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Gender Differences in Language Learning Style Preferences

**The Case of Third Year EFL Students (Literature Classes)
at Amar Thelidji University of Laghouat**

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL
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LITERATURE

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Dedication

First and foremost, we have to thank our parents for their love and support throughout our lives. Thank you for giving us the strength to chase our dreams. Our sisters, brothers, aunts and cousins deserve our wholehearted thanks as well. To all our friends, thank you for your understanding and encouragement in our many moments of crisis. Your friendship makes our lives a wonderful experience. We cannot list all the names here, but you are always in our minds.

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Abstract

Our present study investigates male and female third year English language students differences in terms of language learning style preferences. It seeks to determine whether there is a difference between boys and girls in the learning style preferences. It also attempts to figure out whether gender plays a role in shaping these differences or not. This study was carried out in the English department at Ammar Thelidji university of Laghouat. For conducting this research, researchers used the mixed method approach in order to collect qualitative and quantitative data. Fifty-five (55) questionnaires were distributed, to thirty-four (34) girls and fifteen (15) boys six (06) of them were rejected because they were not fully answered, besides three (3) classroom observation sessions on a sample of sixty-three (63) students. The findings of this study indicate that there is a significant difference between male and female students of the English department at Ammar Thelidji University concerning their learning style preferences when it comes to learning inside the classroom, while their preferred style of learning outside the classroom appears to be almost the same.

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General Introduction

•Statement of the Problem:

English language is currently used in almost every field, and it is thought to be one of the most important languages in the world. In the Algerian context English is taught as a foreign language and it is considered to be one of the most relevant subjects to be learned. However, learning English as a foreign language requires numerous elements. Style preference can be included as one of these elements. Accordingly, researchers and teachers have directed their concentration toward style preference as one of the central points influencing the learning process.

Indeed, learning Styles have been described as the way in which and the conditions under which students see, store, cycle, and review data. This field is mind boggling, with more than 70 models which are the consequence of various presumptions. One presumption has gotten top to bottom consideration and evoked two points of view. The first state that there are differences among male and female minds; females show improvement over males at performing multiple tasks. Concerning males, it is just the left side of the brain that responds. The subsequent point of view contends that there are anatomical contrasts among females' and males' eyes and ears. Females gain through binocular vision; males use either their eyes or ears; once in a while both.

The role of gender in shaping learning styles has not been extensively researched despite the fact that it has a long history in psychological and educational research. Indeed, a great number of studies have found that gender can have a significant effect on how learners learn a language. In social psychology, it is widely accepted fact that learners' individual differences have significant impact on the learners' overall foreign language classes such as literature classes. The exceedingly significant inquiry at that point is: do males and females have distinct ways of learning?

This research aims at exploring the extent to which the use of learning styles differs from males and females. In other words, it seeks to identify the difference in language learning style preference according to gender.

•Objectives of the Study

The aims of this investigation is to determine the EFL learners' style preferences in relation to gender differences. This implies that the thesis endeavors to decide if there is a distinction among female and male in style preference when learning literature using English as a foreign language. The purpose for zeroing in on such examination is because of the way that the role of gender in molding style preference has not widely explored and it should importantly affect style preference in the learning process. The fact is that there is no exploration led at the level of the English department of Laghouat concerning this issue. The examination tries to accomplish a principle objective which is to dissect whether there is a distinction between women and men in style preference when learning Literature using English as a foreign language at the English language department of Laghouat University. At national level, numerous examinations have been explored about style preference and its significance in the learning process. However, no accessible exploration has been directed in the Algerian context concerning the style preference of EFL students as to gender differences.

•Research Questions:

In order to reach an analysis to the gathered data, the researchers raise two fundamental research questions:

Q1-Does learners' gender affect their style preferences ?

Q2- To what extent are males and females different in terms of their learning style preferences ?

•Hypotheses:

To answer our research questions researchers raise the following active hypothesis :

HP1:

-A) Learners' gender doesn't play a role in affecting their learning style preferences.

-B) Learners' gender have a vital role in affecting their learning style preferences.

HP2:

-A) Males and females have different language learning style preferences.

-B) Males don't have any difference from females in terms of language learning style preferences.

•Research Design

This work adopts the mixed method approach methodology. This means that the research uses both quantitative and qualitative methods for the collection and analysis of the data, given that it intends to determine learners' style preference towards EFL learning in relation to gender differences. The research data are collected from third year English language students at Laghouat University . This way, the data was gathered by using two main instruments; a questionnaire for the learners, as well as a classroom observation. The latter will provide the study with in- depth and detailed exploration and valuable information, mainly concerning learners' style preferences , the role of gender differences, as well as the different styles used by teachers to decide what kind of knowledge is more appropriate for those learners. For the quantitative part, researchers use a software called SPSS to produce statistical data in order to make the analysis of data easy. For the qualitative part, explain and interpret the results obtained from the questionnaire in reference to Fleming's VARK model.

•Dissertation Structure

The overall structure of this dissertation follows the traditional-complex model. It consists of a general introduction, three chapters and a general conclusion.

The general introduction presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and methodology and structure of the dissertation. The first chapter provides "*The literature Review*". It consists in reviewing the main important literature related to our study. The second chapter entitled "*Research Design*" introduces the data collection and the data analysis procedures. It gives a description of the research design, the

research instruments, and the data gathered from the respondents. The third chapter divided into two parts, the first one is labeled “*Presentation of the Findings*” presents the data gathered from the research tools and analyzed statistically. The second part is named “*Discussion of the Findings*” and serves to discuss the outcomes included in the previous part, trying to provide answers to the research questions.

The general conclusion provides an overall summary of the different points tackled throughout the research.

Chapter One

Literature Review

Introduction

This chapter is dedicated to the review of literature; it intends to represent the significant works related to gender differences concerning the learning style preferences in literature. The chapter is divided into five main sections. It first starts with sundry various definitions of literature. Then, it gives an overview of the learning styles, and reviews the types of models used to assess these learning styles. The next section deals with gender and culture, gender brain differences, gender in the EFL field, gender and learning styles, and variables influencing learning styles. The fourth section tackles the importance of learning styles for both teachers and learners and how to determine these learning styles. The last one deals with the theoretical framework of this study.

1. Definitions of Literature

The English word “literature” is derived from the Latin “Litera”, meaning letters, i.e. something written. Unquestionably, literature transfers energy to reality. In this vein, Langer (2011) says that literature makes us better thinkers. It moves us to see the multi-sidedness of circumstances and therefore grows the breadth of our own dreams, moving us towards dreams and arrangements researchers may not in any case have envisioned. In literature, students read and respond to a variety of literary texts from prose, poetry and drama genres. Promoting empathy is the greatest value of literature as a child develops a better understanding of the human condition. At the point when students learn Literature, they figure out how to value words and their force. They travel to different domains and times through the writings they read. They comprehend about their own way of life and others. They figure out how to sympathize with characters, to feel their delights and agony. Significantly, they figure out how to think about different points of view and comprehend the intricacy of human instinct. Besides, in literature, students build up a feeling of singularity and creativity as they build up their own sentiments about issues in their texts. They additionally master abilities of influence – they need to persuade others regarding their translations, and this forms their certainty.

Moreover, Pater and Symons (1963) refer to literature as a transcript, not of simple truth, but rather of reality in its boundlessly differed structures. Literature, as an art, can likewise include works for different non-fiction genres, for example, self-portrayal, journals, diary, letters, and the essay. Inside its broad definition, literature incorporates non-fictional books, articles or other printed data on a specific subject, and it is sorted according to whether it is poetry, prose or drama, and such works are classified by chronicled periods, or their adherence to certain aesthetic features, or genres.

Hancock (2006) further adds that literature is an assemblage of composed works: the assortment of composed works of a culture, language, individuals or a timeframe. This definition implies that literature is something that is composed (written) and not oral in any. One's investigation of this definition further shows that past realities that exist in the already-written forms meet all requirements to be called literature. While this might be acknowledged as obvious after the first etymological definition of the word '*litera*', note that this definition has a number of imperfections. It excludes '*orature*' which is a serious defect of this definition. As a matter of fact, literature focuses on some basic crucial aspects. That is to say, there some features that determine a literary work from another. For instance, written works of literature are characterized with an aesthetic and strong language full of wonders emotions and figurative terms or expression. In this view, any course book full of numbers and statistics can never be depicted as literature.

Additionally, Scylar (1998: 83) defines literature as "any writing on a subject: the body of published work concerned with a particular subject". This definition is very intriguing; it holds that literature is any type of writing, obviously concurring with the ones examined above and the etymological importance of the word literature. While this view is important, it is noteworthy to elucidate the claim that literature can be published is a bit confusing because it overlooks oral literature in light of the fact that orature cannot be published. In fact, orature is a kind of literature that refers to speeches, oral tales and narratives; it is bequeathed from one generation to the next by word of mouth. This implies that this definition doesn't involve or doesn't take oral

literature into consideration as it is a commonplace in today's literature. Kafimbwa (2005) in turn argues that the complexity of defining literature is due to the fact that it has various forms. Hence, it is a haunting task to provide a one and final definition of literature as many researchers have failed to think of one definition that will accept all the sorts of literature in their shifting structures and degrees.

2. Overview of Learning Styles

“Learning Styles” is a term that refers to the fact that all students learn in different and a particular way. Technically, the students' learning style depends on how they prefer to comprehend, process, and retain knowledge. Felder and Henriques (1995) state that students' ways to learn are various and manifold. Some might prefer to learn through seeing, hearing, memorizing, or reflecting. It is a fact that each individual prefers different styles and techniques. Each person incorporates a blend of learning styles. Some claim that learners have a dominant style of learning which they use more. Others maintain that learners use distinctive styles in different situations. In fact, there is not a right mix. Teachers as well have a variety of teaching methods. Some like using discussion-fueled lectures; others tend to lecture or illustrate. Therefore, researchers can presume that a student's way of learning will be closely reliant on the teacher's method (Felder & Brent, 2005; Hall, 2005; Heiman, 2006; Felder & Henriques, 1995, etc.). These ways are referred to as *learning styles*. The use of multiple learning styles is a relatively new approach and most instructors if not all are not updated regarding the use of this novel approach. This implies that by perceiving and understanding the students' learning styles, more suitable methods can be used in order to improve the speed and quality of their learning.

2.1. Learning Styles Models

2.1.1. Kolb's Learning Styles

Kolb's learning theory (1984) embarks four particular learning styles, which depend on a four-stage learning cycle. Kolb clarifies that most individuals usually lean toward a specific single diverse learning style. No matter what impacts the choice of style, the learning style preference itself is the result of two sets of factors, or two separate 'decisions' that researchers make which Kolb envisaged as lines of an axis,

each with 'conflicting' modes. Kolb believes that researchers cannot perform the two factors on a solitary axis simultaneously (e.g., think and feel). Our learning style is a result of these two choices. Additionally Kolb describes the main learning styles by identifying four sub-types:

- **Diverging:** These individuals perceive things from alternate points of view. They prefer observing rather than doing, and they like to work in groups.
- **Assimilating:** These people are less centered on individuals and more keen on thoughts and abstract ideas.
- **Converging:** Learners with converging style preferences lean toward technical assignments that require a technical ability to do difficult things, and are less worried about individuals and relational angles.
- **Accommodating:** These students use others' examination, and like to take pragmatic, experiential methodology to learn. They prefer new difficulties and experiences.

Cezair (2005) finalizes the correlation between the diverse learning styles. Cezair believes that knowledge of the student who prefers the converging learning style is cumulative. In plain English, the learner learns through theoretical deductive thinking then using the amassed knowledge to understand or solve new explicit issues. On the other hand, the student who favors the diverging learning style has learning qualities inverse to those of the converging style. This style performs better in circumstances that require thinking, for example, "conceptualizing". What is more, students with the assimilating style have the capacity to make hypothetical models and such students lay emphasis on logic and consciousness. The assimilating learning style centers on getting things done by making plans or experiments.

2.1.2. Honey and Mumford's Learning Styles

Based on Kolb's learning cycle Peter Honey and Alan Mumford published the Honey and Mumford's learning styles model in 1986. The Honey and Mumford's learning styles model describes four distinct styles used by people when they want to learn something new:

- **Activist**
Activists are the type of people who prefer to learn by doing something .
- **Theorist**
Theorists learn best by understanding the theory behind why things are the way they are
- **Pragmatist**
Pragmatists learn the most when they can see if what they are learning can be implemented in real life
- **Reflector**
Reflectors people prefer to observe first. They learn best when they think about what they observed .

According to Honey and Mumford's theory each individual of us prefers to use one or two of these learning styles when learning.

2.1.3. Fleming's VARK Learning Styles

Fleming (1987) developed a way that was intended to help learners become familiar with their individual learning styles. According to him, learning styles are a mainstream in psychology and education and are used to discover how individuals learn best. The VARK model of learning styles proposes that there are four primary kinds of students and they are identified by whether they have a preference for one of the following methods:

- Visual (pictures, movies, diagrams)
- Auditory (music, discussion, lectures)
- Reading and writing (reading textbooks, taking notes)
- Kinesthetic (movement, experiments, hands-on activities)

2.1.4. Gardner's Multiple Intelligences Theory

Gardner (1983) built up a theory of multiple intelligences. It proposes that the usual idea of knowledge, according to the Intelligence Quotient, is very restricted. Gardner says that the theory of multiple intelligences documents the degree to which learners have various types of mindsets and consequently learn, recollect, perform, and comprehend in different ways. In this manner, Gardner (1983) proposes seven unique intelligences to represent a more extensive scope of human potentials.

- Musical intelligence (Musical Smart)
- Linguistic intelligence (Word Smart)
- Logical-mathematical intelligence (Number/Reasoning Smart)
- Spatial intelligence (Picture Smart)
- Bodily-Kinesthetic intelligence (Body Smart)
- Interpersonal intelligence (People Smart)
- Intrapersonal intelligence (Self Smart)

2.1.5. 4MAT Learning Styles Model

Bernice McCarthy (1972) developed The 4MAT system and published it in 1980. The 4MAT system is a model for creating more dynamic and engaging learning. Based on Kolb's model of learning styles and the brain dominance theory; McCarthy states that there are four major learning styles.

➤ **Innovative/Imaginative learners :**

These learners prefer brainstorming and they quickly make connections. What this type of learners like is to engage in feelings and spend time on reflection

➤ **Analytic learners :**

These type of learners prefer data analysis and lectures , and they are more interested in obtaining information in order to improve their understanding of concepts .

➤ **Common sense :**

This type likes thinking and doing , and what is interesting for them is how things work.

➤ **Dynamic learners :**

These learners prefer to do and feel, they love games and role-playing, and they learn most through trial and error .

In short, learning styles are considered to be one of the most important factors in foreign language learning and one of the skills needed in education in general and in EFL learning in particular.

2.1.6. The Dunn and Dunn Learning Styles :

Rita and Kenneth Dunn (1975), and with the help of the New York State Department of Education started a project to discover methods of improvements in the learning of students. Over two decades of researches, Dunn and Dunn developed their learning style model which looks at five different preferences including, Emotional, Environmental, Physiological, Psychological, and Sociological Influences.

➤ **Emotional :**

- Is the emotional support important for learners?
- can they take personal responsibility?

➤ **Environmental :**

- Do students prefer a loud or calm place, cool or warm atmosphere, should the environment of learning be formal or informal ?

➤ **Physiological :**

- Are the learners kinesthetic, visual, tactual, or auditory ?

➤ **Psychological :**

- How does the learners approach the problem, analytically or globally?
- Are they fast in solving problems or does they take time to think about them first ?

➤ **Sociological :**

- Do learners prefer working individually or in groups ?
- To what extent do learners need adults help ?

3. Gender Differences :

Many people consider differences between men and women to be very large. Gender-related differences and how men are different from women have been studied in many fields. Since the publication of the bestseller “Men are from Mars , Women are from Venus” the debate over these differences became even harder to be settled .

3.1. Gender and Culture

Even though gender differences is culturally determined, society's treatment for males and females is highly different. Recent researches confirmed that the way parents behave is totally different in relation to boys and girls. In fact, these variables influence children's gender roles which affects their desires, interests, actions, way of thinking, and decision-making.

3.2. Gender Brain Differences

A few investigations have exhibited that human mind works distinctively in women and men, which in turn influences their learning and achievement. To start with, the corpus callosum, which joins the two sides of the equator of the cerebrum, is bigger in women than in men. The subsequent contrast is that the left half of cortex develops more slowly in men than in women. This fact plainly clarifies why young men create relational abilities later than young ladies (Leonard CM, et al, 2008).

3.3. Gender Differences in Personality

Many people consider differences between men and women to be very large in terms of personality. Paul Costa (2001) a personality researcher led one of the most important studies in this field involved more than 23,000 men and women from different cultures filling out a personality questionnaire. Women considered themselves to be more friendly, warmer and sensitive than men. On the other hand, men rated themselves as more receptive to new ideas and assertive.

3.4. Gender Differences in Motivation

Max (2008) observed that there are differences in the factors that motivate girls and boys. Researchers (Pomerantz, and Saxon (2002)) figured out that girls are more interested in pleasing parents and teachers than boys are. The majority of the boys, on the other side, are less motivated to study unless the material itself is interesting for them. The implication of this is that teachers of language should work on motivating

the learners by being models and developing materials that can stimulate learning in boys.

3.5. Gender Differences in the EFL Classroom

Gender issues have been tackled in various scholarly fields and from different points of view. However, in the EFL field of study, gender differences have not been widely investigated. Sunderland (1986) claim that different levels are incorporated in the English language itself and classroom processes, including learning processes, teacher-student connection, and student-student connection. These levels collaborate, consistently inside a specific political, sociolinguistic, and educational setting.

3.5.1. Gender and the English Language

Gender tends to be viewed as irrelevant in English, and as 'normal'. However the usual, prescriptive 'rule' of utilizing he, him, and so forth, after sex-uncertain pronouns and to refer to an individual of obscure sex represents that it can likewise be syntactic.

3.5.1.1. The Learning Processes

'Processes' here refer to what in particular occurs in the classroom as a result of gender differences. Here, Sunderland (1986) identifies three main aspects: the learning cycles, teacher-learner collaboration and learner-learner collaboration.

A. The Learning Process

Clearly, there are gender differences in language learning styles. For this reason, Sunderland (1986) requested thirty non-native speaker (teachers) of English for their point of view regarding gender differences in language learning; fourteen claimed that their male and female learners had various styles.

B. Teacher-learner Collaboration

Lesson transcripts produced using tapes in a mixed classroom demonstrate that teachers of usually focus more closely on males rather than females (Spender, 1982: 56; Stanworth, 1982: 22). Even when the teachers are think that they not to doing as such and even when they think they are giving attention consideration in the same manner.

C. Learner-learner Collaboration

In pair and group work, male learners have been found to talk much of the time, and they tend to take longer turns than the females (Holmes, 1989; Edelsky, 1981). Unintentionally, these female learners were paving the way for male learners to practice the language, while they lost interest and their light fades in the class.

3.6. Gender and Learning Styles

Many researchers in the field of learning styles including David Kolb (1984), and Cezair (2005) have been able to link certain learning styles to gender. Various learning styles models affirm that gender has a crucial role to play in the manner students learn. For example, the majority of male learners tend towards having the kinesthetic style as their prevailing learning style and that is the reason why boys will learn better in an activity - based lesson. On the contrary, a high percentage of girls prefer the auditory learning style.

Furthermore, Davies (1989), commenting on gender, states that masculinity and femininity are primary properties of our society. In this manner, our social surroundings, especially educational setting conditions, strengthen gender-specific patterns. In fact, most females tend to listen well in class while the guys are hyperactive during exercises session. For this reason, young female learners react well to an auditory focused teaching approach in a language class unlike to the male students who work viably in a visual or material (kinesthetic)-focused teaching approach. That is why instructions in a language class should be arranged so that it will cater to all the students.

Additionally, Slater et.al (2007) believe that one of the many features that make up a student's learning style is the tactile methods by which the student likes to take in new data. Different variables impact the decision of a student's learning style and these include: gender, age, culture, scholarly accomplishment, financial foundation, etc.

3.7. Variables Influencing Learning Style Preferences

Several investigations on the role of gender and age in shaping the students' learning style preferences have been done. The results of these studies produced a controversy outcomes. Part of them suggested that there is a connection between learning style, gender and age Barun et al (2010); Song and Oh (2011) as students' way of receiving and giving out information highly depends on their gender and age. On the other hand, some researches claimed that there is insufficient evidence to support this connection Li et al (2010); Seiler (2011); Urval et al (2014). Furthermore, students can face a difficulty during learning because of a variety of factors as proposed by Abucay (2009). These factors can be intellectual, physical, environmental, emotional, mental, or learning factors.

4. The Importance Of Learning Styles

4.1. Teachers' Importance :

According to Lohri-Posey (2003) teachers should have an understanding for the learning style preference of their learners, so that they can provide an effective learning methods and techniques to use. Fatt (2000) added; Students can learn best in the appropriate environment that fits their learning style, so in order to increase the students' satisfaction and achievements, teachers are asked to provide this environment rather than trying to make students adapt themselves to the various teaching styles. Furthermore, understanding the student's preferred style can minimize the problems that may appear during the learning process.

4.2. Learners' Importance :

Fatt (2000) stated that when students are aware of their preferred learning style; teachers can encourage them to understand how these styles are important and that such styles might be changed to meet the changing situation of learning. According to Naimie et al. (2010), some specialists of learning styles have supported the theory that learners perform well when they know their preferred learning style and use it to enjoy the class experience.

4.3. Determining Learning Style :

Lohri-Posey (2003) said that there are many ways that can help determining the student's preferred learning styles. One of these ways is using Soloman/Felder index of Learning Styles (ILS) which is considered to be more than 90% reliable. Furthermore, Fatt (2000) suggests another way to determine the student's learning style; which is using the Educational Media Corporation in Minneapolis questionnaire. Additionally, Coker (1996) states that in order to accommodate student's learning style a couple of steps should be taken. First, you can determine your learning style by taking a learning styles inventory, through video analysis, observation, or trial and error. Second, you can determine your student's learning style through formal testing, observation, or trial and error.

5. Theoretical Framework

Tischler (1996) states that gender relates to the socially scholarly examples of behavior and the mental or enthusiastic perspectives that differentiate males from females. In fact, practices like talking, dressing and non-verbal communication are installed in all social interactions and influenced by the social settings. This implies that gender is something researchers do as they talk, act, peruse and write in manners that distinguish us as masculine or feminine within the social designs (Zimmerman and West, 1987). In this regard and from the considerations introduced, clearly gender reacts to a social structure which shapes individuals' mental self-views and personalities. Despite of all that, the importance of gender in shaping learning styles has not widely been studied.

Conclusion

This chapter reviews the pertinent literature that permitted to define literature, style preference and gender. It as well highlights the variables that impact males and females learning styles. This review likewise explains the theoretical background that is used to clarify the relationship between gender and style preferences when learning literature using English as a foreign language including Gardner's multiple intelligences theory, Kolb's learning styles, and Fleming's VARK model. In spite of the results, investigations are as yet required for a better understanding of the degree to which gender can influence EFL students' style preferences.

Chapter Two

Research Methodology

Introduction :

This chapter deals with the research design of the study that will seek to answer the research questions asked in the general introduction. It is made out of three main sections. The First one is called “Procedures Of Data Collection”. It expresses the setting of the research and the members who took part in the examination. Furthermore, it exemplifies the instruments used for the data collection which consists of a questionnaire administered to the learners of English language department at Ammar Thelidji University, and a classroom observation conducted with 3 classes of 3rd year EFL students in the same department. The second is called “Procedures of Data Analysis”. It is concerned with the methods used in order to interpret the numerical data; the close ended questions of the questionnaire being analyzed using the Statistical Package for Social Sciences (SPSS), and qualitative content analysis (QCA) is used to analyze learners’ opinions collected from the open ended question of this study. The classroom observation is analyzed statistically in a form of a checklist that contains four basic items to be observed. The last section is “Research Procedures”. It is concerned with the activities that were taken in order to achieve the objectives of this study. It also provides a detailed information on how the questionnaires were administered and how the classroom observation sessions were conducted.

- Do Learners want to take part of the classroom interaction?
- Do Learners ask the teacher to write when they don’t understand something?
- Are the learners concentrating when the teacher is lecturing?
- Are the learners focusing when the teacher is using pictures, videos, or Figures?

1. Procédures of Data Collection

Data collection is referred to the practice of gathering and evaluating correct insights for research using established validated methods. Researchers can assess their hypotheses on the basis of the collected data.

Regardless of the topic of study, Data collection is always considered to be the most crucial step for research. Different approaches of data collection can be used in different disciplines of research depending on the information needed.

1.1. Setting and Subjects of the Study

The research took place in The English language department at Laghouat university. Data are collected during the academic year 2020/2021. The target population under research is composed of (3) classes of third year students which are made up of (63) learners (including both girls and boys). Indeed, due to the time limitation, it become no longer viable to address more classes and more learners. All the contributors with inside the present study are native speakers of Arabic, and therefore the English language represents the foreign language .Three classes of third year EFL students have been observed once Literature courses took place relying on a checklist so as to get reliable and concrete information. Indeed, the information collected will be very accurate in nature.

1.2. Sampling Frame

According to Ghauri and Gronhaug (2005), the simple random sample means that every case of the population has an equal probability of inclusion in sample. In our study, the participants are third year EFL students at Laghouat University who are selected randomly. (49) Students among the whole population (15 boys) and (34 girls) are required to complete the written questionnaire related to their Style preferences when learning English as a foreign language (EFL).

1.3. Methods of Data Collection

A questionnaire and classroom observation are conducted as two types of data procedures to collect information in order to complete this study and achieve our objectives, In fact, a mixed approach is adopted as a research methodology to collect and analyze the two forms of information.

1.3.1. The Mixed Method Approach

This method refers to a new methodology of research that is used to carry out a research that requires both qualitative and quantitative methods. The fundamental idea of this methodology is that such integration allows for a more comprehensive and synergistic use of data than do separate quantitative and qualitative data collection and analysis. This approach is appropriate for answering research questions that neither quantitative nor qualitative methods could answer alone.

1.3.1.1. Quantitative Method

Quantitative approaches is the process that emphasizes calculation and observational, mathematical, or numerical analysis of data obtained by surveys, questionnaires, or by modifying pre-existing statistical data using computational techniques. To interpret the quantified data gathered from the learner's questionnaire researchers will use the software program SPSS.

1.3.1.2. Qualitative Method

Qualitative method includes gathering and processing non-numeric data (e.g. text, video or audio) for the purpose of interpreting ideas, points of view or experiences. It can be used to collect in-depth insights into the issue or to generate new ideas for study, and it is often used in humanities and social sciences.

Additionally, many scholars such as Creswell (2002) and Denzin & Lincoln (1994) state that Qualitative Research is intended to explore, interpret and understand social phenomena within its natural setting. Furthermore, Arora and Stoner (2009) claim that by using a qualitative researcher methodology, researchers are able to collect more sufficient information and get a clearer picture of issues.

1.4. The Questionnaire

Research questionnaires were developed in 1838 by the Statistical Society of London. A questionnaire is a research tool that consists of a series of questions or other forms of prompts designed to gather data from a respondent. Bell (1999) comments that “ A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has

to provide the answers". A standard research questionnaire contains a combination of closed-ended and open-ended questions. Long-form, open-ended questions enable the respondent to expand on their thoughts.

Additionally, Dörnyei (2007) assumes that the benefits of questionnaire include the provision of answers to questions in a systematic and disciplined way, relative ease of construction, extreme versatility, and the ability to gather a large amount of information in a comparatively short amount of time and a readily usable form.

The purpose of this questionnaire is to find out if there are gender differences when it comes to style preferences in learning English as a foreign language. A questionnaire survey is handed to a sample of (49) on the (may 30th, 2021), in order to collect sufficient information to this research issue .In fact, to ensure more reliable data, participants are confident that their answers are highly anonymous. The questionnaire consists of 10 questions; 9 of them are close ended questions in which the answers are suggested and the respondents are only asked to choose the answer which is related to him/her and one open ended question where the respondents are required to answer the question themselves and freely. It is then, composed of two major parts. The first part includes learners' profile. The second part deals with learners' style preferences in learning English as a foreign language.

1.5. The Classroom Observation

According to Kothari (2004) Classroom observation is a very important tool for collecting data, and it is often used in researches related to behavioral sciences. Furthermore; it allows the researcher to collect valid and reliable data. In our study, researchers used a classroom observation as a second tool to complete the results collected through the questionnaire because it allows us to collect the most accurate and the most reliable data. Indeed, they used constructive classroom observation with three (3) classes of third year students in The English language department at Laghouat university by developing a checklist with items to observe, all of which relate to Style preferences of EFL learners in relation to gender differences. Because of time constraint, the researchers conducted only 3 observations.

2. Procedures of Data Analysis

Data analysis is the process of collecting and analyzing data to extract perceptions that can support in making decisions. In fact, there are numerous methods and techniques to perform analysis depending on the aim of the analysis.

In this research and in order to interpret the numerical data gathered from close ended questions of the questionnaire the researchers used the software program SPSS, and qualitative content analysis (QCA) is employed to analyze learners' opinions collected from the open ended question of this study .

2.1. Statistical Package for Social Sciences (SPSS)

SPSS (Statistical Package for the Social Sciences), also known as IBM SPSS Statistics, is a software package used to analyze statistical data , and make it more simple and clear. This software was first launched in 1968 . It is used in this research to analyze the quantitative data obtained from the close-ended questions of the questionnaire.

2.2. Qualitative Content Analysis

Qualitative Content Analysis (QCA) Qualitative content analysis is one of the several qualitative methods currently available for analyzing data and interpreting its meaning Schreier (2012). In this study it is used to interpret and analyze the questionnaire open-ended questions of this study. Philipp Mayring defines QCA as “*a mixed method approach: assignment of categories to text as qualitative step, working through many text passages and analysis of frequencies of categories as a quantitative step*” (2014:10). Hsieh & Shannon also defines QCA as “*a research method for subjective interpretation of the content of the text data through systemic classification process of coding and identifying themes or patterns*” (2005:2).

3. Research Procedures

This part is concerned with the activities that were taken in order to achieve the objectives of this study. It provides a detailed information on how the questionnaires were administered and how the classroom observation sessions were conducted.

3.1. Questionnaire Administration

surveys are usually conducted by the use of a self-administered questionnaire in order to obtain high response rates and honest reporting of sensitive topics. In this study, the questionnaire was handed out in person to students on 30-05-2021 at the level of the department of English language of Laghouat university. One lecturer out of the two whom researchers asked for their help was responsible on the administration of the questionnaire. However; due to the current circumstances of COVID19 virus, the presence rate wasn't high, which obliged the researchers to get less responses than researchers were expecting. Only sixty-three (63) student among the whole population of Third year EFL students were present, and only forty-nine (49) students out of fifty-five (55) who were handed a written questionnaire managed to submit their questionnaires with a full answer.

3.2. Classroom Observation Sessions

In this research, classroom observation was used as a second tool for gathering data. Three (3) constructive classroom observation sessions of Third year EFL students and by the help of two (2) teachers were conducted on the same date and at the same level where the questionnaire was administered.

- Do Learners want to take part of the classroom interaction ?
- Do Learners ask the teacher to write when they don't understand something ?
- Are the learners concentrating when the teacher is lecturing ?
- Are the learners focusing when the teacher is using pictures, videos, or Figures ?

The four items mentioned above were observed on a form of a checklist that is related to Style Preferences of EFL learners in relation to Gender Differences as illustrated in (table 06) p48.

Conclusion

This chapter emphasis on the research design of the study. It described the target population and the tools used for data collection needed for this investigation. It also presented the procedures of data collection which consists of a questionnaire which is distributed equally between male and female third year learners at the English language department at Ammar Thelidji university, and a classroom observation done in the same place. Then, it describes the methods used for the data analysis which consists of Qualitative Content Analysis that was used to analyze the open-ended question of the questionnaire, SPSS software which is used to give a statistical results for the data collected from the close ended questions of the questionnaire, and employing a checklist to analyze results gained from classroom observation.

Chapter Three

Presentation and Discussion of Data

Part One : Presentation of Data

Introduction

This chapter is devoted to presentation, description and analysis of the data retrieved through the application of this research. Researchers sought to have tangible data that can serve the objectives of our research. To accomplish that, researchers used the following tools for collecting the data: a questionnaire for student of English in department of English at Amar Thelidji university, and a classroom observation .The data collected would help to understand learning style preferences within gender from different perspectives, the analysis was based on (SPSS) which is considered as the most useful tool of analyzing numerical data in this kind of studies.

1. The Questionnaire:

1.1.The Sample:

The questionnaire was given to 3rd year student of English in department of English at Amar Thelidji university. Since our research is about learning, researchers sought to have opinions and answers from different point of view.

1.2. Description of the Questionnaire:

The questionnaire was done in printed copies to facilitate distribution and collection of data. The questionnaire included 13 questions which covered personal and professional areas. The questionnaire was consisted of nine (9) close-ended questions to narrow and control the data needed and have more objectivity in answers, in addition to open-ended question to give students a chance to share and suggest what they could not suggest in multi-choice questions. The questionnaires were delivered to 55 student, 49 of them answered all the questions, six questionnaires were rejected

because of not answering many questions. The aim was to find differences between learning styles from the same gender and different one, and how learners deal with such different issues of learning. Furthermore, researchers asked them to provide possible suggest necessary measures and possible solutions to add in and outside the classroom to improve learning/teaching processes.

2. Analysis of the Questionnaire:

Question (a): Gender.

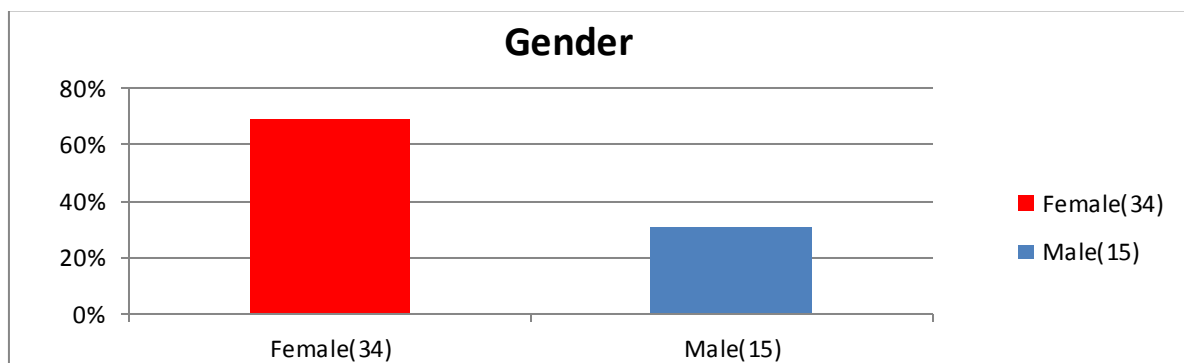


Figure 1: Gender

Researchers tried to create a balance between male and female learners but females were present more than males which created a small gap. In this questionnaire, researchers have 34 female learners and 15 male learners.

Question (b): Level of English language learning

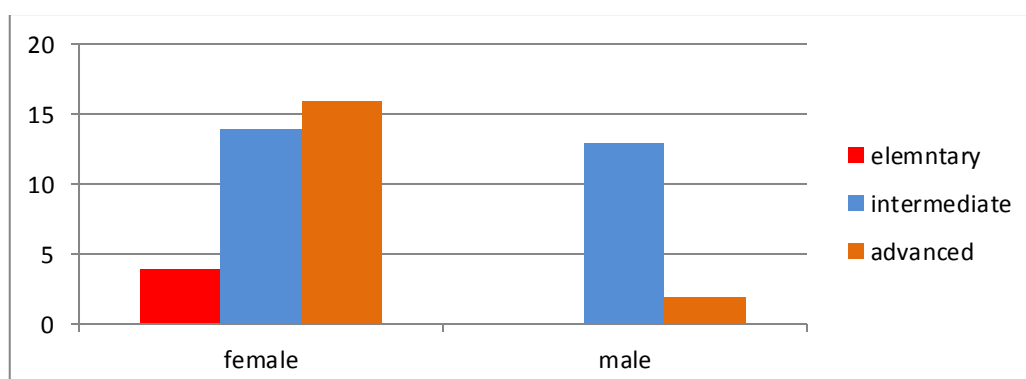


Figure 2:Level of English Language Learning

The data revealed for females 47.1% advanced, 41.2% intermediate and 11.8% elementary, where as 86.7% males are intermediate and 13.3% are advanced .

Question(c): English language

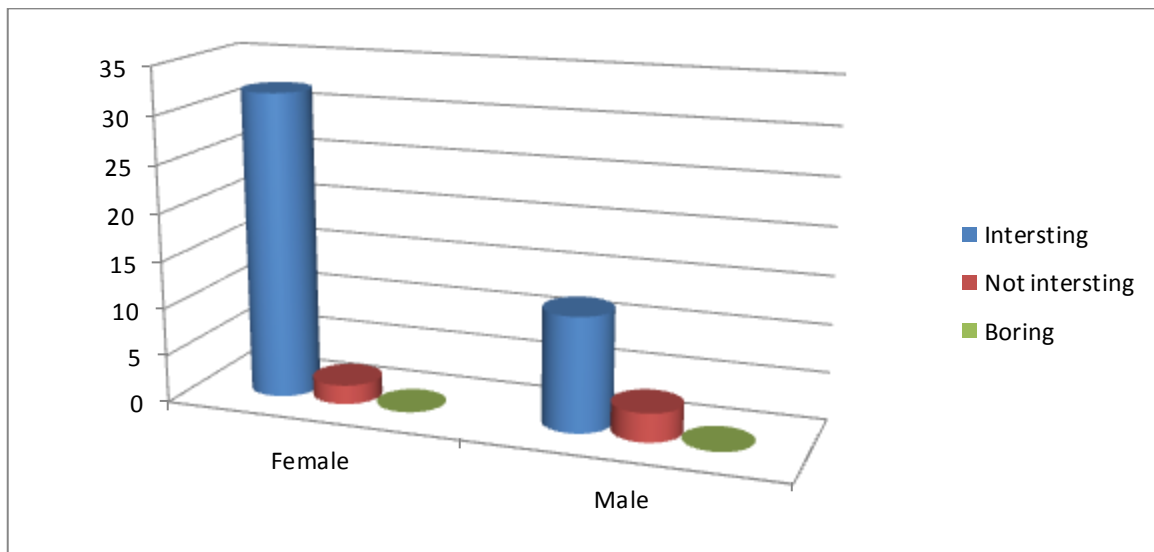


Figure3: English Language

The data provided a 65.30% percentage of females found English language interesting which is the same case for 24.48% of males, the rest percentage of learners found that English Language is not interesting 4.08% of females and 6.12% of males.

Question1: Learning Preferences:

gender			Frequency	Percent	Valid Percent	Cumulative Percent
Female	Valid	listen	17	50,0	50,0	50,0
		read	11	32,4	32,4	82,4
		See patterns	2	5,9	5,9	88,2
		Use examples	4	11,8	11,8	100,0
		Total	34	100,0	100,0	
Male	Valid	listen	4	26,7	26,7	26,7
		read	3	20,0	20,0	46,7
		See patterns	2	13,3	13,3	60,0
		Use examples	6	40,0	40,0	100,0
		Total	15	100,0	100,0	

Table 01: Learning Preferences

The results presented in Figure 4 show that the majority of females (50%) prefer listening in their learning. Moreover, they also like to read (32.4%). However, more than one half of males that stand for 40% prefer to use examples for their learning, and the rest prefer to listen, read and see patterns.

Question2: Teacher Preferences:

gender			Frequency	Percent	Valid Percent	Cumulative Percent
Female	Valid	explanation	14	41,2	41,2	41,2
		pics and vedeos	8	23,5	23,5	64,7
		books and handouts	5	14,7	14,7	79,4
		group discussion	7	20,6	20,6	100,0
		Total	34	100,0	100,0	
Male	Valid	explanation	4	26,7	26,7	26,7
		pics and vedeos	3	20,0	20,0	46,7
		group discussion	8	53,3	53,3	100,0
		Total	15	100,0	100,0	

Table 02: Teacher Preferences

From the Figure above, it is clearly shown that 41.2% of females strongly prefer the teacher who explanations and practical sessions. Rather, more than a half of males (53.3%) rejects this idea of use of books and handouts, announcing that they prefer the teacher who uses group discussions. Likewise, only few informants (including females and males) opted for each of the available choices.

Question3: Response to Teacher’s Activities :

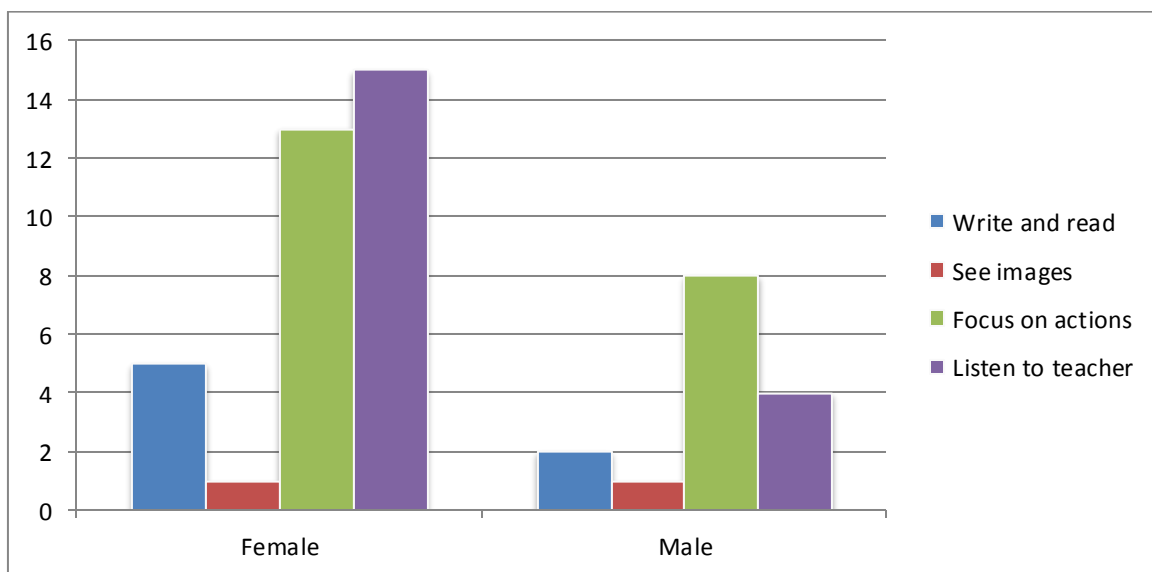


Figure4: Response to Teacher’s Activities

The table indicates that 15 female try to listen to teacher’s explanations, forming 44% whereas 38.2% of them focus on the teachers actions which is the fact males (53.3%). However some other students like to write, read and see images when the teacher is explaining.

Question 4:: Learning Outside the Classroom:

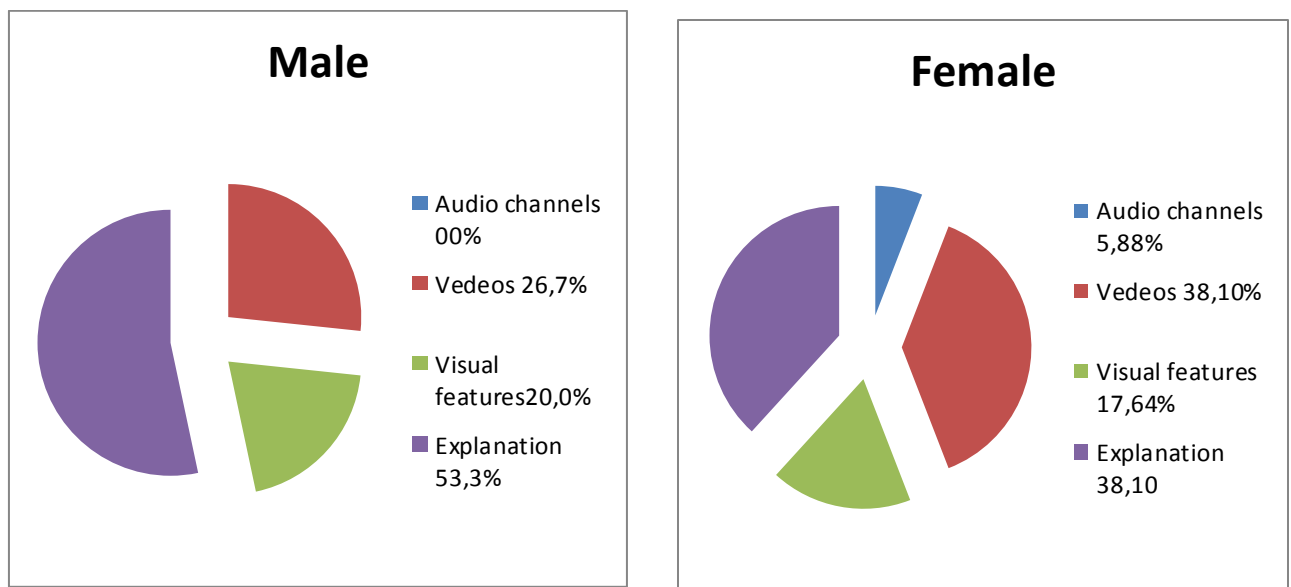


Figure 5: Learning Outside the Classroom

The numbers from the table show a similar result of those females who learn outside the classroom through audio channels and explanations and written descriptive. so researchers have a total of 26 female. While most of focus on explanations and written descriptive for males with (53.3%).

Question 5: Learning New Culture:

gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female Valid	read	9	26,5	26,5
	watch	22	64,7	91,2
	ask about it	3	8,8	100,0
	Total	34	100,0	100,0
Male Valid	read	4	26,7	26,7
	watch	6	40,0	66,7
	ask about it	2	13,3	80,0
	look at details	3	20,0	100,0
	Total	15	100,0	100,0

Table 03: Learning New Culture

As indicated in the table, 64.7% of females (22) would watch a documentary about a new culture they want to know about it, this almost like males (40%). However, it's noticeable that the rest of learners still read and ask about this new culture that they would to know more.

Question 6: Response to Recommended Novel:

gender			Frequency	Percent	Valid Percent	Cumulative Percent
Female	Valid	Read it	8	23,5	23,5	23,5
		Watch movie about it	16	47,1	47,1	70,6
		Ask friend about it	10	29,4	29,4	100,0
		Total	34	100,0	100,0	
Male	Valid	Read it	3	20,0	20,0	20,0
		Watch movie about it	12	80,0	80,0	100,0
		Total	15	100,0	100,0	

Table 04: Response to recommended novel

The table indicates that 16 female try to watch movies about recommended novels , forming 47.1% which is the fact males(80%), whereas 29.4% of female focus on asking friends about it. However some other students like to read the novel.

Question 7: effects of Reading a Poem:

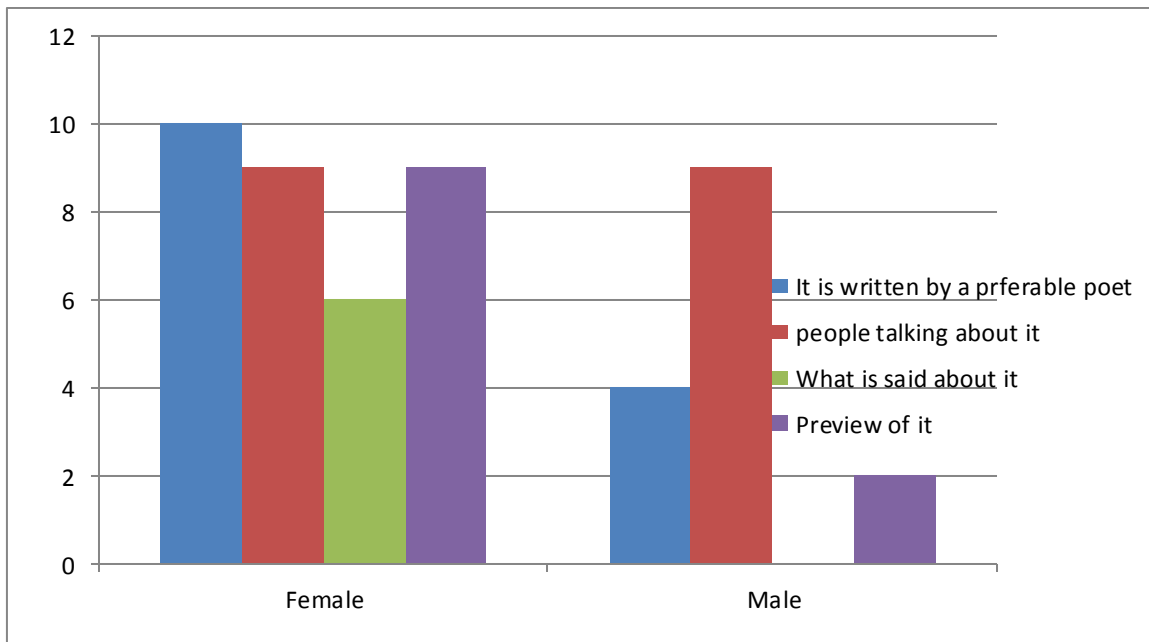


Figure 6: Effects of Reading a Poem

The numbers from the table show a similar result of those who want to read a poem and what will influence them. There is a slight differences for males who prefer to hear about this poem more than it's playwrights and it's preview of lit. This data explains the differences between the two genders in their readings.

Question 8: Presentation of a Culture:

gender			Frequency	Percent	Valid Percent	Cumulative Percent
Female	Valid	gather and use examples	7	20,6	20,6	20,6
		Write what is needed	9	26,5	26,5	47,1
		use images	13	38,2	38,2	85,3
		Use key words	5	14,7	14,7	100,0
		Total	34	100,0	100,0	
Male	Valid	gather and use examples	2	13,3	13,3	13,3
		Write what is needed	2	13,3	13,3	26,7
		use images	7	46,7	46,7	73,3
		Use key words	4	26,7	26,7	100,0
		Total	15	100,0	100,0	

Table 05: Presentation of a Culture

Researchers deduce from the tenth Figure that our study shows a similarity between males and females, in which 38.2% of the girls and 46.7% of the boys representing the majority of both genders prefer to use images or get figures to explain their ideas. While some others use other different ways such as writing what is needed and gathering examples in addition to using key words.

Question 9: Misunderstanding Reactions in Classroom:

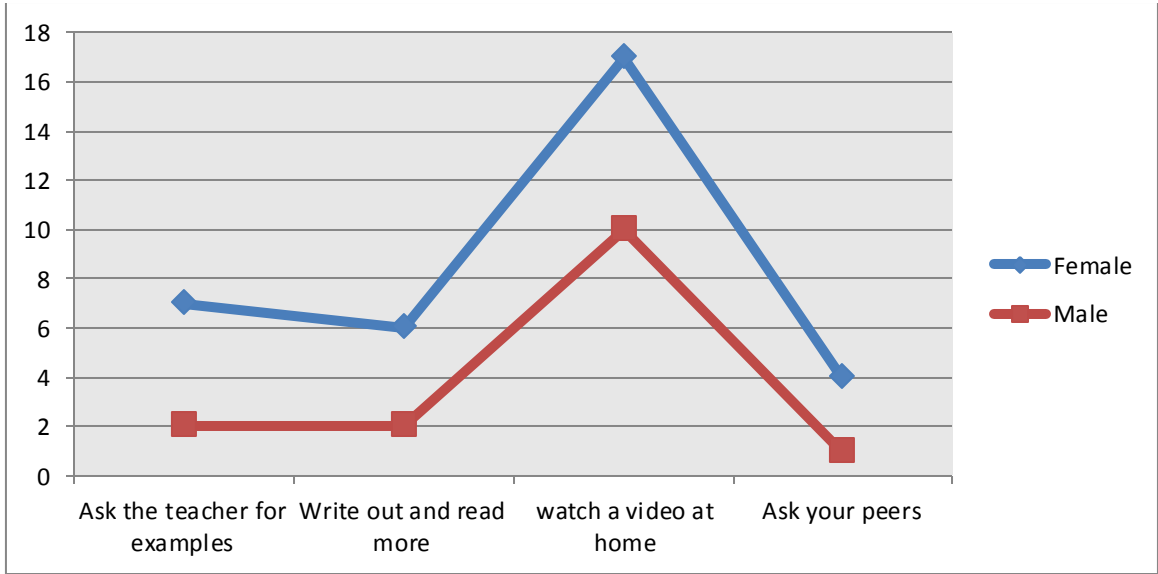


Figure 07: Misunderstanding Reactions in Classroom:

When the respondents were asked what do they do when they do not understand the lesson or the task inside the class, the Figure 11 demonstrates that while the majority of females (50%) denote that “they watch a video about it”, the majority of males (66%) affirms that they also “they watch a video about it”. However, a few amount of females and males choose “ask for examples from teachers” and “ask for help from peers” to be their answers.

Question 10: Suggestions that would help improve learning and teaching processes:

According to the open question that researchers mentioned in our questionnaire, most of learners preferred and suggested working group as a strategy in learning process in and outside the classroom in addition to the use of (ICT) which is considered as influential issue in the learning and teaching processes now days. Whereas some others proposed the use of new teaching materials that may make learning process more easier than it is .

III.1. The Classroom Observation:

Items to be observed	female				male			
	never	rarely	sometimes	often	never	rarely	sometimes	often
-Learners want to take part of the classroom interaction	6	19	14	3	12	5	3	1
-Learners ask the teacher to write when they don't understand something	36	6	0	0	17	4	0	0
-Learners are concentrating when the teacher is lecturing	0	2	8	32	0	3	10	8
-Learners are focusing when the teacher is using pictures, videos or graphs	0	5	18	19	0	0	8	13

Table 06 : Classroom observation.

From the analysis of these observations and from the above table, one can notice that the majority of learners often were females whom they use of different strategies to learn. As concern the observation of learners in general and the differences between the two genders in specific our activity contains a number of 63 participants who attended the Literature classes 42 of them were females and 21 were males.

Part Two: Data Analysis

Introduction:

This chapter discusses and interprets the results obtained from the two research instruments used in the current study. The results aim at responding the research questions and confirming or refuting the hypotheses stated in the general introduction. This chapter contains two major sections. The first discusses the results obtained from the questionnaire. Then, the second part discusses the results gathered through classroom observation.

1. Gender Differences in Language Learning Style Preferences

When it comes to gender differences in language learning style preferences, the findings obtained from the data gathered showed that there is a significant difference between boys and girls in terms of learning style preferences inside the classroom which confirm that gender play a vital role in determining the learners' style preferences. However, when it comes to learning outside the classroom the results of our study show that there is no connection between gender and learning style preferences which appeared to be the same with previous studies by Li et al (2010); Seiler (2011); Urval et al (2014) which also claimed that there is insufficient evidence to support the connection between gender and students' learning style preferences.

When learners were asked about which type of learning they prefer in their English lessons, the findings indicated that most of the girls 50% prefer to listen, whereas most of the boys 40% prefer to use examples. On the other hand, only 5.9% of the girls, and 13.3% of the boys preferred seeing patterns. The results of the first question indicate that girls are more auditory when learning their English lessons, while the majority of the boys appeared to be kinesthetic. These results confirm Sunderland's (1986) claims that males and females are different in terms of their learning style preferences in the EFL classroom.

In addition, when it comes to which type of teachers do learners prefer, the majority of the girls 41,2% stated that they prefer a teacher who uses explanations and practical sessions, and only 14,7% of them prefer a teacher who uses books and handouts showing again that the Read/Write style is the less preferred style among girls inside the classroom. While for boys, most of them 53.5% prefer a teacher who uses group

discussion. The findings of this question show parallelism with the results of the previous one which also indicated that girls are auditory, while boys are kinesthetic.

As far as concern the item “Your teacher is explaining a lesson using images and describing what is happening”, 53.3% of male students respond that they will focus on his actions. In contrast, the majority of females 44.1% respond that they will listen. This is confirmed with the classroom observation where the majority of the girls are focusing with the teacher when he is explaining. Only 2.9% of them, and 6.7% of the boys according to the results of the third question appear to be visual which once again confirm the findings of the first two questions.

As regards which type of learning do learners prefer outside the classroom, the results obtained appear to be different from the previous questions. This time, almost the same style is preferred by both males and females. The majority of the boys 53.3% choose explanations and written descriptions. For girls 38.2% choose the same style with boys, which is through explanations and written description, that shows that both gender prefer the Read/Write style outside the classroom. Unlike the results of the previous questions, the same number of girls 38.2% prefer learning through videos demonstrating how to do things. These findings confirm that there is no big difference in the learning style preference between males and females when it comes to learning outside the classroom. However, it also shows that both girls and boys are using a different style of learning outside the classroom from the one prefer to use inside the classroom.

As to results obtained from the item “You want to know about a new culture”, the findings reported that the biggest part of the females 64.7% prefer to watch a documentary about it, which is the same choice for the majority of the males 40%. The results of this questions shows for the second time that boys and girls share the same learning style preference when it comes to learning outside the classroom.

In addition, when it is about reading a novel, the majority of the girls 47.1% declared that they would watch a movie about it if it is available, to confirm once again that most of the girls are visual learners according to the VARK model when learning outside the academic environment. While for boys, almost all of them 80% stress on watching a movie about it, and that shows parallelism with the results of the

previous two questions and confirm that both gender share the same learning style preference outside the classroom. The findings of the last three questions support the claims of Li et al (2010); Seiler (2011); Urval et al (2014) who stated that there is insufficient evidence to support the connection between gender and students' learning style preferences.

Our study revealed that there is a small difference between males and females when it comes to reading a poem. More than half of the girls 29.4% said that they will read it if it is written by a poet they like, only 17.6% of them stated that they will read what others said about this poem. In contrast, the majority of the boys 60% respond by saying that they will read it if they heard people talking about it. The reason for that could be the fact that girls are more interested in reading poems than boys are.

When it comes to learning through presenting something, the findings of our study show a similarity between males and females, in which 38.2% of the girls and 46.7% of the boys representing the majority of both gender prefer to use images or get Figures to explain their ideas. These results represent the only case where males and females share the same learning style inside the classroom.

When students were asked "What do you do when you don't understand something inside the class ?" both males and females were once again proven to be visual. More than half of the girls 50% replied by saying that they will go back home and watch a movie about it, this was the same answer for the majority of the boys 66.7% which confirms again that there is no connection between gender and learning style preferences outside the classroom.

According to the last question in our survey which asked the learners for their suggestions for the best learning style that would help improving the learning and teaching process in our department, most of the answers show that learners want to depend on the use of ICT which is according to them an influential issue in the learning/teaching process nowadays. One of the student's answers was "the use of new teaching materials may make learning process more easier than it is"

In sum, our classroom observation and the findings of the questionnaire that are concerned with learning inside the classroom confirmed the first hypothesis which states that gender plays a vital role in determining the students' learning style.

However, this is applied only inside the classroom. The results obtained from the data gathered through the questionnaire when it comes to learning outside the classroom refute the first hypothesis, and declare that gender have no role in terms of determining the students' learning style preferences, because both males and females have shown that they are visual learners.

Conclusion:

This chapter has interpreted the results gathered through the two instruments that are used to answer the research questions of the current study. Both of the hypotheses stated in the general introduction are confirmed. The role of gender in affecting language learning style preferences is shown to be very important among Amar Thelidji 3rd year EFL students. Moreover, the obtained results from the study reveal also that there is a huge difference between girls and boys in terms of language learning style preferences, that is, girls are perceived to be more listeners while boys appear to be more kinesthetic.

General Conclusion

This study has investigated gender related differences in language learning style preferences at Ammar Thelidji University of Laghouat. It aims to explore the extent to which the use of learning styles differs from males and females. It also seeks to figure out the role of gender in shaping these differences.

The study was carried out using two research instruments. Forty-nine (49) students of third year at the English department of Laghouat University were randomly selected to participate. In addition to a structured classroom observation with three classes, and because of time constraint researchers didn't have the ability to do more observations. The mixed method approach was adopted combining both qualitative and quantitative methods to answer the research questions and test the hypotheses. Statistical Package for Social Sciences (SPSS) was used to obtain statistical data, and a checklist was used to analyze the results of the classroom observation in a statistical way.

The results of the two research instruments used in the current study were addressed and gave answers to the research questions developed in the investigation. The findings shows that female learners are different than male learners in their style of learning inside the classroom, where girls appear to be more listeners while boys seem to be kinesthetic. These findings confirmed Sunderland's (1986) statement that claims that there are differences which occurs inside the classroom as a result of gender differences. However, this might be because of the female participants in this research outnumbered male participants.

The results also revealed that both male and female learners appeared to be visual learners outside the classroom showing a similarity in their preferred style of learning.

It is hoped that the findings of this study would shed light on gender related differences in language learning style preferences. That would enhance the learning process by introducing various methods, approaches and techniques that would be suitable for both girls and boys. It is hoped as well that this research would be beneficial for future researchers in the same field.

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Appendices

Appendix 1: Learners' Questionnaire

The Questionnaire:

Dear Learners,

This survey investigates the learning style preferences of English foreign language learners as to gender differences. Your answers are vital for our research study. In this way, you are kindly asked to answer the following questions that would help us to gather authentic data about the investigation. The results of this survey will be used for an academic purpose. Consequently, your answers will stay private, so please feel comfortable to provide us with legitimate responses to the questions.

Thank you in advance for your help.

Section 1 : Background information

Please put (√) on the statement which is appropriate to you

a- Gender:

Male

Female

b-Level of English language learning :

Elementary

Intermediate

Advanced

Section Two :

1. When you are learning you prefer :

-To listen

-To read

-To see patterns

-To use examples

2. You prefer a teacher who uses :

-Explanations and practical sessions

-Pictures , videos , and diagrams

-Books and handouts

-Group discussion

3. Your teacher is explaining a lesson using images and describing what is happening . You will :

-Write then read what he said

-See the images

-Focus on his actions and how he is explaining

-Listen to him

4. Which type of learning you prefer outside the classroom :

- Through audio channels
- Through videos demonstrating how to do things
- Through visual features (pictures , maps) etc .
- Through explanations and written description

5.You want to know about a new culture , you would :

- Read about it
- Watch a documentary about it
- You ask someone who knows about it
- Look at details about the highlights and activities on it

6.Your friend has recommended a novel for you , you will :

- Read it
- Watch a movie of it if it is available
- Ask your friend to tell you what is it about
- Compare it to another novel you have read to find out what is it about

7.You want to read a new poem , what will influence your decision most ?

- It is written by a poet you like
- Hear people talking about it
- Read what others said about it

-See a preview of it

8. You have a presentation about a certain culture , you would :

- Gather and use examples to make it practical
- Write what you will present and read it over and over to learn it
- Use images or get graphs to explain your ideas
- Focus on keywords and say them again and again

9. What do you do when you don't understand something inside the class ?

- Ask the teacher for examples
- Write it out and read it more than once until understanding it
- You go back home and watch a video about it
- Ask your peers to tell you about it again

10. Which style of learning do you suggest that would help improving the teaching/learning process in our department ?

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Appendix 2: Learners' Checklist

Items to beobserved	Girls				Boys			
	Never	Rarely	Sometimes	Often	Never	Rarely	Sometimes	Often
-Learners want to take part of the classroom interaction								
-Learners ask the teacher to write when they don't understand something								
-Learners are concentrating when the teacher is lecturing								
-Learners are focusing when the teacher is using pictures, videos or graphs								

ملخص الدراسة

تقوم دراستنا الحالية على البحث حول الاختلافات الحاصلة بين الذكور والإناث بين طلاب السنة الثالثة لغة الإنجليزية من حيث تفضيل أسلوب تعلم اللغة. هذا وتسعى هذه الدراسة إلى تحديد ما إذا كان هناك اختلاف بين الأولاد والبنات في اختيار أسلوب التعلم. كما تحاول معرفة ما إذا كان الجنس يلعب دورًا في تشكيل هذه الاختلافات أم لا. وقد أجريت هذه الدراسة في قسم اللغة الإنجليزية بجامعة عمار ثلجي بالأغواط، حيث تم استخدام المنهج المختلط من أجل جمع البيانات النوعية والكمية. هذا وتم توزيع خمسة وخمسين (55) استبيانًا، على أربعة وثلاثين (34) فتاة وخمسة عشر (15) فتى. ستة (06) منهم تم رفضهم لعدم الاستجابة للشروط اللازمة في الاستبيان، إضافة إلى ذلك تم تنسيق ثلاث (3) جلسات ملاحظة بالقسم على عينة ثلاثة وستون (63) طالبًا. من خلال هذا تم الوصول إلى نتائج تدل على وجود فرق كبير في الأسلوب المفضل للتعلم بين الذكور والإناث بقسم اللغة الإنجليزية في جامعة عمار ثلجي لدى الطلبة من كلا الجنسين وهذا عندما يتعلق الأمر بالتعلم داخل القسم، في حين لوحظ وجود تشابه قريب في أسلوب التعلم لدى الطلبة سواء الذكور كانوا أم الإناث خارج الفصل الدراسي.