

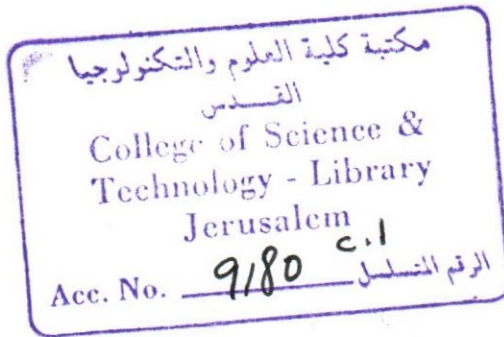
Al-Quds University

Graduate Studies
Department of Education

The Language Learning Styles of Palestinian Foreign Language Learners at the 10th Grade

By

Majida 'Mohammed Yousef' Dajani



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June/1999

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Master Thesis

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master

Of Arts in Methodology at Al-Quds University

By

Majida 'Mohammed Yousef' Dajani

Thesis Committee

Dr. Aziz Khalil / Bethlehem University (Advisor)

Dr. Taisir Abdallah / Al-Quds University (Member)

Dr. Abdelfattah Jabr/ Bir Zeit University (Member)

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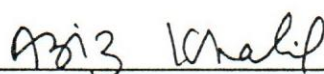
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Dedication

To my parents, brothers and sisters

To my Advisor Dr. Aziz Khalil

To all my real friends

To all my students

I present this work

Acknowledgement

I would like to express my deepest gratitude to my advisor Dr. Aziz Khalil for his wisdom, advice, guidance, patience, and invaluable comments throughout the study. I was really lucky to work with him. He spared neither time nor effort to help this work come into being.

I would also like to thank Dr. Taisir Abdallah, my teacher and committee member, for his constructive suggestions, patience, and help especially in the statistical analysis of the study.

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Abstract

The ways in which an individual characteristically acquires, retains and retrieves information are collectively termed the individual's learning styles. This research defines several dimensions of learning styles thought to be particularly relevant to foreign language learning.

The present study investigates the preferred language learning styles of Palestinian English Foreign Language (EFL) 10th Graders in the West Bank government schools. It also examines the effect of gender and language achievement on learning styles preferences.

Students were randomly chosen from groups stratified by gender and grade. Five hundred and nineteen (519) students, (227 male and 292 female), were selected from various government schools in the West Bank. The sample of the study completed the Style Analysis Survey (SAS), a self-report questionnaire of one hundred ten items designed by Oxford (1993).

The students rated their preferences on eleven different scales:

- 1) Three perceptual scales (visual, auditory, and tactile [hands-on]).
- 2) Eight psychological scales (extrovert vs. introvert; intuitive-random vs. concrete-sequential; closure-oriented vs. open and finally global vs. analytic).

Descriptive statistics were used including means, frequencies, standard deviations, and percentages to assess students' style preferences. A 2X2 ANOVA (gender X achievement) was performed on each of the eleven style dimensions.

The results revealed that Palestinian students were significantly more closure-oriented (1.99) than open (1.5); they were more intuitive-random (1.88) than

concrete-sequential (1.73); more tactile (1.85) than auditory (1.46) and visual (1.69); more global (1.79) than analytic (1.63); and finally they were significantly more extrovert (1.65) than introvert (1.16). Thus, Palestinian students reflect a closure-oriented, intuitive, tactile, global and extrovert personality type.

Some significant differences were found between males and females. Compared to males, females were more visual ($X=1.74$ vs. 1.62), more open ($X=1.56$ vs. 1.44), more global ($X=1.82$ vs. 1.74) and more analytic ($X=1.67$ vs. 1.58). Males were slightly more extrovert than females ($X=1.70$ vs. 1.60).

With regard to achievement and style preferences, the ANOVA results indicated that students with higher achievement scores were more intuitive ($X=1.94$ vs. 1.82), whereas students with lower achievement scores were more analytic ($X=1.69$ vs. 1.55). No statistically significant interaction was found between achievement scores, gender and learning style preferences.

The researcher recommends that EFL materials designers and writers take learners' learning style preferences into consideration when preparing EFL materials for Palestinian schools. The researcher also recommends that students should be encouraged to show flexibility, openness and adopt a variety of styles that suit the learning situation in order to achieve better results. Teachers should also be aware of the various styles or modes that their students prefer to use in learning English as a foreign language.

ملخص الدراسة

تسمى الطريقة التي يكتسب المتعلم بها المعلومات، ويحتفظ بها ويسترجعها "أسلوب أو نمط

التعلم" (Learning Styles). تعرف هذه الدراسة عدة أبعاد من أساليب التعلم يعتقد ان لها صلة

وثيقة بتعلم اللغة الإنجليزية كلغة أجنبية.

تهدف هذه الدراسة الى التعرف على الأساليب او الأنماط التي يفضل الطلبة الفلسطينيين ان

يتعلموا بها اللغة الإنجليزية في الصف العاشر في المدارس الحكومية في الضفة الغربية. كما تهدف الى

دراسة اثر جنس الطلبة وتحصيلهم في اللغة الإنجليزية على مدى تفضيلهم لهذه الأساليب.

ولتحقيق هذا الهدف اختارت الباحثة عينة طبقية عشوائية مكونة من (519) طالب وطالبة

(227 ذكور و 292 اناث) في الصف العاشر من عدة مدارس حكومية في الضفة الغربية، حيث أجاب

الطلبة على استبانة " (Style Analysis Survey)" والتي صممتها ريكا او كسفورد (1993).

تتكون الاستبانة من (110) عبارات تقيس احد عشر أسلوبا من أساليب التعلم.

الجزء الأول من الاستبانة يتناول الأسلوب الحسي الذي يفضل الطلبة استخدامه في التعلم

سواء أكان بصريا ام سمعيا او لمسيا (حركيا). (العبارات من 1-30).

أما الجزء الثاني فقد تناول الجانب السيكولوجي المتعلق بشخصية المتعلم، إذ يمكن تصنيف المتعلم من حيث الأسلوب العام في الحياة والأهتمامات الغالبة الى منبسط (Extrovert) و منطو (Introvert) ، ذو بديهة سريعة (Intuitive-Random)، أو ذو حس تنابعي (Concrete-Sequential)، المنغلق (Closure-Oriented) او المتفتح فكريا (Open-Oriented) ، الشمولي (Global) او التحليلي (Analytic).

استخدمت الباحثة الأحصاء الوصفي للتعرف على ميول الطلبة نحو اساليب التعلم المختلفة، وتحليل التباين الثنائي (Two-Way ANOVA) للكشف عن اثر جنس الطلبة وتحصيلهم في تفضيلهم للأساليب المختلفة .

وقد أظهرت نتائج الأحصاء الوصفي ان افراد عينة الدراسة يميلون الى الإنغلاق (المتوسط الحسابي) = (1.99) اكثر من ميلهم الى الإنفتاح (1.51) والى سرعة البديهة العشوائية (1.88)، والى استخدام اللمس والحركة (1.85) اكثر من استخدامهم البصر (1.69) او السمع (1.46) ، والى الشمولية (1.79) أكثر من التحليل (1.63). وظهرت النتائج ميل الطلبة الى الإنبساط (1.65) أكثر من الإنطواء (1.16). وهكذا فقد فضّل افراد العينة النمط المنغلق، وسريع البديهة واللمسي (الحركي) والشمولي والمنبسط.

أظهرت نتائج تحليل التباين فروقا ذات دلالة احصائية لصالح الإناث في المجالات التالية:

تفضيل استخدام حاسة البصر (1.74) مقابل (1.62)، والى الإنفتاح (1.56) مقابل

(1.44)، والشمولية (1.82) مقابل (1.74)، والتحليلية (1.67) مقابل (1.58). وكما اظهرت

النتائج فروقا ذات دلالة احصائية لصالح الذكور في المجال التالي: تفضيل استخدام الأسلوب المنبسط

(1.70) مقابل (1.60).

واظهرت نتائج تحليل التباين فرقا ذو دلالة احصائية لصالح الطلبة ذوي التحصيل الأعلى في

تفضيلهم الأسلوب او النمط الذي يعتمد على سرعة البديهة (1.94) مقابل (1.82)، وفرقا ذا دلالة

احصائية لصالح الطلبة ذوي التحصيل الأدنى في تفضيلهم للأسلوب او للنمط الذي يعتمد على التحليلية

(1.69) مقابل (1.55). ولم تظهر النتائج دلالات احصائية لأثر الجنس والتحصيل معا في تفضيل الطلبة

لأساليب التعلم المختلفة.

وعليه فان الباحثة توصي القائمين على تطوير منهاج اللغة الإنجليزية اخذ ميول الطلبة بعين

الإعتبار عند تصميم المنهاج وتأليف المواد التعليمية. وكما توصي الباحثة الطلبة بإبداء المرونة والإنفتاح

وتبني أنماط تعلمية اخرى تناسب مع المواقف التعليمية ليتمكنوا من تحصيل نتائج افضل. كما أن على

المعلمين ان يكونوا على دراية بالأنماط المختلفة التي يفضل طلبتهم ان يتعلموا بها.