

The Effect of Using Visual Auditory Kinesthetic Styles on Iraqi EFL Secondary School Students' Achievement in the English Language

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Abstract

The senses oriented by Visual, Auditory, and Kinesthetic can be employed as a model (method) to learn the foreign language. In this study, the effort tends to seek in an effect of Visual, Auditory, Kinesthetic as a method on developing the students' achievement of secondary school in teaching English as a foreign language. Teacher's capabilities can be considered as a main tool that stimulates the students' tends and desires. Teachers have more effect of knowing the style that possesses the acquisition information of the students.

There are interactions between the students' ability, and their wishes with teacher's manner. This study aims at explaining the importance of using Visual, Auditory, Kinesthetic method in teaching the English language, discovering the effect of English language learning on developing language skills, and applying the Visual, Auditory, Kinesthetic learning styles as model to learn English language for the students at secondary school. This study may help the students to comprehend and direct their skills in learning English language. The population of students who study English in the secondary school has been selected as a proportional sample to test success for this model. So, the sample includes the students of fifth stage containing two branches of the scientific students (applied and biology).

The randomly way for selecting the experimental and the control groups has been used. This sample involves (72) male students. It was distributed into two classes. Class (A) includes the branch of applied students which contains (36) students while class (B) includes the branch of biology which contains (36) students. There are many statistical tools have been used to obtain the results. This study reached to many encouraged results

1. The Statement of the problem

The theoretical framework of research interested in focusing on the Visual, Auditory and Kinesthetic(henceforth VAK) models. The teachers who apply these groups should take into account many means of this study. This study adopted the Dunn's model which focuses on the Productivity Environmental Preference Survey (PEPS).

Teaching English language in our schools depends on English language grammar. While in progressing of students growth, the communicative competence can be considered a better way to ensure successful language teaching. (Brown,2000 :266).

The problematic of this study focuses on the response of teaching English language in the secondary school, while the traditional way depends on studying of grammar to the students in Iraq, in general and for these stages (4th,5th,and 6th) in specific. Many features of VAK method are unfamiliar for the students. One can observe that the effect of using VAK method to develop the learners' critical reading in learning the English language, which it has not been studied in any of the academic institutions in Iraq. This study sheds light on the effect of using VAK method as a learning technique. It is used to develop the students' reaction to learn English. Accordingly, the main question of this study is concerned with the effectiveness of the suggested approach to learn English by students at secondary schools.

This study introduces many advantages :

- a) Drawing attention to learn English language by using traditional method is inadequate for the students to help them comprehend English language or to master it.
- b) and there is lack of performance at all learning levels for English language especially at secondary school stages.

1.1 The Value of the Study

This study is a valuable in helping to improve learners' performance by developing competence of teachers. This improvement depends

completely on developing teachers' skills, which will help the students to understand language acquisition and use. The study can be more beneficial for the EFL teachers and students in different stages. Moreover, it can present different aspects, which have more benefit for text designers,

administrators and educators. These may be reflected on the language user at the foreign language.

1.2 Aims of the Study

The current study aims at achieving several objectives :

- a) Showing the importance of using VAK method in learning English language, and interact it to integrate the skills of learning English language for the secondary schools.
- b) Revealing the effect of VAK method in EFL on developing language skills.
- c) Showing the effect of VAK method on the students' achievement in the English language.

1.3 The Hypotheses of the Study

The aims of this research are supposed to be achieved through verifying the following hypotheses:

- 1- There is a positive significant difference between the mean scores of the experimental group and the control group.
- 2- There are no statistically significant differences between the mean scores of the experimental group and that of the control group in the English language
- 3- There is statistical difference by using VAK style on the students' achievement in the English language.
- 4- There is no statistical difference between pre-test and post-test between the experimental and the control groups.

1.4 The Limits of the Study

The study is carried out at fifth class in AL-Ameen Secondary school for Boys, Dholuiya, Salahaldeen Governorate. It is applied to the students of secondary schools who study English language as one of the basic subjects during the academic year (2016-2017) first semester. The students who are learning the English as a study course.

In practice should be learned effectively and encompass aspects as : conversation, content, vocabulary, grammatical employ and mechanical consideration such as writing requirements.

1.5 The Plan of the Study

To achieve the aims of the study, the researcher is going to divide the students of the fifth scientific grade into biological and applied of Alameen secondary school into two groups, a control group and an experimental one. The researcher gives the students of both groups a pre-test in the English language to determine their standard in general. Then, VAK method used by the researcher when teaching English for the experimental group, while traditional method of teaching followed when teaching English for the students in the control group. A post-test was given to both groups to assess their achievement in English. The obtained results showed whether the hypotheses are proved to be correct or not. The results statistically analyzed and interpreted.

1.6 Definition of Basic Terms

The study starts with several basic definitions and operational terms such as: learning styles , visual, auditory and kinesthetic styles.

1.6.1 Learning Styles

It is mentioned that there is no obvious definition for learning style. The authors were divided into two groups, some of them focus on the method individual learners attempt to learn . They define the learning style as “general approaches that students use in acquiring a new language or in learning any other subject”(oxford,2003:2)while (Pritchard, 2009:3) defines it "an individual's preferred means of acquiring knowledge and skills"

It is “the way in which individuals begin to concentrate on, process, internalize, retain new and difficult information”(Dunn ,1990: 15).

It “refers to the manner in which individuals perceive and process information in the learning situations” (Brown, 2000: 49).

Operational Definition: Learning style can be defined as directing of students’ skills by method of auditory , visual or kinesthetic to acquire a foreign language . This style can be considered as an interactive style between the teacher and the students in the educational environment .

1.6.2 Visual Style

Is a distinctive manner which permits the grouping of works into related categories to recognize in which an act is performed and made (<https://en.m.wikipedia.org>).

Operational Definition:the learners use their images in order to communicate with the exposure subject by describing information in charts, flow charts, graphs, all symbolic arrows, hierarchies, circles, and other devices . The teachers employ these forms with headings, layouts, patterns, whitespaces, designs and color for establishing meaning .

These forms have features and characteristics which are predefined to help the learners aware about the information related to teaching English .

1.6.3 Auditory Style

Auditory learners prefer listening to lectures and audiotapes (Brown, 2007:50) . The learners try to recognize information through listening and interpreting it by the pitch, emphases on some syllables and speed during speech . They acquire knowledge by reading out loudly in the classroom . Additionally, they may not have a full understanding of information that are written (Ldpride, 2009:19) .

Operational Definition: the students to become aware by listening to the lectures and interoperating the information that reach to them in order to gain knowledge . The changing of pitch presented, the emphases of some parts, changing the speed of speech during presenting it, frequency of input information and everything can be used by the teachers to have the students' attention.

1.6 .4 Kinesthetic Style

Learners will show preference for demonstration and physical activity involving body movements (Brown, 2007:53). The learners who are kinesthetic learning being best and active with hands . They prefer interaction with the physical world . In more times, the kinesthetic learners face a difficult time in staying on target that make them unfocused effortlessly (Ldpride,2009:25) .

Operational Definition : the learners are aware of the meaning and associated it with global image when the teachers employ the body movements . These movements can be used through signal, face expression, hands on, and employed all crop details that may facilitate understanding of the students to reach the exact meaning that are related to a certain movements. This manner can facilitate the relations between their listening and the teachers signals.

2. Historical Background

The period between 1900s to 1950s can be considered as a golden period for developing the learning style (Brown,2000:121). In fact, there is no origin date that fix the appearance of the VAK/ VARK

learning style (Fleming,2001: 1). In this period,the image started to form this style and the researches started to accommodate that there is no single way to present the information to the students in the foreign language. Moreover, the learning strategies and idea of learning styles started to formalize .

The learning styles have developed by study and practice, these styles are influenced by emotion, psychological tendency, around environment and physiological features (Chen and Cao, 2007:129).The common learning styles for the learners can refer to the weaknesses and strengths of their achievements in the English as a foreign language. Adapting the students' learning strategies as understanding their acquisition learning style helps them claiming their learning capability. The latter works ,play, and employ different techniques to enhance their learning . According to this point of view, that may be the impact of the whole educational satisfaction of them (Dag and Gecer.2009:862).

One can identify several approaches to students' learning styles preferences by different tools of learning styles . These approaches have been improved for the English native speakers (O'Brien's ,1990:631). The checklist of tools of learning channel preference was employed for the non-native speakers of English (Reid, 1987:87) where in the field of ESL\EFLs' instruments the better tools for assessment in it are perceptual learning style preferences questionnaire (Wintergerst, et al., 2003:85)

2.1 Previous Studies

There are many studies that are interested in studying VAK as the method to learn foreign language . Litta et al. (2012). Conducted study entitled "The Effects of Visual Auditory Kinesthetic Learning Style as Technique in Improving Students' Writing Ability". This research aim at investigating VAK learning style as a technique that has effects in developing students' writing ability. This research relied on quasi experimental design. The population of this study encompass the eleventh grade students of Science Program SMA Negeri 1 Bontomarannu. It conducted in academic year 2014/2015. The cluster random sampling was used in this study. The sample includes 60 students that distributed into two groups. The experimental has 30 students in and also control group has 30 students.

The writing test and questionnaire used to collect data. The students' writing ability after applying method indicated that there was an improvement students' performance. The post-test of the experimental group was more significantly than the post-test of control group, where the

mean score of experimental group (73.2) more than the mean score of control group (58.1). The difference was recorded in both scores. It was statistically significant relied on the t-test value at (0.05), where the P-value is (0.0001) less than the significant level (0.05).

In other study, Vaishnav (2013) studies to analyze learning styles dominant among secondary school students was introduced by Vaishnav. This study was entitled "Learning style and Achievement of secondary school students". Which composed of three learning styles VAK. The researcher in his study attempts to reveal; the kinds of dominant learning styles may be preferred among students in the secondary schools, the relationship that may establish between the kinds of the learning styles, and the effect different learning styles that can be existence on the academic competence of secondary school students.

The sample of this study was composed of (200) students of class 9th, 10th and 11th standard of Maharashtra state. This sample was divided into three groups visual, auditory and kinesthetic. According to the results of this study, the calculated , r, for visual learners is (0.129) . This value refers to a correlation between visual learners and academic achievements is trivial or negligible. The value of ,r, record (0.287) for auditory learners.

According to this value the correlation between auditory learners and academic achievements can be considered positive low. Finally, this study showed that the value of the calculated ,r, of kinesthetic is (0.658). This value refers to a positive high correlation between kinesthetic learning style and academic achievements. This result indicate to numbers of the students who prefer the kinesthetic learning are more than visual and auditory styles. Herein, kinesthetic learning is dominant among them where the study reached to main result that the kinesthetic learning style is suitable for the students.

Rambe (2014) studied learning styles in his Thesis entitled "*The Effect of Using Visual, Auditory, Kinesthetic (VAK) Learning Model on Students' Achievement in Writing Recount Text*". These study search in the applications of Visual, Auditory, Kinesthetic (VAK). It intersects with learning style and the Students' Achievement in in Writing Recount Text. An experimental research conducted to achieve this aim in order to find out VAK learning model that has significantly affected on the students' achievement in that purpose. This study was conducted on 324 students in nine classes. The sample consists of the experimental and control groups. The writing test is an instrument that used to collect the data.

The results the study reached to the scores of the students in the experimental group that were significantly higher than the scores of the students in the control group. The level of significance is (0.05) with the

degree of freedom (df) 70. where the t-computed value (2.39) in which more than the t-table value (1.994). So, this result refers to the VAK (Visual, Auditory, Kinesthetic) Learning style possess a significant effect on students' achievement in Writing Recount Text.

Ibrahim et al(2016) have studied VAK style by confirmation on three of sensory of understanding used to receive information. The researchers have indicated to the Learning styles that the ability of learners to aware and process information in learning positions. Their study entitled "Assessment of visual, auditory, and kinesthetic learning style among undergraduate nursing students". It asserts that the capability to understand students' learning styles can augment the educational results.

Three of senses understanding used to receive information. So, VAK (Visual, auditory, kinesthetic) learning style is one of the learning manners could be used by the students. Teachers could merge visual, auditory, and kinesthetic as the style in their classroom activities. So that, the better learning style for students could increase their competence to be successful in their study. The aim of this study was to evaluate visual, auditory, and kinesthetic learning styles. The sample of study composed of an undergraduate nursing students contained (210) students (150 female and 60 male) that were chosen from 1040 students in each college. The study was conducted at Universities of Mosul and Kirkuk for two Nursing Colleges. The VAK Learning style self-administration questionnaire improved by Victoria et al., (Victoria Chislett & Alan Chapman, 2005). The researchers used data collection of random sampling to assess their model. The results for their study was analyzed by the statistical processing by using the SPSS version 17, while the Frequency and percentage of variables enhance their analysis. also Chi-square test was employ as the test of significance to determine the attend of relation between variables.

In one hand, the study reached that the most students favorite the visual learning style in which reached to (40%). Because the Visual learning style can be considered more attractive for the students, more easy, and less required of perception, the Kinesthetic recorded the (30.5%) of students' preferred and 29.5% of students preferred an auditory style. In the other hand, according to P-Value (≤ 0.05) for this study indicate that there is no significant difference between two Colleges at Kirkuk and Mosul Universities.

The students in both Nursing Colleges prefer the same learning style. While the individual differences were recorded by gender. The kinesthetic, and visual have more preferences by males as results for them need to more movement in an informal environment than females. The latter more than males tend to learn by listening and auditory.

2.2 Discussion of the Previous Studies

All of the previous studies tackled the learning styles as a visual, auditory and kinesthetic in one hand, and on the other hand all these styles together as one way (VAK). In fact, there is differs point of view to tackle the method of learning in each style. Therefore, one can find deferent technique, aims, procedure and achieved results. There are varieties and similarities in the ways to collect perspective the future studies: These studies associated with the same purpose which is investigating the students' learning style preferences. As well as they attained on the teaching and learning styles and tried to reveal statistically significant at effect the learning style preference among the students according to their gender such as Ibrahim et al.(2016)

These studies deal with learning styles as a method of teaching English in order to determine the learning style preferences for students of secondary school (Vaishnav,2013) and for the university students as in Ibrahim et al.(2016). The variety of the methodology of the previous studies can be noticed through what have been taken as a sample for analyzing learning styles prevalent among secondary school students as in (Vaishnav, 2013). The current study has depended on learning styles (VAK) as a method for the study and what the suitable method for student in teaching English.

The way of collecting data varied in previous studies, according to the nature of the study and need for the suitable size of the sample. It is better to mention that the others studies have used test as in (Vaishnav,2013) and Litta et al. (2012) and Ramb (2014). Whereas, some of researchers used the questionnaire as a way for the collection data such as Ibrahim et al.(2016) and Litta et al. (2012), In the current study, collecting data have relied on the experimental study on a sample of the students, in order to find the best style that can be suitable for teaching English language. In previous studies, the topic of analyzing for the learning styles relied on the different ways to analyze data by divided the sample into groups such as (Vaishnav,2013) and Ramb (2014), while. One can find some of studies which depended on the data attained from responses of the students as Litta et al. (2012). The students' responses can employ as a tool of the study (i.e. questionnaire). The current study has relied on statistic indicates to analyze the results obtained from experimental study.

The previous studies were applied on various samples as male, female and sample mixed male and female together. The framework of these studies interested in studying VAK learning style to learn EFL. All these studies agreed in their conclusion that the VAK is a style more suitable for the learners EFL. They reached to this result by means of finding the significant difference between the learning styles and the learners' preferences.

3. The Adopted Model

The researcher adopts Dunn and Dunn(2007) Learning Style Model. This model focuses on the Productivity Environmental Preference Survey (PEPS). Dunn and Dunn(ibid) present five learning styles that depend on stimuli. Each stimulus has several elements. The five stimuli and their respective elements are :

- 1- The elements of environment are : sound, light, temperature and room design.
- 2- The elements of emotion are : motivation, persistence, responsibility and structure.
- 3- The elements of sociology are : learning alone, in pairs, with peers, with a teacher, and mixed.
- 4- The elements of physiology are : perceptual, intake while learning, chronological energy pattern and mobility needs.
- 5- The elements of psychology processing are : global or analytic, hemisphericity, and impulsive or reflective.

This model is categorized as visual, auditory, and kinesthetic. This model devotes the senses as a basic to its working as shown in Finger

(1)



Figure 1

The senses used in VAK style
([https:// www.google.iq/image?imgurl](https://www.google.iq/image?imgurl))

The charts, graphs, and pictures are used by visual learners who learn visually, while listening to lectures used by auditory learners who learn auditorial.

Doing, touching, working and movement used by kinesthetic learners, where Figure (2) indicates VAK style to Dunn and Dunn in DePorter (2007:89)

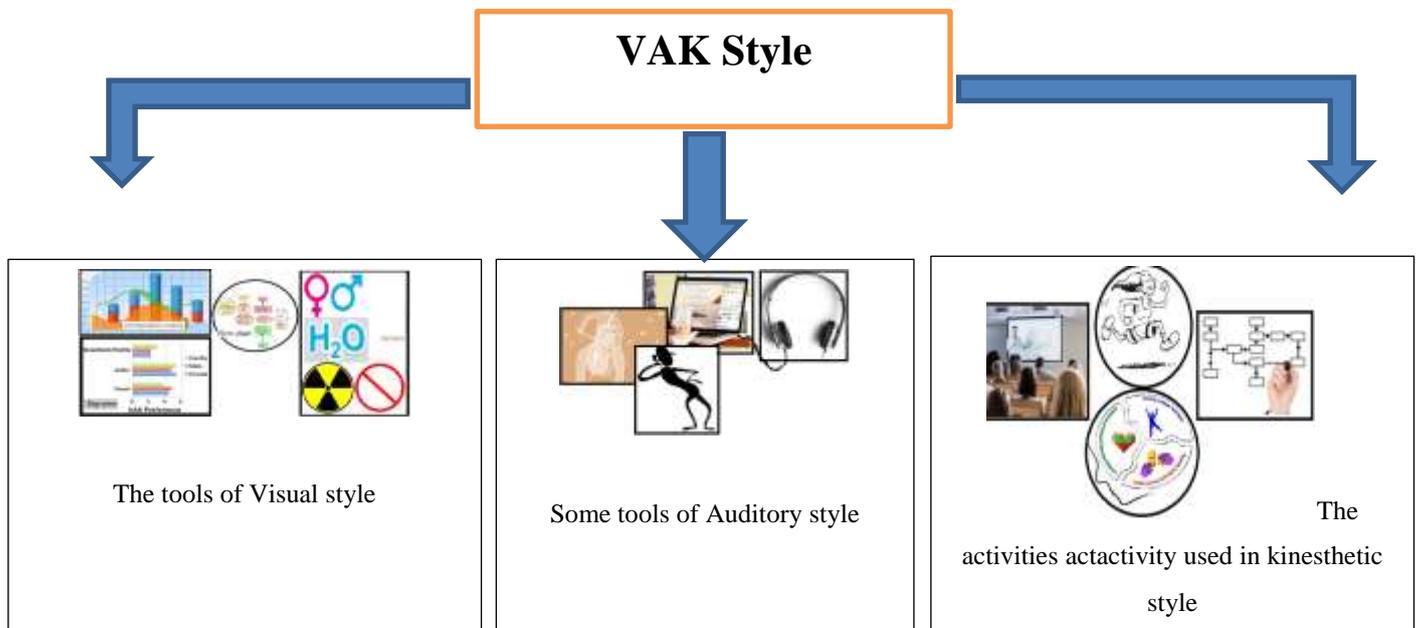


Figure (2) The Model of VAK Style

4. Sample of the Study

The sample of students who study English for the fifth secondary school has been selected as a proportional sample which contains two branches of fifth stage in the scientific branch (applied and biology). The selection method subjected to the random way for choosing the experimental and the control groups. The total number of the sample includes(72) of male students that have been distributed into two classes. Class (A) contains the branch of applied students which includes(36) students while class (B) contains the branch of biology which includes(36) students.

It is better to mention that the sample was chosen randomly, so, class(A) was selected to be a control group that used the traditional way, whereas, class (B) employed the proposed way (VAK) to be an experimental group, as shown in table (1).

Table (1)Sample of the Study

Group	Number	Branch	The method
Control	36	Applied	Traditional
Experimental	36	Biology	VAK
Total	72		

5. Instrument of the Study

Mastering and understanding the method of teaching English language used in this study are difficult tasks.. This means, when the learners have learnt skills of speaking and writing with confidence about the good performance in using English language, they will be able to develop their skills to contact with people .

Some learners easily accommodate with language by using visual style, while the others accommodate more easily with language by using auditory or kinesthetic.(Rambe ,2014:6)

VAK learning model is employed as the base of this study, especially to aid the learners' understanding and increase their effectiveness in the learning English language. Therefore, the VAK learning style may help learners in developing their skills . Students' learning styles let to assist the teachers to know how the students receive the information in the different manners. It is better to mention that the teacher can use one or more incorporate of styles (Rambe, 2014:8).

5.1 pre-test

The pre-test was achieved before the treatment of the two groups. According to Merriam- Webster(1973:912) pre- test is "An advance or preliminary testing or trial, as of a new product", "A test given to determine if students are sufficiently prepared to begin a new course of study" and the other definition of pre-test in the same dictionary was "to test (something) before presenting it to its intended public or client". Also " Preliminary test serving for exploration rather than evaluation" .

The pre-test was constructed in order to find the performance that is related with students' level. The pre-test was taken from the text book of grade : 5th preparatory student's book by Olivia Johnston and Mark Farrell English for Iraq. The jury of eight members achieve the validity of the pre-test . The pre-test was made on Thursdays, 1st of December, 2016 before starting the teaching program to the sample of the study.

5.2 post-test

The post-test was achieved after the applied on the two groups. According to Merriam-Webster(1973:899) post-test is “A test given to students after completion of an instructional program or segment and often used in conjunction with a pre- test to measure their achievement and the effectiveness of the program”. And " relating to typical of, or a occurring in the stage following treatment, examination”.

For both experimental and control groups, Post -test was made upon finishing the learning program for the sample of the study . The instructions of how to answer were explained by the researcher that no item to be left, which was the same as in the pre-test . The post-test was taken from the text book of grade: 5th preparatory student's book by Olivia Johnston and Mark Farrell(2013) .

6. Validity

Anderson et al (1995: 154) define the validity as follows “the appropriateness of a given test or any of its component part as measures of what it is supposed to measure” . Validity can be considered as an important side that should be available in each study. It is very necessary as essential conditions upon putting the questionnaire or any test for measuring the worth and truth of each study.

Validity should be conjugated in each test in order to fulfill the aim of the study, where it depends on a suitable analysis for all skills within the course.

Test validity is ensured by exposing it to a jury of eight members. The latter can give agreement, modification or any additional points related to the test. The correlation relative among the experts that reached to (80%) and more which indicates the validity of each item and its agreement of the items. The opinions of the experts to modify the formulation of some items have been considered. It is better to mention that the validity of the post-test must be assessed by means of all jury members which indicates (100%) agreement.

7. Reliability

Reliability is defined by Harris (1969:14) as “the consistency of the test scores. The period of time between the two tests has great importance for evaluating the test . In order not to remember the answers of the test by the students , it should not be short . That is, the students must depend on retaining the information during the period of their study. The multiple choice tests make the students able to remember the previous information and give them benefit to pass the test (remember the information). Note

that the period must not exceed more than two weeks, in order to restrict the big changes that may occur in their responses (Loufeel, 1976: 76).

The depended instrument can be considered as the other necessary condition that must be available for making the study reliable, because the instrument gives the same results when the retest applied on the same individuals of group. The study depends on the retesting that help us to know to what extent that our instrument is reliable. (thirty) students are selected as a sample to repeat the test in order to compute the reliability of the test . The test was applied on the selected sample after two weeks, it has been repeated on the same sample . After correction of the answers by using Pearson Correlation Coefficient ,the coefficient of stability has reached (0.86) that is, good coefficient of stability relative to non-standardized tests .

According to Lado (1965:330) the scores' stability for the same students' group gives us an indicator about the reliability. That is, the test is reliable when the students' scores are stable, while the harmonic of the scores without a clear reason refers to un reliable test .

8. Results

In order to find out the effect of VAK learning styles on the students' achievement in the English language. The pre- test and post- test have been designed and administered to the sample of the study. Furthermore, descriptive statistics are calculated to achieve the current aim and its hypothesis. It is supposed that there is no statistically significant difference at (0.05) level of significant on the achievement of the students between the experimental group students who learn English language by using VAK method, and the control group students who learn English by using the traditional method . T-test was used to determine the statistical differences between means of the information (knowledge) acquisition for the experimental and the control groups. This test was used to verify this hypothesis, as shown in table (2).

Table (2) The Statistical Test of the Experimental and the Control Groups

Groups	N	Mean	Std. Derivation	Df.	Computed T-Value	Tabulated T-Value	Level of Significant
Experimental	36	69.3056	2.41211	70	26.711	1.980	0.05
Control	36	42.9722	5.40098				

According to the results in table (2), T-test shows there is a statistically significant difference between the experimental and the control groups . Where the computed T- value is (26.711). The latter is more than the tabulated T- value that is (1.980) and degree of freedom (70) at (0.05) level of significant. This difference is in favour of the experimental group. The students in the experimental group who learn by VAK method excelled on their peers in the control group who learn by the traditional method . Because, the mean scores is (69.3056) of the students in the experimental group is more than the mean scores (42.9722) of the students in the control group, so, the null hypothesis is rejected and the alternative hypothesis is accepted.

The difference of both scores is statistically significant depend on the t-test value at (0.05) level of significant, where the P-value was (0.0001) that is less than the level of significant (0.05). This comparison of mean score indicate that the VAK learning style as a method possesses significant effects in developing skills of students and their achievement in learning English language.

In order to assess the effect of English language learning on developing language skills that "There is no effect of VAK method on the students' performance in English ". T-test is used to achieve this aim. The application of T-test emphasizes that there is significant difference within experimental group in the pre and post-test of students.

The second hypothesis interests in acquisition and developing language skills by using VAK method. Table (3) refers to the results T-test for pre-test and post-test in the experimental group.

Table(3)T-Test of the Pre and Post-Test of the Experimental Group.

	N	Mean	Std. Derivation	Df.	Computed T- Value	Tabulated T-Value	Level of Significant
Pre-test	36	32.8911	1.65879	35	-80.401	2.021	0.05
Post-test		69.3056	2.41211				

According to the results in table (3), the computed t-value is (-80.401) compared with tabulated t-value (2.021) with degree of freedom (35) and level of significant (0.05) . There is statistically significant difference between the two tests of the experimental group, that is, these

differences are recorded on the behalf of the post-test that refers VAK method has effect on the students' achievement in the English language. In this case the alternative hypothesis is accepted and the null hypothesis is rejected.

9. Conclusion

The VAK style as model for teaching foreign language has proved its presence in this field.

It can view that the manner of thinking , method of learning and the individual differences of the students may not be more different with their peers in our country. So, this style can be applied and gives the positive results on the sample that can be generalized to represent the whole population of the students.

A set of other conclusions can be extracted from this study are:

- 1- VAK model takes into account the individual differences, abilities and needs among the students.
- 2- Raise motivation of students and motivates them on continuing to interact within the lesson.
- 3- Appropriate model for all students' levels .
- 4-VAK method can be considered more efficient in increasing information acquisition as compared to the traditional way.
- 6- VAK method needs more time, effort and skill by the teacher than the traditional method.

9.1 Recommendations

Based on the conclusions above, several recommendations are recommended in order to continue the progress to put data to fill the container of (VAK) style .

- 1- In teaching English language the teachers should be more creative for knowing psychology of the students and have more ability to prepare and use the modern teaching material. The teachers should be more ability to motivate the students to benefit from (VAK) learning style as a technique to improve the students' ability to learn English language.
- 2- The teacher should be explosive the students ability and give some enough opportunity to practice their ability in learning by using (VAK) style.
- 3- The teachers should focus on easier ways that can be fun for the students. The students' interest and their needs should mix with the various sides of (VAK) style.

- 4- The students' attention should be attracted by means of a good class management and focusing on cooperation among the students in order to develop their ability in analysing, syntheses, and evaluation . On the basis of the data of the present study and its results that promote results.
- 5- Attention must be paid to the use of modern models of teaching as a model for an active in the acquisition of information.
- 6- Application of the model of VAK in different educational stages .
- 7- Training teachers , educated and, urged them on the diversification in the methods of their education .
- 8- According to the results of the suggested method of teaching which shows the effectiveness of making the students obtain better information, so, it is better to use it in the learning English.

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