TABLE OF CONTENTS

Chapter 1 INTRODUCTION	
Introduction	1
Learnig Styles & Teaching Styles Match & Mismatch	2
Learning Styles in L2 learning	4
Statement of the Problem	6
English Language Situation in Iran	11
Objectives of the Study	13
Research Questions	14
Rationale of the Study	14
Significance of the Study	15
Limitations of the Study	17
Delimiation of the Study	18
Definition of the Terms	18
Learning Styles	18
Teaching Styles	19
Matched /Mismatched Styles Preferences	20

Chapter 2 LITERATURE REVIEW

Introduction	21
Learning Styles Overview	23
Factors Affecting the Learning Styles Preferences	31
Learning Styles & Strategies	34
Relationship Between Styles & Strategies	35
Theoretical Framework	36
Learning Cycles Based on Kolb Model	39
The Huitt Model	49
Input	50
Output	51
Interaction	52
Categorizing Learning Styles Instruments	53
Dunn & Dunn Learning Styles Model	57
Kolb Learning Styles Model	58
Myers-Briggs Learning Styles Model	60
Extroversion versus Introversion (EI)	61
Sensing versus Intuition (SI)	61
Thinking versus Feeling (TF)	61
Judgers versus Perceivers (JP)	62
Felder & Soloman Learning Styles Model	62
Learning Styles & Academic Achievement	66
Teaching Styles Overview	68
Research on Teaching Styles	71

The Good or Successful Language Learner	73
Matching of Learning Styles with Teaching Styles	76
What Are you Matching?	81
What Is the Purpose of Learning?	81
What effect does the Learning content Have?	82
What Other Individual Differences Enter the Equation?	82
What is the evidence that Matching works?	83
Researches on Matching Learning Styles with Teaching Styles	83

Chapter 3 METHODOLOGY

Introduction	90
Procedures of The Study	92
Sampling	94
Instrumentation	96
Instruments	98
Demography Questionnaire Based on Oxford	99
Felder & Soloman Learning Style Inventory	99
Observation	106
Interview	108
The Structure of The Interview	110
Pilot Study	113
Pilot Study Subjects	113
Pilot Test Material	113
Pilot Study Procedures	114
Pilot Study Results	115
Questionnaire Administration	116
Research Procedures	117
Data Collection Via Structured Questionnaire ILS & Demography	117
Questionnaires	
Data Collection Via Class Observation & Interview	117
Variables	119
Independent Variables	119
Dependent Variable	121
Data Collection Procedures	121
Data Collection Methods	124
Data Analysis	125

Chapter 4

ANA	LY	SIS	OF	THE	DA	TA	
_							

Introduction	127
Learners' Learning Styles Preferences	129
Teachers' Learning Styles Preferences	133
Investigating The Impact Of The Age, Gender, Years Learning English And	135
Parents Education Background On Learning Styles Preferences	
Gender and Active /Reflective Dimension	135

Conden and Sensing/Intuitive Dimension	136
Gender and Sensing/Intuitive Dimension Gender and Visual/ Verbal Dimension	130
Gender and Visual/Verbai Dimension Gender and Sequential/Global Dimension	137
Age and Active /Reflective Dimension	138
Age and Sensing/Intuitive Dimension	140
Age and Visual/ Verbal Dimension	140
Age and Sequential/Global Dimension	141
Years of Learning English and Active /Reflective Dimension	142
Years of Learning English and Sensing/Intuitive Dimension	144
Years of Learning English and Visual/ Verbal Dimension	144
Years of Learning English and Sequential/Global Dimension	145
Parental Educational Background and Active /Reflective Dimension	140
Parental Educational Background and Sensing/Intuitive Dimension	147
	148
Parental Educational Background and Visual/Verbal Dimension	149
Parental Educational Background and Sequential/Global Dimension	
Summary Match and Mismatch of Tassahing Styles and Learning Styles and Its Import on	151
Match and Mismatch of Teaching Styles and Learning Styles and Its Impact on	151
EMSs Learners Achievement	150
Relationship Between Matched Teaching - Learning Styles &	152
Achievement (Step 1)	150
Comparison in Achievement Scores Between Matched Teaching-Learning	152
Styles with Mismatched Teaching-Learning Styles for Individual LSPs	
(Step 2)	
Achievement Scores and Active /Reflective Dimension	153
Achievement Scores and Sensing/Intuitive Dimension	154
Achievement Scores and Visual/ Verbal Dimension	155
Achievement Scores and Sequential/Global Dimension	156
Comparison in Achievement Scores between Matched Teaching-Learning	156
Styles with Mismatched Teaching- Learning Styles Across all LSPs (Step 3)	
The Impact of The Independent Variables on Dependent Variable on Learner's	161
Achievements	
Logistic Regression Analysis (LRA) Result as aWhole	161
Component Analysis: ACT/REF Learning Styles	163
Dimension	
Component Analysis: Sensing /Intuitive Dimension	165
Component Analysis: Visual/Verbal Dimension	169
Component Analysis: Sequential/Global Dimension	170
Brief Summary	172
Accommodating the Learner's Preferences in Classroom Environment	172
Background	173
Accommodating to Students' Learning Styles?	175
Why Not? Sharing Some Experiences	
How Practical is the Tailoring of Teaching Styles	176
Based on Learners' Learning Styles	
Case Study 1	179
Learning Styles Background	179

Aryana's Current & Actual Practice	181	
The Importance of Learning Styles in an EFL Context	184	
Case Study 2	186	
Learning Styles Background		
Nilo's Current & Actual Practice	190	
The Importance of Learning Styles in an EFL Context	193	
Case Study 3	194	
Learning Styles Background	194	
Flora's Current & Actual Practice	197	
The Importance of Learning Styles in an EFL Context	199	
Case Study 4	201	
Learning Styles Background	201	
Mina's Current & Actual Practice	203	
The Importance of Learning Styles in an EFL Context	204	
Chapter 5		
RESULTS & DISCUSSION	213	
Overview	213	
Summarization	215	
Findings & Discussion	220	
Recommendations & Implication	230	
Recommendation For Practice	230	
Recommendation For Future Research	232	
Conclusion	234	
References	236	
Appendixes	269	

LIST OF FIGURES

Fig 2.1.	Family Tree of Learning Styles	30
Fig 2.2.	Two Ways of Understanding or Transforming Knowledge	38
Fig 2.3.	Kolb's Four Types of Knowledge and Learning Styles	41
Fig 2.4.	Characteristics of The Different Learners in Kolb Classification	42
Fig 2.5.	Adapted & Modified From Model of The Teaching–Learning Process Based on Huitt (2003) Which Displays the Interaction Among the Current Variables Within this Study Scope	53
Fig 2.6.	Displays The Layers of Learning Styles Based on Curry (1981)	54
Fig 2.7.	Five Questions Suggested by Bonham (1989)	80
Fig 3.1.	Study Flow chart	92
Fig 5.1.	Summary of the findings	235

LIST OF THE TABLES

Table 2.1	The relationship between learning style & learning conditions	44
Table 2.2	Learning styles concept based on cognitive center approach	55
Table 2.3	Learning styles concept based on personality center approach	55
Table 2.4	Learning styles concept based on activity center approach	56
Table 2.5	Suggested model by Ellis for learning styles models	56
Table 2.6	Research concerned with instructional setting	84
Table 2.7	Studies Related with the Impact of the Learning Styles & teaching	86
	styles match & mismatch	
Table 2.8	Review of The Studies Done on Matching & Mismatching	88-89
	Teaching Styles & Learning Styles	
Table 3.1	Description of the Subject demographics	96
Table 3.2	Explains the Different Learning Styles Definition Based on Felder	104
	& Soloman for ILS dimensions	
Table3.3	The Flow of the Different Stage in the Interview for Current	112
	Research	
Table 3.4	Results of the Cronbach alpha for pilot study	116
Table 3.5	Time table for the interview & observation	118
Table 3.6	Research questions & data sources entailed	123
Table 4.1	Active /Reflective (ACT/REF) frequencies among the learners	130
Table 4.2	Sensing/Intuitive (SEN/INT) frequencies among the learners	131
Table 4.3	Visual/Verbal (VIS/VER) frequencies among the learners	132
Table 4.4	Sequential/Global (SEQ/GLO) frequencies among the learners	133
Table 4.5	Active/Reflective (ACT/REF) frequencies among the lecturers	134
Table 4.6	Sensing/Intuitive (SEN/INT) frequencies among the lecturers	135
Table 4.7	Visual/ Verbal (VIS/VER) frequencies among the lecturers	135
Table 4.8	Sequential/Global (SEQ/GLO) frequencies among the lecturers	136
Table 4.9	Chi-squared test of difference between males & females across	137
	Active/Reflective	
Table 4.10	Chi-squared test of difference between males & females across	138
	Sensing/Intuitive	
Table 4.11	Chi-squared test of difference between males & females across	139
	Visual/Verbal	
Table 4.12	Chi-squared test of difference between males & females across	140
	Sequential/Global	
Table 4.13	Chi-squared test of difference between group 1 & group 2 across	141
	Active/Reflective	
Table 4.14	Chi-squared test of difference between group 1 & group 2 across	142
	Sensing/Intuitive	
Table 4.15	Chi-squared test of difference between group 1 & group 2 across	143
m 11 4 4 4	Visual/Verbal	
Table 4.16	Chi-squared test of difference between group1 & group 2 across	144
	Sequential/Global	

T 11 4 17		145
Table 4.17	Chi-squared test of difference between groups with different English	145
Table 4.18	language experience across Active/Reflective Chi-squared test of difference between groups with different English	1/16
1 abic 4.10	language experience across Sensing/Intuitive	140
Table 4.19	Chi-squared test of difference between groups with different	147
	English language experience across Visual/Verbal	
Table 4.20	Chi-squared test of difference between groups with different English	148
10010 1120	language experience across Sequential/Global	1.0
Table 4.21	Chi-squared test of difference between groups with different Family	149
	Educational background across Active/Reflective	
Table 4.22	Chi-squared test of difference between learners with different Family	150
T-11- 4 02	Educational background across Sensing/Intuitive	151
Table 4.23	Chi-squared test of difference between learners with different Family Educational background across Visual/Verbal	151
Table 4.24	Chi-squared test of difference between learners with different Family	152
1 abic 4.24	Educational background across Sequential/Global	132
Table 4.25	Comparison of Achievement Scores between Matched &	155
	Mismatched Teaching-Learning Styles(LSP1)	
Table 4.26	Comparison of Achievement Scores between Matched &	156
	Mismatched Teaching-Learning Styles (LSP2)	
Table 4.27	Comparison of Achievement Scores between Matched &	157
	Mismatched Teaching-Learning Styles (LSP3)	
Table 4.28	Comparison of Achievement Scores between Matched &	158
Table 4.29	Mismatched Teaching-Learning Styles (LSP4) Means & standard deviations of achievement scores for the Match	160
1 able 4.29	Groups	100
Table 4.30	Results of the One-way analysis of variance on achievement scores	160
14010 1.00	for the Match Groups	100
Table 4.31	Tukey post-hoc comparisons on achievement scores for the Match	161
	Groups	
Table 4.32	The Findings of the impact of the teaching styles & learning styles	163
	on learner's achievements	
Table 4.33	Dependent variable encoding	164
Table 4.34	Categorical Variables coding of the Logistics Regression Analysis	165
Table 4.35	Results of the Logistics Regression Analysis on Achievements Scores	165
Table 4.36	Variables that is not in the equation of the Logistics Regression	165
1 4010 4.50	Analysis	105
Table 4.37	Dependent Variable Encoding of the LRA	166
Table 4.38	Variables in the Equation of Logistics Regression Analysis	166
Table 4.39	Variables that are not available in the equation of the	167
	Active/Reflective LRA	
Table 4.40	Dependent variable encoding	168
Table 4.41	Categorical Variables coding of the Logistics Regression Analysis	168
Table 4.42	Variables in the Equation of Logistics Regression Analysis	169
Table 4.43	Omnibus Tests of Model Coefficients assignment	169 160
Table 4.44	Model summary	169

Table 4.45	Model if Term Removed	170
Table 4.46	Dependent variable encoding	172
Table 4.47	Variables in the Equation of Logistics Regression Analysis	172
Table 4.48	Variables not in the Equation of the Logistics Regression Analysis	173
Table 4.49	Dependent variable encoding	174
Table 4.50	Categorical variables coding	174
Table 4.51	Variables in the Equation	174
Table 4.52	Variables not in the Equation	174
Table 4.53	Observation & interview on teaching styles (Case study 1)	209
Table 4.54	Observation & interview on teaching styles (Case study 2	210
Table 4.55	Observation & interview on teaching styles (Case study 3)	211
Table 4.56	Observation & interview on teaching styles (Case study 4	212

List of Abbreviation

EFL	English as a Foriegn Language
ESL	English as a Second Language
EMSs	English Major Students
AC	Active dimension (Felder and Soloman)
RE	Reflective dimension (Felder and Soloman)
SEN	Sensing dimension (Felder and Soloman)
INT	Intuitive dimension (Felder and Soloman)
VIS	Visual dimension (Felder and Soloman)
VER	Verbal dimension (Felder and Soloman)
SEQ	Sequential dimension (Felder and Soloman)
GLO	Global dimension (Felder and Soloman)