15,4026	16,5455	16,4805	14,9610	17,6234	15,8571	17,0000	14,4805	16,2857	16,6104
	Median	4,0000	12,0000	16,0000	17,0000	17,0000	15,0000	18,0000	16,0000	17,0000	14,0000	16,0000	17,0000
	Std. Deviation	1,38664	4,26622	2,89400	2,20374	2,94516	3,04977	2,41726	2,53250	2,28266	2,99829	2,48605	2,63656
	Std. Error of Mean	,15802	,48618	,32980	,25114	,33563	,34755	,27547	,28860	,26013	,34169	,28331	,30046
	Minimum	Completely disagree.	4,00	8,00	10,00	8,00	4,00	8,00	8,00	11,00	8,00	11,00	9,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
Total	N	193	193	193	193	193	193	193	193	193	193	193	193
	Mean	3,9482	12,9275	16,1503	16,8808	17,0363	15,0777	17,7927	15,4404	17,5233	14,7461	16,9171	16,6528
	Median	5,0000	13,0000	16,0000	17,0000	18,0000	15,0000	19,0000	16,0000	18,0000	15,0000	17,0000	17,0000
	Std. Deviation	1,34915	4,05238	2,69127	2,45825	2,58476	2,64756	2,57968	2,59563	2,15076	2,86189	2,28750	2,74596
	Std. Error of Mean	,09711	,29170	,19372	,17695	,18605	,19058	,18569	,18684	,15481	,20600	,16466	,19766
	Minimum	Completely disagree.	4,00	8,00	9,00	8,00	4,00	8,00	8,00	11,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00

Test Statistics(a)

	item45	introverted	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kinesthetic
Mann-Whitney U	3791,500	4241,000	4279,500	4437,000	3680,000	4152,500	4083,500	4209,500	4133,000	4050,500	4342,500	4295,000
Wilcoxon W	6872,500	10911,000	10949,500	11107,000	6761,000	7233,500	7164,500	10879,500	10803,000	10720,500	11012,500	7376,000
Z	-1,977	-,643	-,544	-,127	-2,136	-,880	-1,083	-,729	-,937	-1,149	-,378	-,503
Asymp. Sig. (2-tailed)	,048	,520	,587	,899	,033	,379	,279	,466	,349	,251	,706	,615

a Grouping Variable: family

Case Summaries

family		item45	introverted	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
yes	N	78	78	78	78	78	78	78	78	78	78	78	78
	Mean	3,7308	13,1538	16,2308	16,8333	16,5385	14,8205	17,4103	15,5769	17,7436	15,0128	17,0000	16,5128
	Median	4,0000	13,0000	16,0000	17,0000	17,0000	15,0000	18,0000	16,0000	18,0000	15,5000	17,0000	17,0000
	Std. Deviation	1,42038	4,00998	2,86458	2,65514	2,72407	2,93985	2,90738	2,59630	1,95691	2,91210	2,26779	2,82725
	Std. Error of Mean	,16083	,45404	,32435	,30064	,30844	,33287	,32920	,29397	,22158	,32973	,25678	,32012
	Minimum	Completely disagree.	5,00	9,00	9,00	10,00	4,00	8,00	9,00	12,00	8,00	11,00	9,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
no	N	115	115	115	115	115	115	115	115	115	115	115	115
	Mean	4,0957	12,7739	16,0957	16,9130	17,3739	15,2522	18,0522	15,3478	17,3739	14,5652	16,8609	16,7478
	Median	5,0000	13,0000	16,0000	17,0000	18,0000	15,0000	19,0000	16,0000	18,0000	15,0000	17,0000	17,0000
	Std. Deviation	1,28400	4,09120	2,57850	2,32668	2,44038	2,42734	2,30881	2,60244	2,26902	2,82573	2,30897	2,69777
	Std. Error of Mean	,11973	,38151	,24045	,21696	,22757	,22635	,21530	,24268	,21159	,26350	,21531	,25157
	Minimum	Completely disagree.	4,00	8,00	11,00	8,00	9,00	8,00	8,00	11,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
Total	N	193	193	193	193	193	193	193	193	193	193	193	193
	Mean	3,9482	12,9275	16,1503	16,8808	17,0363	15,0777	17,7927	15,4404	17,5233	14,7461	16,9171	16,6528
	Median	5,0000	13,0000	16,0000	17,0000	18,0000	15,0000	19,0000	16,0000	18,0000	15,0000	17,0000	17,0000
	Std. Deviation	1,34915	4,05238	2,69127	2,45825	2,58476	2,64756	2,57968	2,59563	2,15076	2,86189	2,28750	2,74596
	Std. Error of Mean	,09711	,29170	,19372	,17695	,18605	,19058	,18569	,18684	,15481	,20600	,16466	,19766
	Minimum	Completely disagree.	4,00	8,00	9,00	8,00	4,00	8,00	8,00	11,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00

APPENDIX 8

Correlations

		age	item45	İntrovert.	extroverted	intuitive	sensing	closure
age	Pearson Correlation	1	,034	-,023	-,077	-,078	-,010	-,046
	Sig. (2-tailed)		,639	,752	,286	,284	,894	,524
	N	193	193	193	193	193	193	193
item45	Pearson Correlation	,034	1	-,066	-,009	-,143(*)	-,095	,070
	Sig. (2-tailed)	,639		,359	,898	,047	,189	,336
	N	193	193	193	193	193	193	193
İntroverted	Pearson Correlation	-,023	-,066	1	-,277(**)	,137	,019	,065
	Sig. (2-tailed)	,752	,359		,000	,058	,797	,368
	N	193	193	193	193	193	193	193
Extroverted	Pearson Correlation	-,077	-,009	-,277(**)	1	,146(*)	,001	,188(**)
	Sig. (2-tailed)	,286	,898	,000		,043	,984	,009
	N	193	193	193	193	193	193	193
İntuitive Random	Pearson Correlation	-,078	-,143(*)	,137	,146(*)	1	,108	,218(**)
	Sig. (2-tailed)	,284	,047	,058	,043		,135	,002
	N	193	193	193	193	193	193	193
Sensing Sequential	Pearson Correlation	-,010	-,095	,019	,001	,108	1	,154(*)
	Sig. (2-tailed)	,894	,189	,797	,984	,135		,032
	N	193	193	193	193	193	193	193
Closure Oriented	Pearson Correlation	-,046	,070	,065	,188(**)	,218(**)	,154(*)	1
	Sig. (2-tailed)	,524	,336	,368	,009	,002	,032	
	N	193	193	193	193	193	193	193
Open Perceiving	Pearson Correlation	-,074	-,165(*)	,063	,070	,317(**)	,222(**)	-,008
	Sig. (2-tailed)	,306	,022	,382	,335	,000	,002	,909
	N	193	193	193	193	193	193	193
Thinking	Pearson Correlation	-,013	,036	,191(**)	,120	,200(**)	-,050	,216(**)
	Sig. (2-tailed)	,861	,616	,008	,096	,005	,492	,003
	N	193	193	193	193	193	193	193
Feeling	Pearson Correlation	,002	-,127	,070	,232(**)	,258(**)	,225(**)	,172(*)
	Sig. (2-tailed)	,978	,078	,337	,001	,000	,002	,017
	N	193	193	193	193	193	193	193
Auditory	Pearson Correlation	-,120	-,048	,203(**)	,025	,222(**)	,115	,131
	Sig. (2-tailed)	,097	,508	,005	,734	,002	,112	,069
	N	193	193	193	193	193	193	193
Visual	Pearson Correlation	-,141	-,114	,084	,314(**)	,285(**)	,230(**)	,113
	Sig. (2-tailed)	,050	,113	,248	,000	,000	,001	,118
	N	193	193	193	193	193	193	193
Kinesthetic	Pearson Correlation	-,138	-,048	,056	,189(**)	,395(**)	,154(*)	,130
	Sig. (2-tailed)	,056	,503	,441	,009	,000	,032	,072
	N	193	193	193	193	193	193	193

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Correlations

		open	thinking	feeling	auditory	visual	Kines.
age	Pearson Correlation	-,074	-,013	,002	-,120	-,141	-,138
	Sig. (2-tailed)	,306	,861	,978	,097	,050	,056
	N	193	193	193	193	193	193
item45	Pearson Correlation	-,165(*)	,036	-,127	-,048	-,114	-,048
	Sig. (2-tailed)	,022	,616	,078	,508	,113	,503
	N	193	193	193	193	193	193
İntroverted	Pearson Correlation	,063	,191(**)	,070	,203(**)	,084	,056
	Sig. (2-tailed)	,382	,008	,337	,005	,248	,441
	N	193	193	193	193	193	193
Extroverted	Pearson Correlation	,070	,120	,232(**)	,025	,314(**)	,189(**)
	Sig. (2-tailed)	,335	,096	,001	,734	,000	,009
	N	193	193	193	193	193	193
İntuitive Random	Pearson Correlation	,317(**)	,200(**)	,258(**)	,222(**)	,285(**)	,395(**)
	Sig. (2-tailed)	,000	,005	,000	,002	,000	,000
	N	193	193	193	193	193	193
Sensing Sequential	Pearson Correlation	,222(**)	-,050	,225(**)	,115	,230(**)	,154(*)
	Sig. (2-tailed)	,002	,492	,002	,112	,001	,032
	N	193	193	193	193	193	193
Closure Oriented	Pearson Correlation	-,008	,216(**)	,172(*)	,131	,113	,130
	Sig. (2-tailed)	,909	,003	,017	,069	,118	,072
	N	193	193	193	193	193	193
Open Perceiving	Pearson Correlation	1	-,137	,285(**)	,245(**)	,183(*)	,513(**)
	Sig. (2-tailed)		,057	,000	,001	,011	,000
	N	193	193	193	193	193	193
Thinking	Pearson Correlation	-,137	1	,048	,039	,039	,030
	Sig. (2-tailed)	,057		,507	,591	,594	,683
	N	193	193	193	193	193	193
Feeling	Pearson Correlation	,285(**)	,048	1	,253(**)	,269(**)	,257(**)
	Sig. (2-tailed)	,000	,507		,000	,000	,000
	N	193	193	193	193	193	193
Auditory	Pearson Correlation	,245(**)	,039	,253(**)	1	,288(**)	,438(**)
	Sig. (2-tailed)	,001	,591	,000		,000	,000
	N	193	193	193	193	193	193
Visual	Pearson Correlation	,183(*)	,039	,269(**)	,288(**)	1	,267(**)
	Sig. (2-tailed)	,011	,594	,000	,000		,000
	N	193	193	193	193	193	193
kinesthetic	Pearson Correlation	,513(**)	,030	,257(**)	,438(**)	,267(**)	1
	Sig. (2-tailed)	,000	,683	,000	,000	,000	
	N	193	193	193	193	193	193

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Test Statistics(a)

	item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	kinesthetic
Mann-Whitney U	359,000	248,000	336,500	340,000	252,500	374,500	322,000	368,000	315,500	337,500	368,000	344,500
Wilcoxon W	1487,000	384,000	472,500	1468,000	1380,500	510,500	1450,000	504,000	1443,500	1465,500	504,000	1472,500
Z	-,282	-2,036	-,632	-,583	-1,978	-,024	-,867	-,128	-,976	-,627	-,128	-,504
Asymp. Sig. (2-tailed)	,778	,042	,528	,560	,048	,981	,386	,898	,329	,530	,898	,614

a Grouping Variable: gender

Case Summaries

gender		item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
girl	N	47	47	47	47	47	47	47	47	47	47	47	47
	Mean	3,8723	13,0213	15,2553	16,4255	16,5957	13,7872	17,6809	13,0000	18,0213	14,4043	15,3830	17,0000
	Median	4,0000	13,0000	15,0000	16,0000	17,0000	13,0000	18,0000	13,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,15377	2,40008	2,23089	1,95320	1,74031	2,79702	1,87786	2,55377	1,72563	1,61056	2,54996	2,25543
	Std. Error of Mean	,16829	,35009	,32541	,28490	,25385	,40799	,27391	,37251	,25171	,23492	,37195	,32899
	Minimum	Completely disagree.	8,00	9,00	10,00	13,00	7,00	12,00	8,00	14,00	9,00	10,00	12,00
	Maximum	Completely agree.	18,00	19,00	20,00	20,00	19,00	20,00	19,00	20,00	17,00	20,00	20,00
boy	N	16	16	16	16	16	16	16	16	16	16	16	16
	Mean	4,0000	11,5000	14,8750	16,6250	17,6250	13,6250	18,1875	13,0000	18,5625	14,8125	15,5000	17,2500
	Median	4,0000	12,0000	14,5000	17,0000	18,0000	13,5000	18,5000	13,0000	19,0000	15,0000	15,5000	17,0000
	Std. Deviation	1,03280	3,18329	2,84898	2,39096	2,02896	2,77789	1,60078	1,93218	1,31498	,91059	1,63299	2,67083
	Std. Error of Mean	,25820	,79582	,71224	,59774	,50724	,69447	,40020	,48305	,32874	,22765	,40825	,66771
	Minimum	Disagree.	6,00	10,00	12,00	14,00	7,00	15,00	10,00	16,00	13,00	13,00	10,00
	Maximum	Completely agree.	19,00	19,00	20,00	20,00	18,00	20,00	18,00	20,00	16,00	19,00	20,00
Total	N	63	63	63	63	63	63	63	63	63	63	63	63
	Mean	3,9048	12,6349	15,1587	16,4762	16,8571	13,7460	17,8095	13,0000	18,1587	14,5079	15,4127	17,0635
	Median	4,0000	13,0000	15,0000	16,0000	17,0000	13,0000	18,0000	13,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,11752	2,67788	2,38413	2,05456	1,85661	2,77063	1,81265	2,39623	1,63831	1,46874	2,33925	2,34777
	Std. Error of Mean	,14079	,33738	,30037	,25885	,23391	,34907	,22837	,30190	,20641	,18504	,29472	,29579
	Minimum	Completely disagree.	6,00	9,00	10,00	13,00	7,00	12,00	8,00	14,00	9,00	10,00	10,00
	Maximum	Completely agree.	19,00	19,00	20,00	20,00	19,00	20,00	19,00	20,00	17,00	20,00	20,00

Test Statistics(a)

	item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Mann-Whitney U	3216,500	3344,500	2302,500	2915,000	2955,500	2584,500	3131,000	1914,000	3451,500	3177,000	1910,000	3461,000
Wilcoxon W	5232,500	5360,500	4318,500	4931,000	4971,500	4600,500	5147,000	3930,000	10237,500	5193,000	3926,000	10247,000
Z	-1,418	-,938	-4,119	-2,254	-2,133	-3,254	-1,622	-5,291	-,623	-1,457	-5,317	-,588
Asymp. Sig. (2-tailed)	,156	,348	,000	,024	,033	,001	,105	,000	,533	,145	,000	,556

a Grouping Variable: group

Case Summaries

group		item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Student	N	116	116	116	116	116	116	116	116	116	116	116	116
	Mean	4,0172	13,0259	16,6466	17,1034	17,4052	15,1552	17,9052	15,1638	17,8707	14,9224	17,3362	16,6810
	Median	5,0000	13,0000	17,0000	18,0000	18,0000	15,0000	19,0000	15,0000	18,0000	15,0000	18,0000	17,0000
	Std. Deviation	1,32523	3,91976	2,43616	2,59893	2,25342	2,35392	2,68645	2,61083	1,99360	2,76673	2,05127	2,82719
	Std. Error of Mean	,12304	,36394	,22619	,24130	,20922	,21856	,24943	,24241	,18510	,25688	,19046	,26250
	Minimum	Completely disagree.	4,00	8,00	9,00	12,00	8,00	8,00	8,00	12,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
Teacher	N	63	63	63	63	63	63	63	63	63	63	63	63
	Mean	3,9048	12,6349	15,1587	16,4762	16,8571	13,7460	17,8095	13,0000	18,1587	14,5079	15,4127	17,0635
	Median	4,0000	13,0000	15,0000	16,0000	17,0000	13,0000	18,0000	13,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,11752	2,67788	2,38413	2,05456	1,85661	2,77063	1,81265	2,39623	1,63831	1,46874	2,33925	2,34777
	Std. Error of Mean	,14079	,33738	,30037	,25885	,23391	,34907	,22837	,30190	,20641	,18504	,29472	,29579
	Minimum	Completely disagree.	6,00	9,00	10,00	13,00	7,00	12,00	8,00	14,00	9,00	10,00	10,00
	Maximum	Completely agree.	19,00	19,00	20,00	20,00	19,00	20,00	19,00	20,00	17,00	20,00	20,00
Total	N	179	179	179	179	179	179	179	179	179	179	179	179
	Mean	3,9777	12,8883	16,1229	16,8827	17,2123	14,6592	17,8715	14,4022	17,9721	14,7765	16,6592	16,8156
	Median	4,0000	13,0000	16,0000	17,0000	17,0000	15,0000	19,0000	14,0000	18,0000	15,0000	17,0000	17,0000
	Std. Deviation	1,25401	3,52978	2,51434	2,43400	2,13312	2,59018	2,41024	2,73455	1,87662	2,39506	2,33947	2,66787
	Std. Error of Mean	,09373	,26383	,18793	,18193	,15944	,19360	,18015	,20439	,14026	,17902	,17486	,19941
	Minimum	Completely disagree.	4,00	8,00	9,00	12,00	7,00	8,00	8,00	12,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00

Test Statistics(a)

	item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Mann-Whitney U	2344,000	2361,000	2257,500	2327,500	2387,000	1849,500	2412,000	985,000	1718,000	2381,000	1950,500	2212,000
Wilcoxon W	4360,000	4377,000	4273,500	4343,500	5390,000	3865,500	4428,000	3001,000	4721,000	5384,000	3966,500	5215,000
Z	-,360	-,271	-,709	-,416	-,163	-2,427	-,057	-6,067	-3,006	-,189	-2,005	-,902
Asymp. Sig. (2-tailed)	,719	,786	,478	,677	,871	,015	,954	,000	,003	,850	,045	,367

a Grouping Variable: group

Case Summaries

group		item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Student	N	77	77	77	77	77	77	77	77	77	77	77	77
	Mean	3,8442	12,7792	15,4026	16,5455	16,4805	14,9610	17,6234	15,8571	17,0000	14,4805	16,2857	16,6104
	Median	4,0000	12,0000	16,0000	17,0000	17,0000	15,0000	18,0000	16,0000	17,0000	14,0000	16,0000	17,0000
	Std. Deviation	1,38664	4,26622	2,89400	2,20374	2,94516	3,04977	2,41726	2,53250	2,28266	2,99829	2,48605	2,63656
	Std. Error of Mean	,15802	,48618	,32980	,25114	,33563	,34755	,27547	,28860	,26013	,34169	,28331	,30046
	Minimum	Completely disagree.	4,00	8,00	10,00	8,00	4,00	8,00	8,00	11,00	8,00	11,00	9,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
Teacher	N	63	63	63	63	63	63	63	63	63	63	63	63
	Mean	3,9048	12,6349	15,1587	16,4762	16,8571	13,7460	17,8095	13,0000	18,1587	14,5079	15,4127	17,0635
	Median	4,0000	13,0000	15,0000	16,0000	17,0000	13,0000	18,0000	13,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,11752	2,67788	2,38413	2,05456	1,85661	2,77063	1,81265	2,39623	1,63831	1,46874	2,33925	2,34777
	Std. Error of Mean	,14079	,33738	,30037	,25885	,23391	,34907	,22837	,30190	,20641	,18504	,29472	,29579
	Minimum	Completely disagree.	6,00	9,00	10,00	13,00	7,00	12,00	8,00	14,00	9,00	10,00	10,00
	Maximum	Completely agree.	19,00	19,00	20,00	20,00	19,00	20,00	19,00	20,00	17,00	20,00	20,00
Total	N	140	140	140	140	140	140	140	140	140	140	140	140
	Mean	3,8714	12,7143	15,2929	16,5143	16,6500	14,4143	17,7071	14,5714	17,5214	14,4929	15,8929	16,8143
	Median	4,0000	13,0000	15,0000	17,0000	17,0000	15,0000	18,0000	14,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,26856	3,62701	2,67010	2,13058	2,51306	2,97951	2,16079	2,84654	2,09304	2,42439	2,45153	2,51209
	Std. Error of Mean	,10721	,30654	,22566	,18007	,21239	,25181	,18262	,24058	,17689	,20490	,20719	,21231
	Minimum	Completely disagree.	4,00	8,00	10,00	8,00	4,00	8,00	8,00	11,00	8,00	10,00	9,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00

Test Statistics(a)

	item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Mann-Whitney U	2408,500	2202,500	1813,500	2073,500	2406,000	1920,000	2433,000	1128,500	2195,500	2092,500	1500,000	2241,000
Wilcoxon W	5489,500	4218,500	3829,500	4089,500	5487,000	3936,000	4449,000	3144,500	5276,500	4108,500	3516,000	5322,000
Z	-,211	-1,059	-2,688	-1,608	-,213	-2,242	-,101	-5,544	-1,104	-1,531	-4,000	-,904
Asymp. Sig. (2-tailed)	,833	,289	,007	,108	,831	,025	,919	,000	,270	,126	,000	,366

a Grouping Variable: group

Case Summaries

group		item45	introverted	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Student	N	78	78	78	78	78	78	78	78	78	78	78	78
	Mean	3,7308	13,1538	16,2308	16,8333	16,5385	14,8205	17,4103	15,5769	17,7436	15,0128	17,0000	16,5128
	Median	4,0000	13,0000	16,0000	17,0000	17,0000	15,0000	18,0000	16,0000	18,0000	15,5000	17,0000	17,0000
	Std. Deviation	1,42038	4,00998	2,86458	2,65514	2,72407	2,93985	2,90738	2,59630	1,95691	2,91210	2,26779	2,82725
	Std. Error of Mean	,16083	,45404	,32435	,30064	,30844	,33287	,32920	,29397	,22158	,32973	,25678	,32012
	Minimum	Completely disagree.	5,00	9,00	9,00	10,00	4,00	8,00	9,00	12,00	8,00	11,00	9,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
Teacher	N	63	63	63	63	63	63	63	63	63	63	63	63
	Mean	3,9048	12,6349	15,1587	16,4762	16,8571	13,7460	17,8095	13,0000	18,1587	14,5079	15,4127	17,0635
	Median	4,0000	13,0000	15,0000	16,0000	17,0000	13,0000	18,0000	13,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,11752	2,67788	2,38413	2,05456	1,85661	2,77063	1,81265	2,39623	1,63831	1,46874	2,33925	2,34777
	Std. Error of Mean	,14079	,33738	,30037	,25885	,23391	,34907	,22837	,30190	,20641	,18504	,29472	,29579
	Minimum	Completely disagree.	6,00	9,00	10,00	13,00	7,00	12,00	8,00	14,00	9,00	10,00	10,00
	Maximum	Completely agree.	19,00	19,00	20,00	20,00	19,00	20,00	19,00	20,00	17,00	20,00	20,00
Total	N	141	141	141	141	141	141	141	141	141	141	141	141
	Mean	3,8085	12,9220	15,7518	16,6738	16,6809	14,3404	17,5887	14,4255	17,9291	14,7872	16,2908	16,7589
	Median	4,0000	13,0000	16,0000	17,0000	17,0000	15,0000	18,0000	14,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,29237	3,47660	2,70491	2,40386	2,37342	2,90524	2,47868	2,81129	1,82696	2,38390	2,42469	2,62923
	Std. Error of Mean	,10884	,29278	,22779	,20244	,19988	,24467	,20874	,23675	,15386	,20076	,20420	,22142
	Minimum	Completely disagree.	5,00	9,00	9,00	10,00	4,00	8,00	8,00	12,00	8,00	10,00	9,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00

Test Statistics(a)

	item45	introverted	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Mann-Whitney U	3055,000	3503,000	2746,500	3169,000	2911,500	2514,000	3110,000	1770,500	2974,000	3554,500	2360,500	3432,000
Wilcoxon W	5071,000	5519,000	4762,500	5185,000	4927,500	4530,000	5126,000	3786,500	9644,000	5570,500	4376,500	10102,000
Z	-1,865	-,365	-2,689	-1,394	-2,187	-3,395	-1,594	-5,669	-2,004	-,209	-3,873	-,585
Asymp. Sig. (2-tailed)	,062	,715	,007	,163	,029	,001	,111	,000	,045	,834	,000	,559

a Grouping Variable: group

Case Summaries

group		item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Student	N	115	115	115	115	115	115	115	115	115	115	115	115
	Mean	4,0957	12,7739	16,0957	16,9130	17,3739	15,2522	18,0522	15,3478	17,3739	14,5652	16,8609	16,7478
	Median	5,0000	13,0000	16,0000	17,0000	18,0000	15,0000	19,0000	16,0000	18,0000	15,0000	17,0000	17,0000
	Std. Deviation	1,28400	4,09120	2,57850	2,32668	2,44038	2,42734	2,30881	2,60244	2,26902	2,82573	2,30897	2,69777
	Std. Error of Mean	,11973	,38151	,24045	,21696	,22757	,22635	,21530	,24268	,21159	,26350	,21531	,25157
	Minimum	Completely disagree.	4,00	8,00	11,00	8,00	9,00	8,00	8,00	11,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
Teacher	N	63	63	63	63	63	63	63	63	63	63	63	63
	Mean	3,9048	12,6349	15,1587	16,4762	16,8571	13,7460	17,8095	13,0000	18,1587	14,5079	15,4127	17,0635
	Median	4,0000	13,0000	15,0000	16,0000	17,0000	13,0000	18,0000	13,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,11752	2,67788	2,38413	2,05456	1,85661	2,77063	1,81265	2,39623	1,63831	1,46874	2,33925	2,34777
	Std. Error of Mean	,14079	,33738	,30037	,25885	,23391	,34907	,22837	,30190	,20641	,18504	,29472	,29579
	Minimum	Completely disagree.	6,00	9,00	10,00	13,00	7,00	12,00	8,00	14,00	9,00	10,00	10,00
	Maximum	Completely agree.	19,00	19,00	20,00	20,00	19,00	20,00	19,00	20,00	17,00	20,00	20,00
Total	N	178	178	178	178	178	178	178	178	178	178	178	178
	Mean	4,0281	12,7247	15,7640	16,7584	17,1910	14,7191	17,9663	14,5169	17,6517	14,5449	16,3483	16,8596
	Median	5,0000	13,0000	16,0000	17,0000	17,0000	15,0000	18,0000	14,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,22788	3,64646	2,54462	2,23810	2,25933	2,64677	2,14423	2,76423	2,09709	2,42881	2,41512	2,57705
	Std. Error of Mean	,09203	,27331	,19073	,16775	,16934	,19838	,16072	,20719	,15718	,18205	,18102	,19316
	Minimum	Completely disagree.	4,00	8,00	10,00	8,00	7,00	8,00	8,00	11,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00

APPENDIX 14

Correlations

		age	howlong	howlong_ in primary	item45	introverted	extroverted	intuitive	Sensing
age	Pearson Correlation	1	,925(**)	,880(**)	,181	-,149	-,126	-,137	-,221
	Sig. (2-tailed)		,000	,000	,157	,245	,324	,286	,082
	N	63	63	63	63	63	63	63	63
howlong	Pearson Correlation	,925(**)	1	,916(**)	,120	-,096	-,121	-,173	-,260(*)
	Sig. (2-tailed)	,000		,000	,347	,454	,345	,175	,040
	N	63	63	63	63	63	63	63	63
howlong_	Pearson Correlation	,880(**)	,916(**)	1	,098	-,129	-,150	-,219	-,214
İn primary	Sig. (2-tailed)	,000	,000		,445	,313	,239	,085	,091
School	N	63	63	63	63	63	63	63	63
item45	Pearson Correlation	,181	,120	,098	1	-,114	,139	,273(*)	,040
	Sig. (2-tailed)	,157	,347	,445		,373	,277	,030	,756
	N	63	63	63	63	63	63	63	63
İntroverted	Pearson Correlation	-,149	-,096	-,129	-,114	1	,032	-,214	,051
	Sig. (2-tailed)	,245	,454	,313	,373		,804	,092	,692
	N	63	63	63	63	63	63	63	63
Extroverted	Pearson Correlation	-,126	-,121	-,150	,139	,032	1	,584(**)	-,024
	Sig. (2-tailed)	,324	,345	,239	,277	,804		,000	,852
	N	63	63	63	63	63	63	63	63
İntuitive random	Pearson Correlation	-,137	-,173	-,219	,273(*)	-,214	,584(**)	1	,158
	Sig. (2-tailed)	,286	,175	,085	,030	,092	,000		,217
	N	63	63	63	63	63	63	63	63
Sensing	Pearson Correlation	-,221	-,260(*)	-,214	,040	,051	-,024	,158	1
Sequential	Sig. (2-tailed)	,082	,040	,091	,756	,692	,852	,217	
	N	63	63	63	63	63	63	63	63
Closure	Pearson Correlation	-,035	-,081	-,093	,029	,194	-,084	-,103	,328(**)
Oriented	Sig. (2-tailed)	,788	,526	,471	,824	,128	,512	,421	,009
	N	63	63	63	63	63	63	63	63
Open	Pearson Correlation	-,028	-,023	-,142	,222	-,327(**)	,350(**)	,462(**)	,116
Perceiving	Sig. (2-tailed)	,827	,860	,268	,081	,009	,005	,000	,364
	N	63	63	63	63	63	63	63	63
Thinking	Pearson Correlation	-,087	-,151	-,169	,030	,284(*)	,119	,010	,294(*)
	Sig. (2-tailed)	,500	,237	,186	,815	,024	,355	,939	,019
	N	63	63	63	63	63	63	63	63
Feeling	Pearson Correlation	-,165	-,133	-,170	,114	-,170	,282(*)	,543(**)	,273(*)
	Sig. (2-tailed)	,195	,297	,183	,373	,182	,025	,000	,031
	N	63	63	63	63	63	63	63	63
Auditory	Pearson Correlation	,086	,046	-,017	,344(**)	-,005	,262(*)	,373(**)	,258(*)
	Sig. (2-tailed)	,505	,721	,894	,006	,966	,038	,003	,041
	N	63	63	63	63	63	63	63	63
Visual	Pearson Correlation	-,236	-,223	-,224	,231	,089	,309(*)	,458(**)	,274(*)
	Sig. (2-tailed)	,063	,078	,077	,068	,489	,014	,000	,030
	N	63	63	63	63	63	63	63	63
Kinesthetic	Pearson Correlation	-,172	-,205	-,241	,248(*)	-,114	,641(**)	,639(**)	,102
	Sig. (2-tailed)	,178	,107	,058	,050	,373	,000	,000	,426
	N	63	63	63	63	63	63	63	63

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

		closure	open	thinking	feeling	auditory	visual	Kines.
age	Pearson Correlation	-,035	-,028	-,087	-,165	,086	-,236	-,172
	Sig. (2-tailed)	,788	,827	,500	,195	,505	,063	,178
	N	63	63	63	63	63	63	63
howlong	Pearson Correlation	-,081	-,023	-,151	-,133	,046	-,223	-,205
	Sig. (2-tailed)	,526	,860	,237	,297	,721	,078	,107
	N	63	63	63	63	63	63	63
howlong_	Pearson Correlation	-,093	-,142	-,169	-,170	-,017	-,224	-,241
İn primary	Sig. (2-tailed)	,471	,268	,186	,183	,894	,077	,058
School	N	63	63	63	63	63	63	63
item45	Pearson Correlation	,029	,222	,030	,114	,344(**)	,231	,248(*)
	Sig. (2-tailed)	,824	,081	,815	,373	,006	,068	,050
	N	63	63	63	63	63	63	63
İntroverted	Pearson Correlation	,194	-,327(**)	,284(*)	-,170	-,005	,089	-,114
	Sig. (2-tailed)	,128	,009	,024	,182	,966	,489	,373
	N	63	63	63	63	63	63	63
Extroverted	Pearson Correlation	-,084	,350(**)	,119	,282(*)	,262(*)	,309(*)	,641(**)
	Sig. (2-tailed)	,512	,005	,355	,025	,038	,014	,000
	N	63	63	63	63	63	63	63
İntuitive	Pearson Correlation	-,103	,462(**)	,010	,543(**)	,373(**)	,458(**)	,639(**)
Random	Sig. (2-tailed)	,421	,000	,939	,000	,003	,000	,000
	N	63	63	63	63	63	63	63
Sensing	Pearson Correlation	,328(**)	,116	,294(*)	,273(*)	,258(*)	,274(*)	,102
Sequential	Sig. (2-tailed)	,009	,364	,019	,031	,041	,030	,426
	N	63	63	63	63	63	63	63
Closure	Pearson Correlation	1	-,003	,493(**)	-,140	,258(*)	,116	-,040
Oriented	Sig. (2-tailed)		,979	,000	,273	,041	,365	,758
	N	63	63	63	63	63	63	63
Open	Pearson Correlation	-,003	1	,041	,515(**)	,249(*)	,460(**)	,465(**)
Perceiving	Sig. (2-tailed)	,979		,751	,000	,049	,000	,000
	N	63	63	63	63	63	63	63
Thinking	Pearson Correlation	,493(**)	,041	1	,078	,087	,253(*)	,212
	Sig. (2-tailed)	,000	,751		,543	,497	,045	,095
	N	63	63	63	63	63	63	63
Feeling	Pearson Correlation	-,140	,515(**)	,078	1	,221	,542(**)	,509(**)
	Sig. (2-tailed)	,273	,000	,543		,082	,000	,000
	N	63	63	63	63	63	63	63
Auditory	Pearson Correlation	,258(*)	,249(*)	,087	,221	1	,163	,252(*)
	Sig. (2-tailed)	,041	,049	,497	,082		,201	,046
	N	63	63	63	63	63	63	63
Visual	Pearson Correlation	,116	,460(**)	,253(*)	,542(**)	,163	1	,515(**)
	Sig. (2-tailed)	,365	,000	,045	,000	,201		,000
	N	63	63	63	63	63	63	63
kinesthetict	Pearson Correlation	-,040	,465(**)	,212	,509(**)	,252(*)	,515(**)	1
	Sig. (2-tailed)	,758	,000	,095	,000	,046	,000	
	N	63	63	63	63	63	63	63

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Test Statistics(a)

	item45	introverted	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Mann-Whitney U	5560,500	5705,500	4560,000	5242,500	5419,500	4434,000	5543,000	2899,000	5169,500	5647,000	3860,500	5673,000
Wilcoxon W	7576,500	7721,500	6576,000	7258,500	7435,500	6450,000	7559,000	4915,000	23890,500	7663,000	5876,500	24394,000
Z	-1,089	-,735	-3,000	-1,656	-1,306	-3,246	-1,075	-6,272	-1,810	-,855	-4,385	-,803
Asymp. Sig. (2-tailed)	,276	,462	,003	,098	,191	,001	,282	,000	,070	,392	,000	,422

a Grouping Variable: group

Case Summaries

group		item45	İntrovert.	extroverted	intuitive	sensing	closure	open	thinking	feeling	auditory	visual	Kines.
Student	N	193	193	193	193	193	193	193	193	193	193	193	193
	Mean	3,9482	12,9275	16,1503	16,8808	17,0363	15,0777	17,7927	15,4404	17,5233	14,7461	16,9171	16,6528
	Median	5,0000	13,0000	16,0000	17,0000	18,0000	15,0000	19,0000	16,0000	18,0000	15,0000	17,0000	17,0000
	Std. Deviation	1,34915	4,05238	2,69127	2,45825	2,58476	2,64756	2,57968	2,59563	2,15076	2,86189	2,28750	2,74596
	Std. Error of Mean	,09711	,29170	,19372	,17695	,18605	,19058	,18569	,18684	,15481	,20600	,16466	,19766
	Minimum	Completely disagree.	4,00	8,00	9,00	8,00	4,00	8,00	8,00	11,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00
Teacher	N	63	63	63	63	63	63	63	63	63	63	63	63
	Mean	3,9048	12,6349	15,1587	16,4762	16,8571	13,7460	17,8095	13,0000	18,1587	14,5079	15,4127	17,0635
	Median	4,0000	13,0000	15,0000	16,0000	17,0000	13,0000	18,0000	13,0000	18,0000	15,0000	16,0000	17,0000
	Std. Deviation	1,11752	2,67788	2,38413	2,05456	1,85661	2,77063	1,81265	2,39623	1,63831	1,46874	2,33925	2,34777
	Std. Error of Mean	,14079	,33738	,30037	,25885	,23391	,34907	,22837	,30190	,20641	,18504	,29472	,29579
	Minimum	Completely disagree.	6,00	9,00	10,00	13,00	7,00	12,00	8,00	14,00	9,00	10,00	10,00
	Maximum	Completely agree.	19,00	19,00	20,00	20,00	19,00	20,00	19,00	20,00	17,00	20,00	20,00
Total	N	256	256	256	256	256	256	256	256	256	256	256	256
	Mean	3,9375	12,8555	15,9063	16,7813	16,9922	14,7500	17,7969	14,8398	17,6797	14,6875	16,5469	16,7539
	Median	4,0000	13,0000	16,0000	17,0000	17,0000	15,0000	18,0000	15,0000	18,0000	15,0000	17,0000	17,0000
	Std. Deviation	1,29403	3,75821	2,64927	2,36788	2,42373	2,73395	2,41030	2,75285	2,05200	2,58881	2,38577	2,65500
	Std. Error of Mean	,08088	,23489	,16558	,14799	,15148	,17087	,15064	,17205	,12825	,16180	,14911	,16594
	Minimum	Completely disagree.	4,00	8,00	9,00	8,00	4,00	8,00	8,00	11,00	8,00	9,00	7,00
	Maximum	Completely agree.	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00	20,00

ÖZGEÇMİŞ

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