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TEACHER AWARENESS ABOUT LEARNERS' PERSONALITY AND LEARNING STYLES IN EFL CLASSES

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD
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Declaration

I hereby declare that the substance of this dissertation is the result of my investigation due

Reference of acknowledgment is made when necessary to the whole of other researchers.

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Dedication

In the Name of Allah the Most Merciful and the Most Compassionate

This work is dedicated to:

My Parents: my dear father and my beloved mother without whom I would not have been what I am. Thank you, mother and father, for all your sacrifices.

To my beloved friends,Saida Imane, Souad, Aisha, Ahlem, Amina , Ikram , And Kawther, Zina, Chaima, Razzika, Samir, Khalid, Omar, Mimi, Nour and Nada,

All those who know me and who would be interested in reading my Dissertation

Fatiha KOUBITI

Dedication

At the outset, I thank Allah for granting me strength and patience to achievemy interests.

I dedicate this humble work to my dear Parents; whom without their prayers I could not be the person I am today; for their endless love, encouragement and financial support.

To my husband and dear sons: AMIR and Houssam

Souad TAHARI

Dedication

In the Name of Allah the Most Merciful and the Most Compassionate

This work is dedicated to:

My Parents: my dear father and my beloved mother without whom I would not

Have been what I am. Thank you, mother and father, for all your sacrifices.

To my beloved friends and All those who know me and who would be interested in reading my

Dissertation.

Aicha KOUDASH

Abstract

Teachers play a variety of roles in the classroom to facilitate the learning process for students, including identifying the students' personalities and styles that are considered as an important role for teachers in the classroom and choosing the appropriate strategies to address these differences. The present study ' Teachers awareness about Students Personality and Learning Styles in EFL Classes' aims to see the extent to which the personality types and learning styles of learners are included in the teaching practice in EFL classes , and the various strategies that teachers use to cope with these differences. The implemented descriptive research design incorporates both qualitative and quantitative approaches. Sixty eight (68) first year students from both scientific in El-Amir-Abdel-Kader high school in Khemiss Miliana were randomly selected to participate in the study. Data were collected through a content analysis of questionnaire and interview. Regarding the methodology, the researchers used two research tools. The questionnaire is designed for first year secondary school learners at EL-Amir- Abd-el-Kader Secondary School in Khemis Miliana. The interview is conducted with EFL teachers. The findings indicate that teachers are aware of the personalities and styles of their learners. The analysis of the data of the study shows that teachers are somehow aware about their student's personalities and learning styles. Therefore, it is concluded that using a variety of teaching strategies and methods to cope with the learning styles and personalities of students in the classroom helps students in their learning process. The study concludes with some strategies that may enable both teachers and learners in achieving in the learning process.

Key words: *EFL Classes, Strategies, Teaching*

Résumé

Les enseignants jouent divers rôles dans la salle de classe pour faciliter le processus d'apprentissage des élèves. Ils doivent notamment identifier les personnalités et les styles des élèves, ce qui est considéré comme un rôle important pour les enseignants dans la salle de classe, et choisir les stratégies appropriées pour faire face à ces différences. L'objectif de cette étude est d'examiner dans quelle mesure les types de personnalité et les styles d'apprentissage des étudiants sont inclus dans la pratique de l'enseignement dans les classes d'ELE et les différentes stratégies que les enseignants utilisent pour faire face à ces différences. En ce qui concerne la méthodologie, le chercheur a utilisé deux outils : les questionnaires des étudiants et l'interview des enseignants qui a été menée en première année de langues étrangères dans les écoles secondaires EL-Amir- Abd-el-Kader à Khemiss Miliana. Les résultats indiquent que les enseignants sont dans une certaine mesure consciente des personnalités et des styles de leurs élèves.

Mots clés : *ELE, Enseignement, Stratégies*.

ملخص

يلعب المعلمون مجموعة متنوعة من الأدوار في الفصل الدراسي لتسهيل عملية التعلم للطلاب ، بما في ذلك تحديد شخصيات الطلاب وأساليبهم التي تعتبر دورا مهما للمعلمين في الفصل الدراسي واختيار الاستراتيجيات المناسبة لمعالجة هذه الاختلافات. تهدف الدراسة الحالية بعنوان "وعي المعلمين بشخصية الطلاب وأساليب التعلم في فصول اللغة الإنجليزية كلغة أجنبية" إلى معرفة مدى تضمين أنواع الشخصية وأساليب التعلم لدى المتعلمين في ممارسة التدريس في فصول اللغة الإنجليزية كلغة أجنبية ، والاستراتيجيات المختلفة التي يستخدمها المعلمون للتعامل مع هذه الاختلافات.يتضمن تصميم البحث الوصفي المنفذ كلا من المناهج النوعية والكمية. تم اختيار ثمانية وستين (68) طالبا في السنة الأولى من كلا العلمين في مدرسة الأمير عبد القادر الثانوية في خميس مليانة عشوائيا للمشاركة في الدراسة. تم جمع البيانات من خلال تحليل محتوى الاستبيان والمقابلة. وفي ما يتعلق بالمنهجية، استخدم الباحثون أداتين بحثيتين. تم تصميم الاستبيان لمتعلمي المرحلة الثانوية الأولى في مدرسة الأمير عبد القادر الثانوية في خميس مليانة. يتم إجراء المقابلة مع معلمي اللغة الإنجليزية كلغة أجنبية. تشير النتائج أن المعلمون على دراية بشخصيات وأساليب المتعلمين. يظهر تحليل بيانات الدراسة أن المعلمون يدركون بطريقة أو بأخرى شخصيات طلابهم وأساليب تعلمهم.لذلك يستنتج أن استخدام مجموعة متنوعة من استراتيجيات وأساليب التدريس للتعامل مع أساليب التعلم وشخصيات الطلاب في الفصل الدراسي يساعد الطلاب في عملية التعلم الخاصة بهم. وتختتم الدراسة ببعض الاستراتيجيات التي قد تمكن المعلمين والمتعلمين على حد سواء من الإنجاز في عملية التعلم.

الكلمات المفتاحية:الانجليزيه كلغة اجنبية ,الاستراتيجات ,التعليم.

Liste of Acronyms

EFL: English as a foreign language

VARK: Visual, Auditory, Reading, Kinaesthetic

VARK: Visual, Auditory, Reading, Kinaesthetic

List of Abbreviations

Id: I will do it now

LS: Learning Styles

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Chapter One:
General Introduction

1. Background of the study

Probably the shortest question that has an immense answer is "How do people learn?" Some learn thoughtfully whilst others process information more superficially and they differ in their information processing, organizing, recalling and applying Research discovered that teaching-learning processes are acted upon by a number of variables while some are extraneous and some are inherent. External elements such as classroom type, learning techniques, school place, learning equipment, teacher experience, and so on had been given a lot of consideration. An individual's emotion, attitude, and behavioural reaction patterns that are deemed to be inner variables are estimated to have an important effect on the teaching-learning process. A particular combination of an individual's pattern of emotion, attitude, and behavioural reaction that makes an individual special is called personality and is compatible throughout their lives. Again, learning style is both an individual feature and a preferred way of acquiring information. Characteristics of personality form a significant part of learning styles as they are so intertwined.

2. Statement of the problem

The study of the learners' individual differences in Big Five personality traits and learning styles has been widely investigated. Researchers attempted to discover the effects of personality traits on many variables such as performance, satisfaction, and well-being (e.g., Judge, Heller, & Mount, 2002; Hurtz & Donovan, 2000). In the educational con-text, numerous studies explored the relation-ships among personality traits, academic performance, motivation, and satisfaction (Komarraju, Karau, & Schmeck, 2009; Oswald, Schmitt, Kim, Ramsay, & Gillespie, 2004; Paunonen & Ashton, 2001; Trapman, Hell, Hirn, & Schuler, 2007).

In addition, the study of the effects of personality traits in con-junction with learning styles on academic performance, particularly in the Thai educational context has not been discovered. Hence, it is noteworthy to apply the two frameworks __the Big Five and learning styles to under-stand the extent to which students' personality traits (i.e., Emotional Stability, Extraversion, Openness to Experience, Agreeable-ness, and Conscientiousness) and learning styles (i.e., sensing-intuitive, visual, verbal, active-

reflective, and sequential-global) predict their academic performance and satisfaction. The Big Five and learning style frame-works are presented in the next section

3. Rational of the study

We are conducting this research due to the lack of adopting new teaching and learning strategies, the lack of learner's interaction in lessons, lack of motivation, and teachers' awareness about their learner's differences, poor performance and the implementation of new approaches in the curriculum. Few research have been conducted about learners differences and learning styles.

4. Aims of the study:

-Manifesting the awareness of teachers about their learner's personalities and learning styles in teaching EFL.

-Probing into the strategies that teachers use to cope with the learners differences.

5. Research Questions

Since the main concern of the present study is to dig into teachers' awareness about learners' personalities and learning styles, the following research questions are put forth:

➢ To what extent are the learners' differences styles and personalities taken into consideration by the teacher in EFL Classroom?

➢ What are the strategies that can teacher use to cope with different learner's personalities and styles during their teaching practice?

6. Hypotheses

Based on the above questions, the following hypotheses are formulated:

➢ Knowing about learner' differences in the classroom help the teachers in the Teaching Process

➢ Using a variety of teaching strategies and methods to cope with the learning styles and personalities of learners in the classroom helps students in their learning process.

7. Research Methodology and Tools

The present research deals with a sample drawn randomly consisted of 68 first year EFL learners in El-Amir-Abdel-Kader high school in Khemis Miliana. Thus, knowing their needs and interests, will bring to the surface important facts. It is worth considering that working with the whole population of second year learners sounds to be a difficult task, as it requires more efforts, material resources and time. For these reasons, in this research, we investigate a sample and generalise the findings later on the rest of the population.

For this purpose, a questionnaire was administered to a sample population from first year high school leaners. The questionnaire aims at collecting necessary data and important sources of information from the students concerning their learning styles and personalities and their views about the use of different strategies by their teachers help them in the learning styles. A systematic analysis and interpretation of the results is supposed to reach a convincing conclusions and a reliable finding. The interview aims at knowing about the use of different strategies to cope with the learning styles and personalities of learners in the classroom helps learners in their learning process.

8. Definition of the terms

8.1. Personality

For the purpose of this study, the definition of personality is derived from Clark (2003) definition: "it is seen as stability among individuals that affect their thoughts, behaviour, and ideas. Its characteristics can be both inherent and acquired which distinguish one person from another and they can be remarked during people's relationships to the environment and to social groups".

8.2. Personality big traits

Goldberg (1992) proposed a personality model which called The Big Five, which has led to consistent results in relation to academic performance. The Big Five model consists of five major personality traits accompanied by sub-traits that make each personality unique: "conscientiousness, openness to experience, agreeableness, extraversion, and neuroticism" (Qaisy & Thawabieh, 2016, p. 13). Researchers have shown the big five personality traits are relatively stable over

8.3. Learning Styles

Learning styles are defined by Kinsella (1995) as " an individual's natural habitual and preferred ways of absorbing, processing, and retaining new information and skills" (p.171). Similarly, learning styles are specific ways in which an individual collects and processes data in relation to learning (Davidson, 1990; Kolb& 2000). This means that persons use specific and unique ways and methods when they learn and develop skills. According to Terry (2001) "learning styles are related to patterns of individual thoughts, beliefs, attitudes, and behaviours" (p.124).

8.4. Learning Styles Models

There are many models related to learning styles based on several factors that have an impact on an individual's ability to learn. Some of these models are those of Kolb, and Gardner. On the one hand, there is Kolb and his model of experiential learning styles that has its root from Jung's theory of psychological type. However, Felder (1996) suggests that Kolb's model is different in which it assorts learners into four learner's categories based on their willingness for the way to gain knowledge and to internalize data.

9. Structure of the Study

Without regarding the General Introduction and Conclusion, This research is composed of three main chapters the first chapter dealt with the theoretical part in which the researchers try to shed light on the different concepts as "personality" and "learning styles" , and the relationship between the two variables. The second chapter is about the methodology undertaken for this study by defining the institution in which the

research has been conducted and the sample that participated in the research .Additionally, it presents the tools used to collect data in this research, including learner' questionnaires and teachers' interview. Chapter three is devoted to the description and the discussion of the findings. That is a systematic interpretation of the respondents' answers is carefully presented and illustrated with figures tables when necessary. To finish with, the research ends up by a summary of the main finding in the research supported by recommendations and suggestions for first year high school learners and teachers.

Chapter two:

Review of the Literature

Introduction

The purpose behind this literature review is to examine the extent to which the personality types and learning styles of learners are included in the teaching practice in EFL classes and the various strategies that teachers cope with these differences. . The current literature review consists of four sections. It discusses personality traits, learner's differences than learning styles and the relationship between personality types and learning style. The results of this literature review shows that personality types and learning styles are related to each other.

It is generally accepted that learners have different levels of cognitive and learning styles which affect their understanding of particular educational concepts. A specific combination of an individual's pattern of emotion, attitude, and behavioural reaction that makes an individual unique is called personality. All students' needs should be taken into consideration in order to give equal opportunities to benefit from the learning process. One of the solutions offered by Lage et al (2000) could be using a variety of teaching methods to appeal to different learners, and basing the choice of activities on learners' personality types might be one way of addressing learner's differences. They proposed to use a range of teaching approaches to attract learners and focusing on structuring activity selection on the personality groups of learners might be one of the means of fixing learners' differences. Since the present study revolves around the teacher awareness about learners' personality and leaning styles in EFL Classes, it is of a paramount importance to shed the light on the learning styles as they differentiate people from each other thus they also differentiate the way people learn. As EFL teachers, educators have to take into account that people differ from each other in their preferences (e.g., emotional, environmental) for certain ways of processing information, and for the sake of serving the ultimate goal of teaching.

1.1. Personality

1.1.1. Definition of Personality

Many studies were conducted on the importance of personality. The latter, as a concept, is the collection of intrinsic and extrinsic traits that may affect the behaviour of an individual. Personality can be defined as a combination of distinct characteristics, manner, attitude, and feeling that separate an individual from another. Accordingly, Clark et al. (2003) it is seen as stability among individuals that affect their thoughts, behaviour, and ideas. Its characteristics can be both inherent and acquired which distinguish one person from another and they can be remarked during people's relationships to the environment and to social groups.

If we go back to the roots of learning styles we would discover that it is not a new concept. Yet, it has been an area of research since decades. In his book *'Personality: A psychological interpretation'*, Allport describes personality as "a dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment"*, (1937, p48). To explain more, central traits work together to shape persons' personality, instead of having one dominant trait, a person will have a multiple traits. Personality dynamic is an umbrella term that encompasses all processes, mechanisms and changes that are involved in the development and manifestation of personality.

On the other hand, McCrae and Costa stated that "personality is defined as enduring dimensions of individual difference in tendencies to show consistent patterns, thoughts, behaviour, feeling, and action."(Cited in Costa &Widiger, 2002, p. 5*).*This feature refers to one's tendency toward self- discipline, feeling, thoughtfulness, and actions. This trait focuses on the amount of deliberation intention and thoughts as a person put into her/his behaviour.

Moreover, Hogan et al.(2006) defined personality as a unique aspect of every human being: unique identifications towards life. Similarly, et al (2013) characterized personality as a collection of emotions, attitudes, and manners. As a matter of fact, personality is a set of emotional reactions that demonstrates ways of relating to others. However, personality is a little more challenging in psychology study.

1.1.2. Personality's theories

1.1.2.1. Freud's Theory (1856 to 1939)

The pioneer of psychoanalytic theories claims that the personality consists of three parts of the mind; Id(I will do it now) which is the basic physical need of people who act completely unconsciously, the superego is the part of mind that deals with social principles and morals. It develops as a child learns what his culture thought was right or wrong. This part makes people feel guilty when they do something against the rules of their society. The ego, unlike the Id and moral super ego, is the rational, pragmatic part of the personality is the "self", its job is to balance the demands of Id and super ego in the practical context of reality. He compares the mind to an iceberg in which the smaller part above the water surface represents the consciousness region, while the much larger mass below the water level represents the unconsciousness region. In this vast sphere of the unconscious there are urges, passions, repressed ideas and feelings--a great underworld of vital, invisible forces that exercise power over conscious thoughts and deeds of man. From his point of view, a psychology which is limited to the analysis of consciousness is completely inadequate to understand the underlying motives of man's behaviour".

Even though Freud's psychoanalytic Theories is complex, difficult and problematical it still specifies truth in psychoanalysis and the intricate relations (Ricoeur, Paul, 1992)

1.1.2.2. Erikson's theory (1950)

This theory is similar to Freud's theory but he thinks that society, culture and psychological environment affect personality. He thinks ego is more important than Id and development of people is not limited only to the adolescent period but continues until the last period of a human's life. And a human's personality can change all the time. Erikson (1950) also divides the personality of humans into eight stages.

According to Erikson's theory, The first stage is Basic Trust vs. Mistrust; this stage occurs in infants. It is the basic stage of development. The second stage is Autonomy or Shame and Doubt, which occurs stage happen between the ages of 2-3 years old. They are often curios.

The third stage is initiative and Guilt, ages between 3-5 years old. They rely on themselves and have more of an imagination. The fourth stage is Industry and Inferiority, ages between 6-12 years old. This stage is dynamic .The fifth stage is Identity and Role Confusion. This stage is at ages between 12-18 years old. When their body is fully developed till similar to an adult. Some people may be confused by the many changes that are happening to them.

The sixth stage is Intimacy and Isolation. This stage is the young adulthood stage. They mostly know what they want and they are open to relationship with others especially with the opposite sex. Some of them may like isolate themselves.

The seventh stage is generation and Stagnation; this is the stage of adulthood. They tend to look after the younger generation and educate others. The eighth stage is completeness and Despair. This stage is the last stage of a human's life.

There are some books which point out that this theory neglects an important element within Erikson's account of personality development in both sexes that is Erikson does not account fully account for the development of intimacy or other expressions of interpersonal attachment (Franz and White,2006). However, this theory is validity and reliable as seen in research that measure the personality components (Ochs et al (1986).

1.1.2.3. Sheldon's theory

This theory states that body structure can be the important thing that is used to divided person's personality into 3 types; Endomorph is chubby person who tends to be sociable, Mesomorph a is thin and has few muscles. People of this kind tend to be sensitive and unsociable.

The last group is called Ectomorph. This group of people is introverted, emotionally conservative, thoughtful and confident. As seen in a research called reexamination of Sheldon's somatotypes and criminal behavior, this research use personality types of people which divided by physical character compare with types of crimes and the result proved that Sheldon's theory are related with criminal patterns (Walker, Jeffery and Mitchell,2008).

1.1.3. Types of learners personalities (The Big Five)

Goldberg (1992) proposed a personality model which called The Big Five, which has led to consistent results in relation to academic performance. The Big Five model consists of five major personality traits accompanied by sub-traits that make each personality unique: "conscientiousness, openness to experience, agreeableness, extraversion, and neuroticism" (Qaisy & Thawabieh, 2016, p. 13). Researchers have shown the big five personality traits are relatively stable over time.

1.1.3.1. Conscientiousness

This factor become a self –discipline in private and social life. With this type of personality individual can direct their affairs straightforwardly (Bauger, 2011; Yap et al., 2012). This factor has a significant role with responsibility toward work and it has a positive effect on hard-working and loyalty (Eley et al., 2013). It means that individuals high in conscientiousness prefer planned rather than spontaneous behaviour and are often organized and hardworking.

In addition, this factor of consciousness is linked to achievement, conformity, and seeking out security, as well as being negatively correlated to placing a premium on stimulation and excitement (Roccas et al., 2002). Those high in conscientiousness are also likely to value order, duty, achievement, and self-discipline, and they consciously practice deliberation and work toward increased competence.

However, the long-term study by Soldz and Vaillant (1999) found that conscientiousness is positively correlated with adjustment to life's challenges and mature defensive responses, indicating that those high in conscientiousness are often well-prepared to tackle any obstacles that come to their way. In the light of these

correlations, it's not surprising that conscientiousness is also strongly related to post-training learning (Woods et al, 2016), effective job performance (Barick & Mount, 1991), and intrinsic and extrinsic career success (Judge et al., 1999). This factor is negatively correlated with depression, smoking, substance abuse, and engagement in psychiatric treatment.

1.1.3.2. Agreeableness

Agreeableness refers to collaboration, family, friendly, and sociability behaviour with colleague at work (Bauger, 2011; Yap et al, 2012). In this factor, we find that the individual agree with member of his family, with his colleague at work, and he is friendly with other persons. Agreeableness has a remarkable role among display positive behaviour like honesty and truthfulness in work environment (Lounsbury et al, 2005).

Agreeableness is the personal ability of working with others during a long time period and it has a relation with happiness and satisfaction *(Barkhuizen* et al., 2012; Naz et al., 2013). It may be motivated by the desire to fulfil social obligation or follow established norms, or it may spring from a genuine concern for the welfare of others. Whatever the motivation, it is rarely accompanied by cruelty, ruthlessness, or selfishness (Roccas, Sagiv, Schwartz, &Knafo, 2002).

Agreeableness concern how well people get together with others. Some traits like kindness, energy, talkativeness, trust, modesty, ability to articulate, and social confidence under the umbrella of agreeableness. People high in agreeableness tend to be well-liked, respected, and sensitive to the needs of others. They likely have few enemies and are affectionate to their friends and loved ones, as well as sympathetic to the plights of strangers *(*Lebowitz, 2016).

Nevertheless, people on the low end of the agreeableness spectrum are less likely to be trusted and likely by others. They tend to be callous, blunt, rude, antagonistic, and sarcastic. Although not all people who are low in agreeableness are cruel, they are no longer possibly to leave others with a worm fuzzy feeling.

As a result, Agreeableness affects many life outcomes because it influences any arena in which interactions with others are important- and that includes almost everything. In the long- term, high

agreeableness is related to strong social support and healthy midlife adjustment but is slightly negatively correlated to creativity (Soldz & Vaillant, 1999).

Individuals high in agreeableness are likely to have many close friends and a good relationship with family members, but there is a big risk of continually preferring others than themselves and missing opportunities for success, leaning, and development. Those who are friendly and agreeable to others can leverage their strengths through turning to their social aid networks for assist when needed and finding fulfilment in high-quality engagement with their communities.

1.1.3.3. Neuroticism

Neuroticism is considered as a fundamental personality factor that appears a bad mood for a long time. This factor creates a bad occurrence such as stress, worry and annoyance mood among individuals with work environment (Saklofske et al., 2007) .This factor refers to an individual degree of emotion stability and impulse control. Neuroticism isn't always a factor of meanness or incompetence, however, one of self-confidence and being comfortable in one's personal skin. It encompasses one's emotional balance and popular temper. In addition, awkwardness, jealousy, self-criticism, lack of confidence, pessimism, anxiety, and insecurity are traits that are commonly related to neuroticism.

Individuals who score high in neuroticism are generally prone to anxiety, sadness, worry, and low self-esteem. They may be temperamental or easily angered, and they tend to be self-conscious and unsure of themselves (Lebowitz, 2016a).Moreover, individuals who rating at the low end of neuroticism are more likely to feel confident, sure of themselves, and adventurous. They may also be courageous and unencumbered by self-doubt.

Regarding Fayombo *(2010),* neuroticism as a negative factor leads to any undesirable reactions and behaviours such as anger and depress mood among individuals. Thus, this factor of personality brings out unrespectable situations for individuals and reduces the amount of their presence in society due to the dissatisfaction of the cases.

But, an individual with high level of neuroticism on a personality test has a greater chance of feeling threatened or being in a terrible temper in ordinary situations. They may find it difficult to assume actually and deal with pressure and fear.

In sum, neuroticism is a fundamental domain of personality that has significant public health implications, impacting a big selection psychopathological and physical fitness concerns. It contributes to the occurrence of many outcomes, in addition to impairing the capacity of individual to effectively deal with them. It has long been identified as one of the greater crucial and significant domains of personality and is being more and more noticed as an essential area of personality disorder and psychopathology more generally.

1.1.3.4. Openness to Experience

In contrast to neuroticism, openness refers to independent imaginations that develop via way of means of individuals of their social life. In other words, it is a type of ingenuity and highbrow hobby amongst individuals. Openness is assumed as an independence factor, and it does not have any relationship with neuroticism. Common traits that are associated with openness to experience include: creativity, complexity/ depth, curiosity, imagination, daringness, and preference for variety.

Openness is valuable for the creativity of staff which has a direct association with their feeling and performance according to Barkhuizen et al. (2012).The openness staff has a positive view of their job and show happiness and satisfaction about their work and its environment (Naz et al., 2013) .This factor concerns people's willingness to attempt to new things, their capacity to assume outside the box. Qaisy and Thawabieh (2016) argue that "The individual who are characterized with openness are mentally mature, curious, ambitious, competitive, enthusiastic, sensitive and respectful to values"(p.12). This supports Berlin et al. (2016) idea that openness reflects natural curiosity and is associated with creativity and intellectual ability.

In addition, an individual who is high in openness to experience is someone who has a love of learning, enjoying the arts, engaging in a creative career or hobby, and likes meeting new people (Lebowitz, 2016). While an individual who scores low in openness to experience probably prefers ordinary over variety, sticks to

what he or she knows, and prefers less abstract arts and entertainment. Caprara et al. (2011) assert that openness nurtures student's attitudes toward education, which may lead to increased motivation and academic success. There is another type of personality.

1.1.3.5. Extraversion

Extraversion as another factor is defined as sociability, energetic, and talkative characteristic that individuals endeavour to demonstrate in a social environment like Gurvenet et al (2013) claim. According to Qaisy and Tawabieh (2016*),* "Extraversion people are characterize by the following traits: warmth, activities, sociality, assertiveness, search for stimulation, and availability of emotions" (p.12).

In other words, extrovert individuals have positive perspectives that might be manifested in their personal and social life as they develop a positive energy in a social place. Truly, staff with this personality cope with difficulties and believe these unpleasant happens will be solved without any doubt.

According to Dutt and Kumari *(2016),* the warm and outgoing personality traits of extroverted individuals contribute to a significant relationship with life satisfaction. Individuals with a high level of extroversion are positive, social, energetic, cheerful, dominant, assertive, and caring to others, while individuals with low level of extraversion aspect are described as introverted, timid, quiet, and preferring solitude. Extroverts draw energy when they interact with others. Whereas, introverts draw their energy from solitude and they feel exhausted when interacting with others. Extraverts tended to perform better in mathematics when teachers provide rewards whereas introverts tend to achieve better when teachers used punishment.

Comparing with other big five factors, extroversion is related negatively with neuroticism and is somewhat positively related to openness to experience (Ones, et al, 1996). Individuals in high level of extroversion have the talent in making friendship easily and enjoy interacting with their classmates and others they seek out activity and change; they look for excitement. Schools tend to discourage these kinds of behaviour within the classroom, but there is suggestive evidence that extraverts do achieve more if the opportunity is provided to learn in this way, by experimenting rather than following routine procedures,

however, they have to pay attention when making decisions and should take into account others feeling and needs. This factor has two familiar including of its range: extroversion and introversion.

Corresponding to the big five factor, research shown that each factors has an impact on the attitude and emotion of an individuals. The main objective of that model is to protect the role of personality aspect on behaviour that changes them at various degrees.

1.2. Learning

1.2.1. Definition of learning

All human beings have the capacity to gain knowledge, developing the previous information they have and understanding difficult or complicated thoughts. All these activities are gathered in one concept which is the learning process. Kimble and Garamezy (1963) claim that "learning is relatively permanent change in a behavioural tendency and is the result of reinforced practice." (p. 133). Here they meant that learning changes through time because of the enhanced practice.

In other words, learning is an acquired process through which information is kept and some practices need to be accomplished and behavioural changes need to be made. In learning a particular language there are methods which are used in understanding a language and they differ from one learner to another, and this is due to several factors that influence language learning and the way in which the individual deal with this language. Among these important factors, there are personality and leaning styles which play an important role in the language enhancement.

1.2.2. Learning Theory

Modern research has shown that individuals differ in particular human characteristics such as memory, motivation, decision-making, and language learning (for example, Nicholls et al. 1989; Riding et al. 1993; Oxford and Rehrman 1994; Covvay 1996). Such differences have been studied in educational settings revealing significant differences in how students comprehend and learn new materials (Fowler 2002; Contessa et al. 2005).

Individuals develop specific skills enabling them to be either visual, auditory, or kinaesthetic learners. The particular learning behaviour, most attractive to how an individual learns, is a "manner in which a learner perceives, interacts with, and responds to the learning environment" (Celcia-Murcia, 2001, p. 469).the peculiarities are shown in how they understand and learn new materials. Learners finally develop skills (visual, auditory, and kinaesthetic) which allow them perceive, interact and respond to the learning environment.

Knowing which learning style greatly affects the individual's learning process support the use of the characteristics that an individual show as their powerful traits. In addition, a person that becomes aware of these traits can reach more efficient knowledge and enhance their performance.

1.2.3. Learning styles

1.2.3.1. Definition

Researchers for the past few years have notice that certain methods of learning are preferred by the learners over the others. Li (2011) argues that learning preferences assist teachers to plan and devise individual-based instructions and learning styles. Therefore*,* they are seen as individual traits that influence a learner's ability to attain information, to work together with peers and instructors, and provide their contribution for educational purposes *(*Grasha, 1996*)*. In addition, Snowwoman and Biechler (2003) believed that learning styles are preferences for dealing with intellectual tasks in a particular way. This means that learners prefer certain methods or style of learning over others*.* Additionally, Peter and Mumford (1992) considered learning styles as a learner way of studying derived from genetic utensil, past life experience and present environment demands to give a person different orientation of learning and processing data. According to them, learning styles is combination of genetic utensil part life experience and present environment demands to give a learner a different attractive of learning process.

A new side of learning process called learning preferences comes to the existence after research which, as Pritchard says, "Identifies humans as more or less receptive to different stimuli". This means that learners vary in choosing the proper instrument during the process of learning (p4).Learning

styles or learning preferences refers to the different ways, manners and methods of learning that the individual uses in order to learn new ideas and information. It is also defined as a favourite manner of educating and grasping new knowledge.

It is widespread that each learner has his/her preferred style of learning; this latter can be a challenge for teachers and course designers, they need to discover the learners' style in order to vary their methods of teaching accordingly, under the assumption that learner's motivation to learn relies, to a large extent, on the awareness of their weaknesses and strengths. (Coffield; Moseley; Hall; Ecclestone, 2004.p1). Similarly, Pritchard (2009) emphasize on the importance of knowing and being conscious about the effectiveness of learning styles, since the level of learners may backtrack when the teacher stresses only a specific style of learning, for such reason, teachers are supposed to vary the materials in classroom according to the learner's styles in order to fit their needs. (p42).

1.2.3.2. Styles of learners

Each learner learns in a different way, and has to find styles that fit their needs. There are many different types of learners which are mentioned as follow: auditory learners, visual learners, and kinaesthetic learners.

1.2.3.2.1. The auditory learners

Auditory learning style is characterized by preferences towards listening .Brown (1994) claims that auditory learners rely heavily on their ears, they enjoy listening to lectures, radio, dialogue, conversation, oral-aural learning channel. This learning style defines a preference for knowledge heard or spoken. More deeply, learners can remember what they said and what other people said well. With this approach, they learn most from lectures, tutorials, group discussion recordings, interaction and material discussion. They remember well by always saying/reading aloud, repeating sentences, or through longer discussions. Accordingly, Vincent and Rose (2001) opined that they do best through group discussion and lecture methods. Moreover, Vak (2001)

claimed that auditory learners are story tellers. Those learners learn more if recording materials, such as audio tapes, are available.

1.2.3.2.2. The visual learners

According to oxford's definition (1995) visual learners prefer to learn via the visual channel, and therefore, they like to read something that requires concentration and time spent alone. In general, visual learning styles learners tend to represent their knowledge in form of maps, diagrams, graphs, flow charts, and visual representations such as arrows, circles, hierarchies, and other tools that teachers use to present items that can be conveyed in words. This includes the designs, patterns, shapes and other formats used for marking and communicating data. According to VAUGHN & BAKER (2001) the following features are accessible to people who have a Visual Learning Styles:

- Often see the teacher's lips, who teaches;

- Liked written instructions to look at, pictures and illustrations;

- They typically see other friends who do something different when instructions to
  do something are given;

- Tend to use body motions when saying something in order to convey or substitute a word;

- Don't like to talk in front of audiences and don't like to listen to others;

- This form can normally sit in a noisy or crowded situation peacefully without being disturbed.

- Dislikes reading assignments (and is generally not a good reader);

- You can't recall what he just read well;

- Lack of tasks for writing;

1.2.3.2.3. The kinaesthetic learners

According to Fleming & Mills, (1992), kinaesthetic learning style refers to the perceptual preferences related to the use of experience and practice (stimulated or real).It is a learning method by which an individual gains knowledge by action, touch, practice or direct learning. This includes life like lesson presentations,

simulations, videos and films, exercised applications. Kinaesthetic learners learn better when they do experiment and involve physically in the classroom experiences. They enjoy learning by doing. Reid (1995, p.115) contended that kinaesthetic learners have the desire of involving themselves in the activities in order to learn more effectively. They learn through practice, moving in the classroom and physical activities encourage them to study.

1.2.4. Learning styles models

There are many models related to learning styles based on several factors that have an impact on an individual's ability to learn. Some of these models are those of Kolb, and Gardner.

On the one hand, there is Kolb's model of experiential learning styles that has its root from Jung's theory of psychological type. However, Felder (1996) suggests that this model is different in which it assorts learners into four learner's categories based on their willingness for the way to gain knowledge and to internalize data. Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p .41). Here Kolb describes learning as the method through which information is constructed via the transformation of experience. Knowledge comes from a balance of understanding and changing practice. The experiential learning theory of Kolb is based on two levels. The first is the four-stage learning cycle, which includes concrete experience, reflective observation, abstract conceptualization and active experimentation. The second is the four separate learning styles in which the learners are classified as assimilators, converges, accommodators, and divergent. This is shown in the figure below:
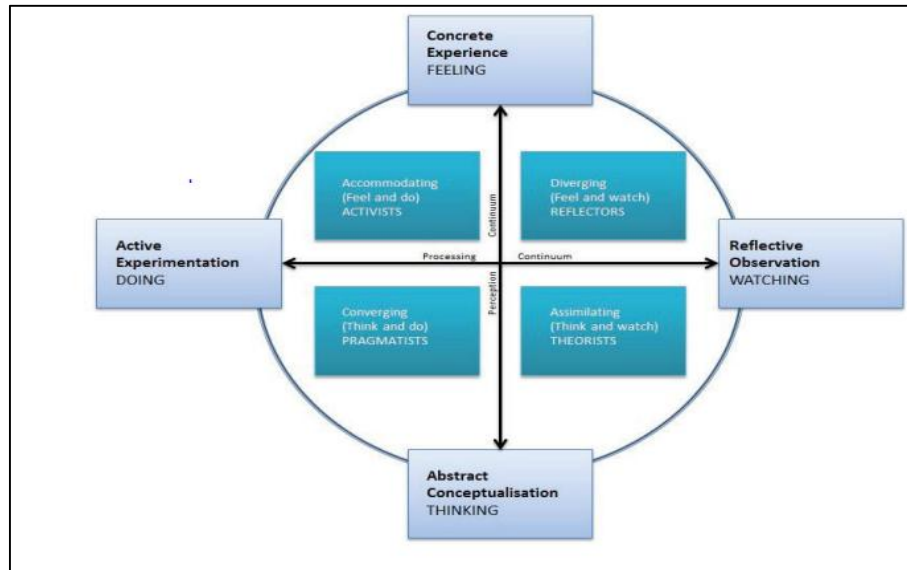
Figures 1: Kolb's Experiential Model (Daniela Boneva& Elena Mihova 1984, p. 16)

Kolb's learning process cycle begins with a concrete experience. This can either be a completely new experience or a reimagined experience that already happened. After engaging in the concrete experience, the learner steps back to reflect on the task. This stage in the learning cycle allows the learner to ask questions and discuss the experience with others. The next step in the learning cycle is to make sense of these events. The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers. The last stage in the cycle is the testing stage. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make predictions, analyse tasks, and make plans for the acquired knowledge in the future.

Although the stages work together to create a learning process, some individuals may prefer some components over others. While one may depend heavily on concrete and reflective experiences, they may choose to spend less time on the abstract and active stages.

On the other hand, Gardner's multiple intelligence theory (1983) can be used for curriculum development, planning instruction, selection of course activities, and related assessment strategies. Gardner points out that everyone has strengths and weaknesses in various intelligences. This is why educators should

decide how best to present course material given the subject-matter and individual class of students. Indeed, instruction designed to help learners learn materials in multiple ways can trigger their confidence to develop areas in which they are not as strong. In the end, learners' learning is enhanced when instruction includes a range of meaningful and appropriate methods, activities, and assessments.

While Gardner's MI has been conflated with "learning styles," Gardner himself denies that they are one in the same. The problem Gardner has expressed with the idea of "learning styles" is that the concept is ill defined and there "is not persuasive evidence that the learning style analysis produces more effective outcomes than a 'one size fits all approach'" (as cited in Strauss, 2013).As former Assistant Director of Vanderbilt University's Centre for Teaching, Nancy Chick (n.d.) pointed out, "Despite the popularity of learning styles and inventories such as the VARK, it's important to know that there is no evidence to support the idea that matching activities to one's learning style improves learning." One tip Gardner offers educators is to "pluralize your teaching," in other words to teach in multiple ways to help students learn, to "convey what it means to understand something well," and to demonstrate your own understanding. He also recommends we "drop the term 'styles.' It will confuse others and it won't help either you or your students" (as cited in Strauss, 2013). The following table describes the different characteristics of each style according to Gardner's theory

Style	Characteristics	Tips
Visual-Spatial	Very aware of the environment, thinks in terms of physical space; likes to draw, do jigsaw puzzles, read maps, daydream	Better results if taught through drawings, verbal and physical imagery, models, graphics, charts, photographs, drawings, 3-D modelling, and video, multimedia.
Bodily-Kinaesthetic	Keen sense of body awareness; likes movement, making things, touching; communicates well through body language.	Better results if taught through physical activity, hands-on learning, acting out, role playing.
Musical	Shows sensitivity to rhythm and sound; loves	May study better with music in the

	music; sensitive to sounds in the environment	background; using rhythmical speech and rhymes could help; tools include musical instruments, music, radio, stereo, CDROM, multimedia.
Inter-personal	Good communication with other participants in the learning process; understands and interacts well with others; has many friends	Better results if taught through group activities, Seminars, dialogues.
Intra-personal	Understands own interests and goals; aware of own feelings; has wisdom, intuition and motivation; has an opinion in any situation; can plan own activities	Better results if taught through independent study and introspection; tools include books, creative materials, diaries, privacy and time.
Linguistic	Has highly developed auditory skills and often thinks aloud; uses words effectively; likes reading, playing word games, making up poetry or stories	Better results if the learning material is presented in text format; encourage them to say and see words, to take notes, and to use key words.
Logical-Mathematical	Thinks conceptually, abstractly and is able to see and explore patterns and relationships; needs to learn and form concepts before they can deal with details; likes to experiment; good at reasoning and calculating.	Better results if the learning material is presented in sequential order and is well structured; can be taught through logic games, investigations, mysteries.

Table1: Learning styles by Gardner (1993)

According to Gardner (1991), everyone is capable of understanding the world through language, logical-mathematical, spatial representation, musical thinking, and using the body to solve problems; create objects to understand others or to understand one's self. Individual differences lie in the strength of these intelligences and the ways in which they are used and combined to accomplish different tasks, solve different problems, and succeed in different fields.

1.3. The Correlation between Learners' personalities and their Learning Preferences

Over the years, many studies have been conducted to examine the relationship between personality and learning styles in influence academic performance.

Furnham (1992) in his early work reported three studies correlating personality with learning style using the Honey and Mumford (1992) learning style questionnaire; the Whettsen and Cameron (1984) cognitive style inventory and the Kolb (1984) learning style inventory. He found that in each case the personality measure of extraversion and psychoticism were relatively strongly co-related with learning style.

In addition, Komarraju et al. (2011) conducted a study among 308 undergraduates to test the relationship between personality and learning styles. They found that "conscientiousness and agreeableness have a positive relationship with all types of learning styles" (p 268) On the contrary, the personality trait "neuroticism" has an inverse relationship with the learning style-VARK.

On the other hand, the personality type "agreeableness" is significantly related to auditory, tactile and visual learning. Personality type "openness" is significantly related with auditory and visual learning styles. Personality type "conscientiousness" is significantly related to auditory, tactile and visual learning styles. "Neuroticism" is negatively related to both auditory and tactile learning style. *Sadeghi et al. (2012)* conducted a study to highlight the relationship between learning style, personality and reading comprehension performance. *Salehi et al. (2014)* studied the effect of personality characteristics on the learning styles of the student and suggested positive associations with learning style.

Conclusion

The individual differences personality and learning styles mean that each learner could potentially express a preference about how they would like to learn or how they think they learn best. learners have different learning styles; they preferentially focus on different types of information, tend to operate on perceived information in different ways, and achieve understanding at distinctive rates. The learning process requires to be adjusted to a ways or methods that accomplish the main learning objective. To conclude, the purpose behind this literature review is to highlight the theoretical background for personality types and learning styles of learners are included in the teaching practice in EFL classes and the various strategies that teachers cope with these differences. The results of this literature review show that teachers are somehow aware about their learner's styles and personalities and they use different strategies to deal with these differences.

Chapter Three:

Research Methodology

Introduction

The previous chapter put forth an overview about the learning styles models and learners' personality variation, as well as the correlation between them. Those factors are to be taken into consideration by teachers in the teaching learning process. The present chapter is devoted for with description of research methodology, population that participated in the study in order to provide a real and an accurate image of this research. Furthermore, it represents the data collection tools used in this work including learners 'questionnaire and teachers' interview.

3.1. Research Design

As any research should have a design, the present study is not an exception. Before presenting the plan opted for throughout this research, it is of a paramount importance to define the research design. According to Selltiz et al (1962) "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."(Cited in Kothari;2004,p.31).To put the research questions and hypotheses into practice ,quantitative and qualitative methods were suitable for achieving the aim of this research. Selltiz et al. (1962) declared that the former involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. However,The latter requires a textual data, loosely structured observation and interviews in the data gathering section.The findings of this approach are presented in form of words, narratives, quotes and literary styles(cited in Cited in Kothari; 2004).

3.1.1. Quantitative method

Quantitative methodology is the dominant research framework in the social sciences. It refers to a set of strategies, techniques and assumptions used to study psychological, social and economic processes through the exploration of numeric patterns. The collection of quantitative information allows researchers to conduct simple to extremely sophisticated statistical analyses that aggregate the data show relationships among the data or compare across aggregated data. Quantitative research emphasise objective measurements and the statistical,

mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques according to Babbie(2010).Since the purpose of using quantitative method is to produce objective data that can be clearly communicated through statistics and numbers, it is used in this research to pick out the extent to which teachers take into account learners' differences in terms of style and personality.

3.1.2. Qualitative Method

Qualitative method is a research using methods such as participant observation   or case studies which result in a narrative, descriptive, account of a setting or a practice. Sociologist using these methods typically rejects positivism and adopts a form of interpreting Sociology. Parkinson & Drislane (2011) claim that it involves the collection and analysis of narratives and/or open-ended observations through methodologies such as interviews focus groups or ethnographies. It is valuable in providing rich descriptions of complex phenomena; tracking unique or unexpected events; illuminating the experience and interpretation of events; conducting initial explorations to develop theories and to generate and even test hypotheses; and moving toward explanations. Moreover,qualitative research aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of a population. Related to this research, this method is opted for to figure out the different strategies used by teachers to cope with learner's differences in the classroom.

3.1.3. Population and Sample of the study

The participants of this research are learners and teachers from secondary school of EL AMIR -Abed-EL-Kader secondary school.

3.1.3.1. Learners

The target population for the present study consists of 68 first year learners of EL AMIR- ABED-EL-KADER secondary school from different gender male(38) and female(30) and age(from 18 to 21) . They are from both literary and scientific streams.

3.1.3.2. Teachers

Seven teachers are part of the study in EL AMIR-ABED-ELKEDER Secondary School. All of them teach English. They teach different levels and they have varied experience. Three (3) teachers have 10 years of experience and one (1) teacher has11 years. While two (2) teachers have12 years of experience and one (1) teacher has 18 years of experience.

3.1.4. Research Tools

In the present work, two different types of research instruments were selected in order to obtain reliable data. Questionnaires allow researchers to examine and collect quantitative data on learners to understand their preferences, while interviews are designed to allow teachers to obtain qualitative data if they are aware of learner differences and to examine the hypothesis and validity of the research.

3.1.4.1. Learners' Questionnaire:

Students' questionnaires is a method of obtaining the opinion of the learners about school curriculum, school atmosphere, teaching methods, etc. the feedback from the learners is intuitive information that can help in major decisions regarding education and students well-fare Kothari (2004:37)

Eleven closed-ended questions and open-ended questions are included in the learners' questionnaire. The researcher made a combination of close- ended and multiple choice questions (see appendix).The aim of the first two questions is to show the learners' personal profile. The third, fourth, fifth and sixth questions indicate how learners like to work in classroom, the type of activities they prefer, and the way they prefer to learn and their type of personality. The seventh question aimed to know if their teacher were asking them about their preferences. Whereas, question number eight was asked about the different materials used by teachers to deal with the types and styles of students in the classroom. The ninth question is for learners to find out if their teacher uses different types of activities. While the tenth question was asked to learners to find out if their teacher gives them the right to choose the activities they want. The aim of question eleven and the last one is to clarify whether the activities provided by the teacher are appropriate and fit learners interests

3.1.4.2. Teacher's Interview

Teachers' Interviews is a method of gaining information and opinion from teachers about their methods of teaching and how they address their learners

Teachers' interview consists of nine questions, mixed between closed-ended and open-ended questions. Questions number one is devoted to know personal information of teachers concerning years of experience. Question number two endeavours to know if teachers have an idea about different learner's personalities. Question number three tries to know whether they ask their learners about their preference at the beginning of the year. The fourth question attempts to see whether teachers know about the different learning styles of their students in the classroom. The fifth question requires from teachers to provide their view about the importance of incorporating the styles of the learners when designing the lesson. The sixth question is to set out the different materials used by the teachers during the lessons. It intended to investigate the extent to which teachers diversify their activities to deal with the different types of learners in the classroom. The aim of the seventh question is to show how teachers deal with introvert learenrss and the various strategies used to interact with all personalities and styles in the classroom. The eighth question revolves around the challenges teachers face when preparing and customising the lesson according to student differences. The last question tries to demonstrate whether the program helps teachers to include all learners' differences

3.1.5. Purpose of the study

This study aims to demonstrate the teachers' awareness of their students' personalities and learning styles in EFL Classes .The objective is to investigate the different strategies that teachers used to cope with students' differences in the classroom and the significance of considering these differences in lessons and activities.

3.1.6. Procedures

The study took us one week to finish, some researchers are teachers in the local school; they took the last fifteen minutes of the session of each classes and they distribute the questions to the learners, After that they explained to their learners the difficult questions in order to help them answering correctly. Concerning the interview, it has been sent to teachers by emails in written forms.

Conclusion

The current study is a descriptive research that follows the qualitative and quantitative data collection methods. It aims to know the extent of teacher's awareness about learners' styles and personalities in EFL classes. The sample of this research is sixty eight (68) first year high school pupils at EL AMIR-ABED-ELKEDER Secondary School. Two instruments, a questionnaire for learners and an interview for teachers, have been selected as we consider they are the most appropriate to collect data.

Chapter Four:

Data Analysis

Introduction:

The current chapter is devoted to present the data collected. Our research aims to know the extent of teacher's awareness about learners' styles and personalities in EFL classes. Data is collected through a pair of tools: a questionnaire and an interview. The data is analysed into percentages of students 'answers.

4.1. The Analysis of the learners' Questionnaire:

Question 01: Do you prefer to work in pairs, groups or individual?

The current question intends to know how Learners prefer to work in class the learners selected among the three options the ones corresponding to their perceptions.
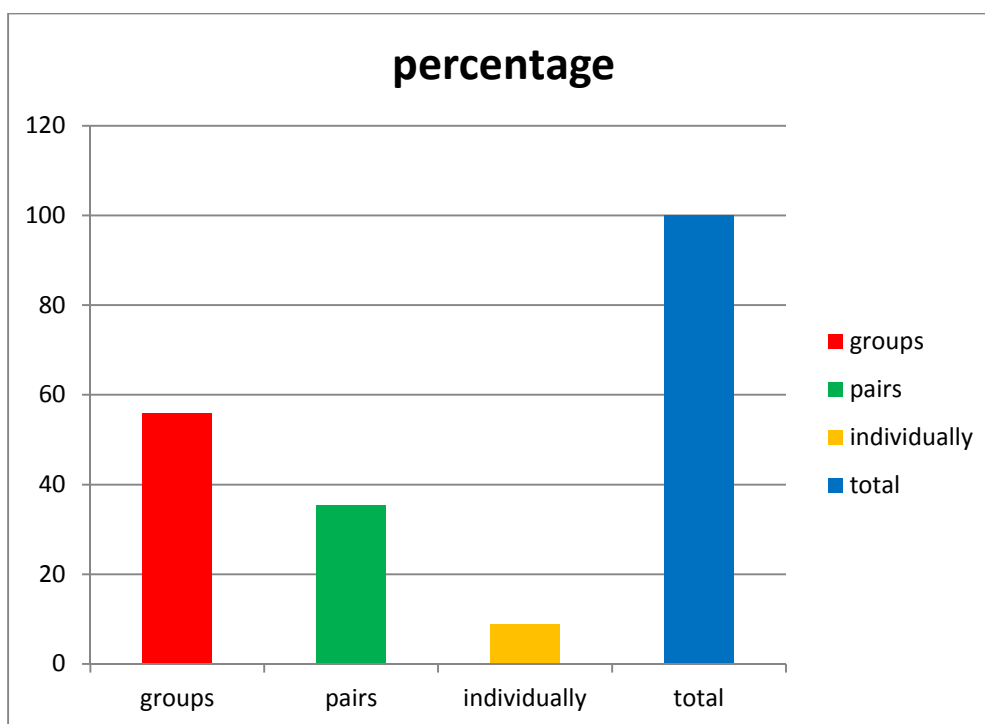

Figure 02: learners' Preference to Work in the Classroom

From the previous graph, the majority of learners with the rate of 56% prefer to work in groups. Twenty four (24) of them representing 35% enjoy working in pairs. The remaining with 9% likes to work individually.

Question 02: Which classroom activities do you prefer?

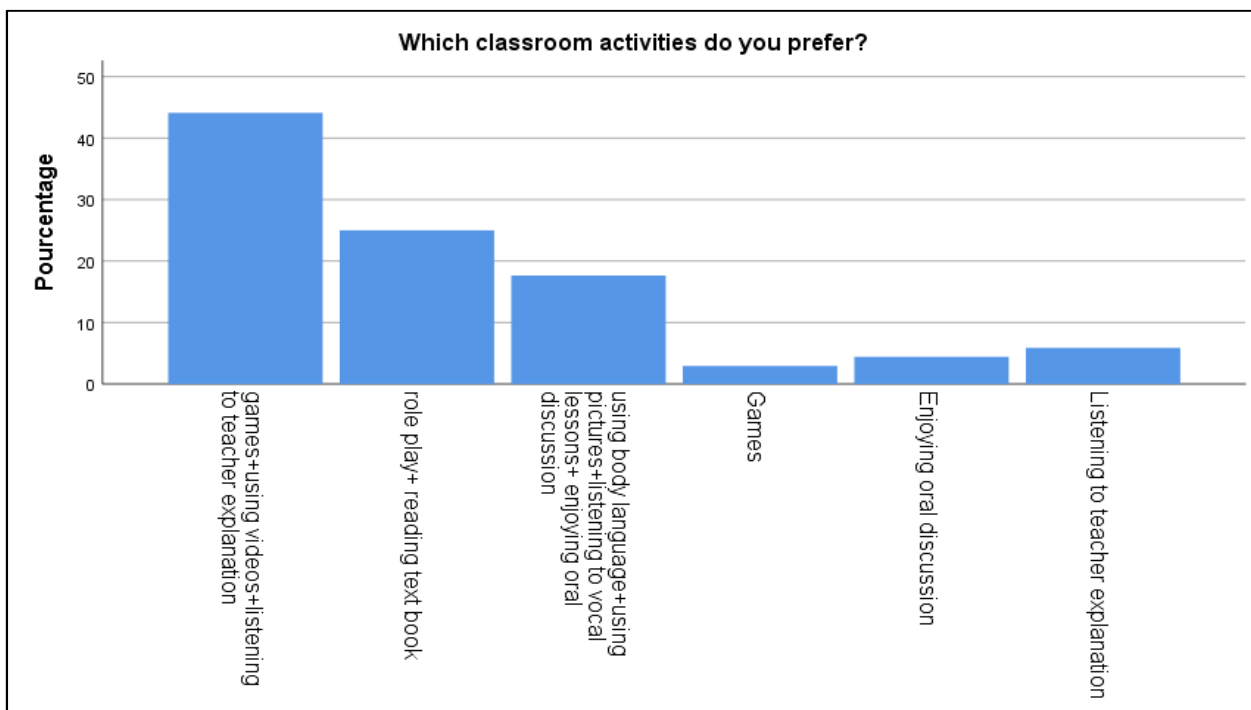The present question endeavours to know about the different activities learners prefer to do in class.

Figure 03: Learner's' Classroom Activities Preference.

From their responses, it is demonstrated that all of the participants have combined two to three options. The majority of them representing 44% have combined between games, using videos and listening to teacher explanation. Some of them have chosen role play and reading text book. However, few of them (12%) have chosen using body language, using pictures, listening to vocal lesson, and enjoying oral discussion. However, the remaining (3%) have chosen games, and (5%) have opted for oral discussion. Finally (6%) prefer listening to teacher explanation. The learners' preferences are manifested in the following chart.

Question 03: Which of the following is your style of learning?

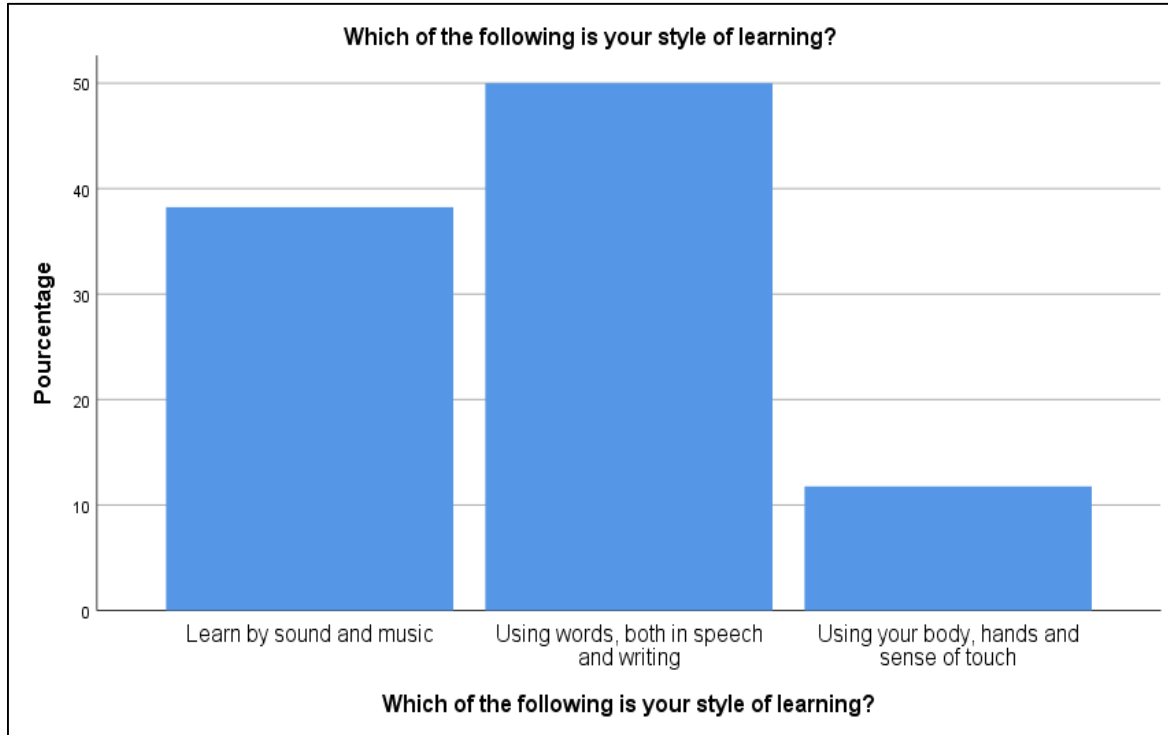The question tries to know the different learning styles among first year high school learners

Figure 04: Learners' Styles of Learning.

The figure shows that the majority of learners have different learning styles. Thirty one (34) of them learn by using words, both in speech and writing; twenty seven (26) of them have selected learning by sound and music and ten (8) of them learn by using their body, hands and sense of touch

Question 04: Which of the following personality types' do you belong to?

The aim of this question is to show what types of learners' personality they belong to.
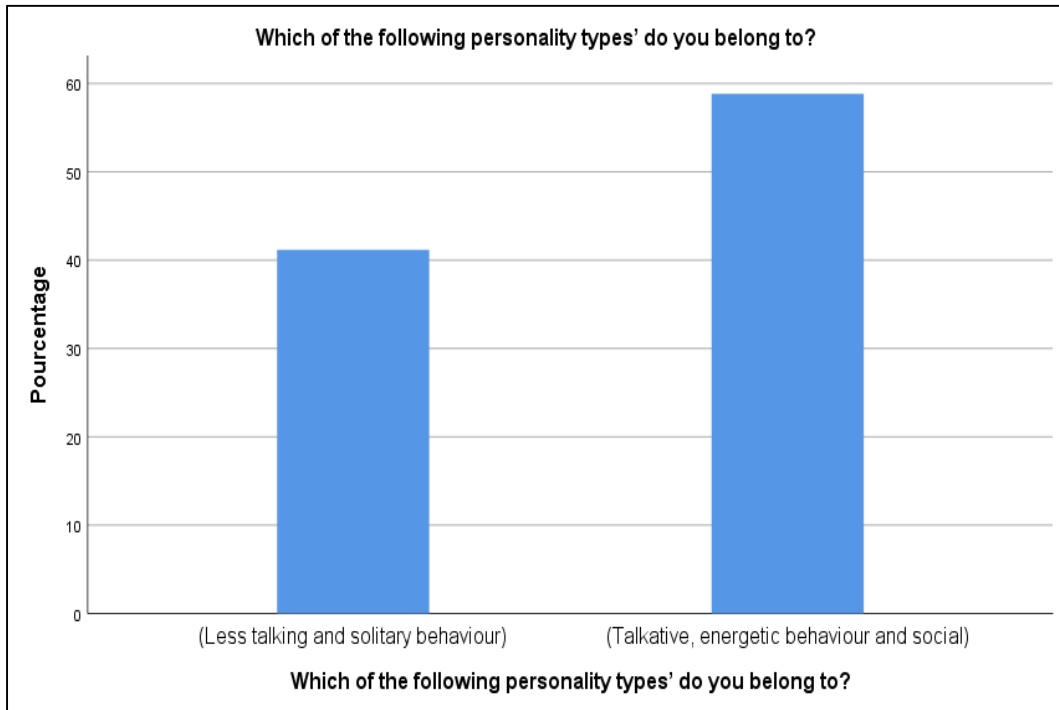

Figure 05: Learners' Personality.

The results in the figure above show that the highest percentage (40%) goes to Talkative, energetic behaviour and social personality type and the rest (28%) have selected less talking and solitary behaviour. That is, the majority of learners are extrovert whereas, the minority are introvert ones.

Question 05: Does your teacher of English ask you about your preferences?

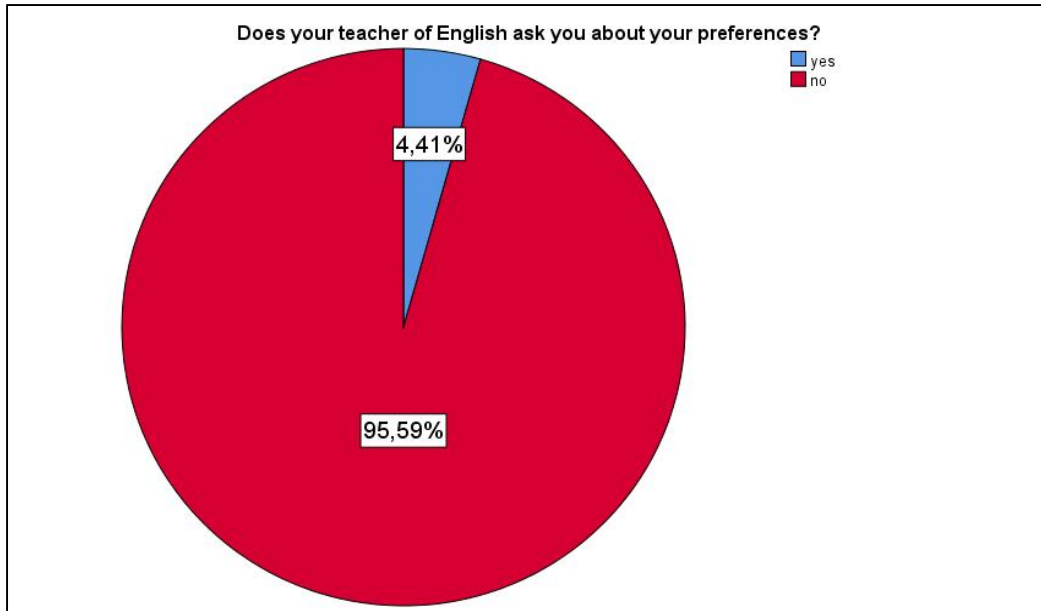This question aims to know if their teachers ask them about their preferences.

Figure 06: Teacher Awareness of Learners' Preference

The figure shows that most of first year secondary school learners (95%) said that their teachers of English never ask them about their preferences. However, few of them contend that their teacher often asks about their preference

Question 06: During the lectures, which of the following materials do you prefer the most?
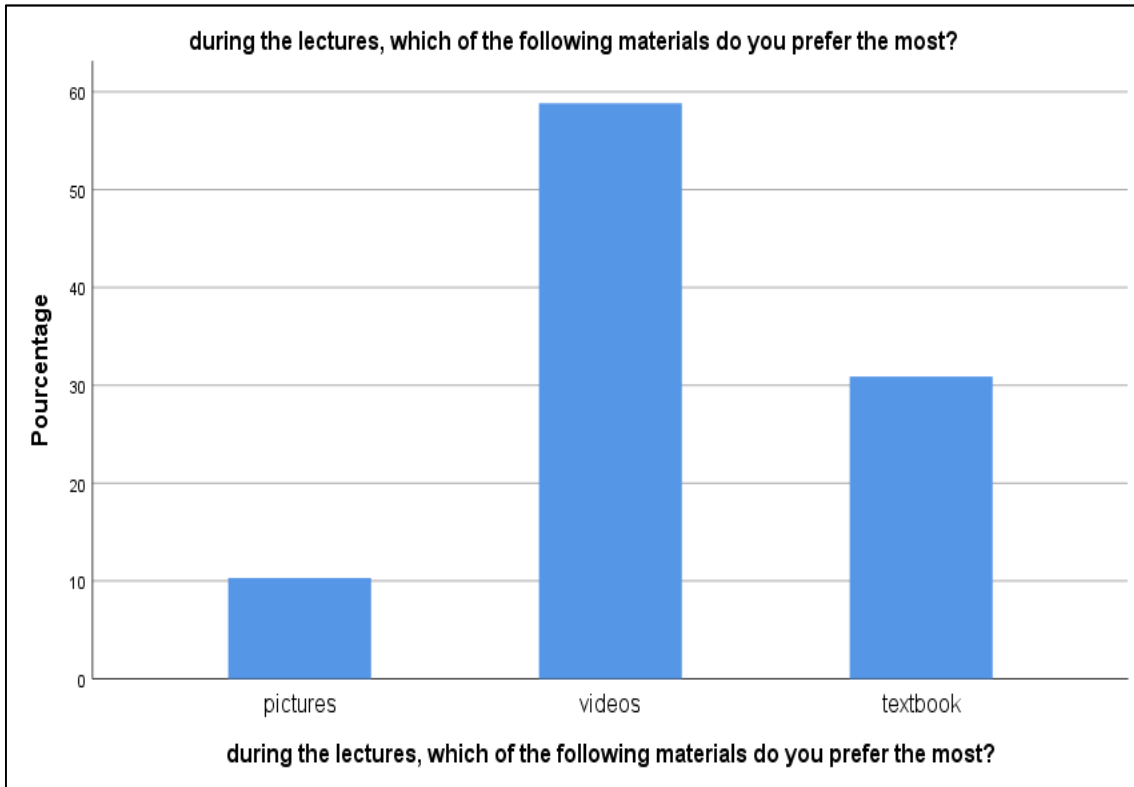

Figure 07: Materials used by the teacher.

The aim of this question is to highlight the different teaching materials used by teacher to perform his lessons. The figure above indicates that 39% of learners selected textbook because they prefer this materials during the lecture, 40% of learners have chosen videos and 10% of them selected pictures.

Question 07: Does your teacher give you the chance to choose the activities you prefer during the lesson?

This question attempts to see whether teachers give their learners the chance to choose activities they prefer during the lesson. The following figure represents the learners' responses.
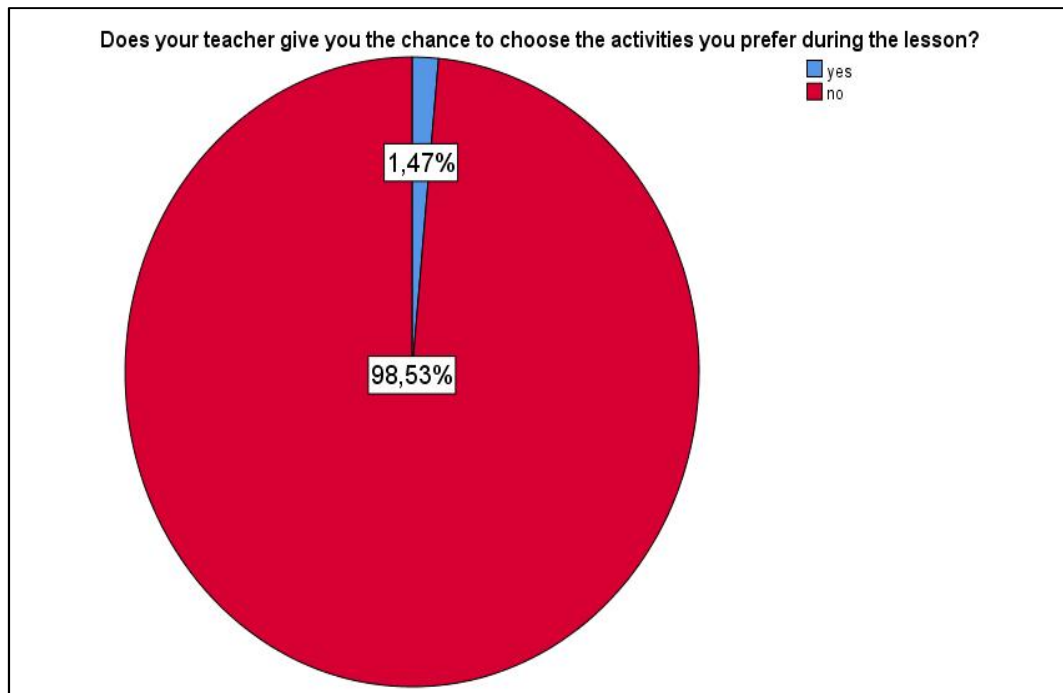
Figure 08: learners' Right to Choose the Activities.

From the above, it is shown that 98% of the respondents claim that their teachers never give them the opportunity to choose activities they like while only 2% of them assert that their teachers offer them the opportunity to choose the activities they like.

Question 08: Do you like tasks and activities given by the teacher?

The aim of this question is to show if learners like tasks given by their teachers.44 or 65% of students say that the classroom activities fit their interests and 24 or 35% say that the classroom activities do not fit their interests.
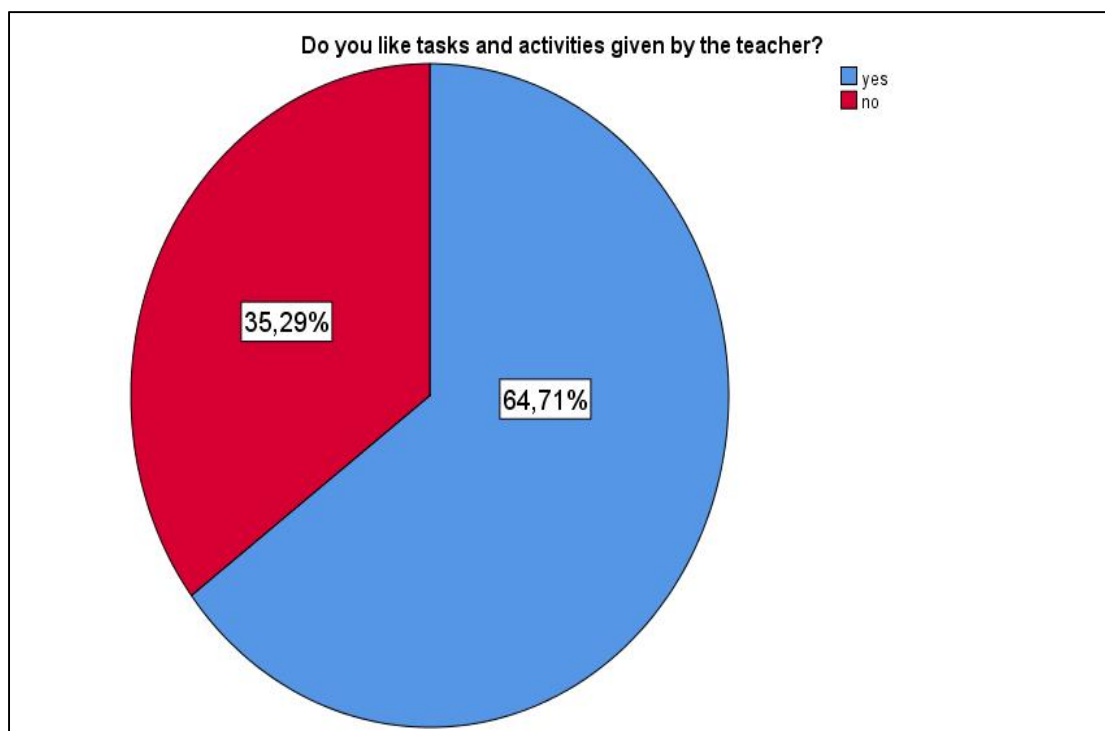
Figure 09: Learners' View about the Tasks Given by their Teacher

44 or 65% of learners say that the classroom activities fit their interests and 24 or 35% say that the classroom activities do not fit their interests.

4.2. The Analysis of Teachers' Interview

01: Do you have an idea about different learner's personalities?

This question aims to find out if teachers are aware about their learners' personalities and that they have two different personalities in their classes: active (extroverts) and passive (introverts) learners.

All the teachers have agreed about two different personality's active and passive learning personality.

02: Do you ask your learners about their preferences at the beginning of the year?

The present question aims to investigate teachers' interests about their learners' preferences. The majority of teachers interviewed with the estimate of 71%claimed that they do not ask their learners about their preferences. Nevertheless, 28% of them contended that they ask their learners about their wants in the beginning of the year. The results are demonstrated in the foregoing figure.
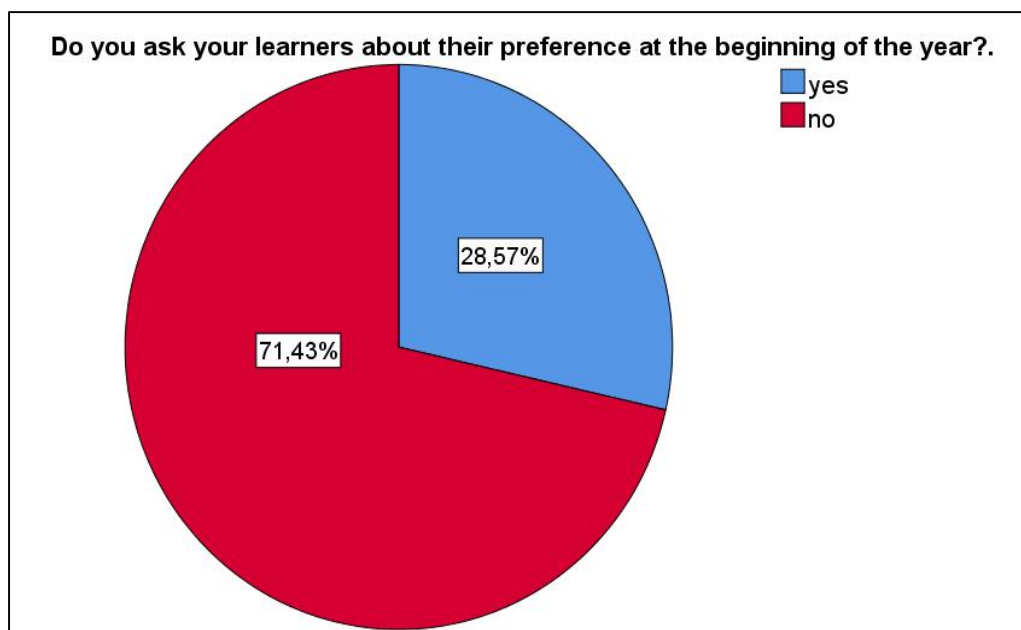
Figure 10: Teachers Inquiry about their Learners' preferences

03: What types of learners do you have in your classes?

According to the data gathered, results show that teachers have different types of learners in their classroom. Some have visual, auditory, kinaesthetic students while others have brilliant, discipline, passive, carless, timid, and good learners. This is an open-ended question where teachers are asked to add other types of learners and these are some of their answers: Active and kinaesthetic learners, scientific and musical .We can have all learning styles in one person

04: Do you take into consideration learners preferences while planning your lessons?

The aim of these questions is to find out to what extent learners preferences are involved in planning activities. According to the answers of the teachers which are represented in the foregoing graph, the majority of teachers with 57%arguedthat they sometimes take into consideration their learners' preferences in designing their lesson plan. 29% claimed that they rarely take them into account. However, the remaining asserted that they often consider their learners' preferences while planning their lessons. The results are demonstrated as follows:
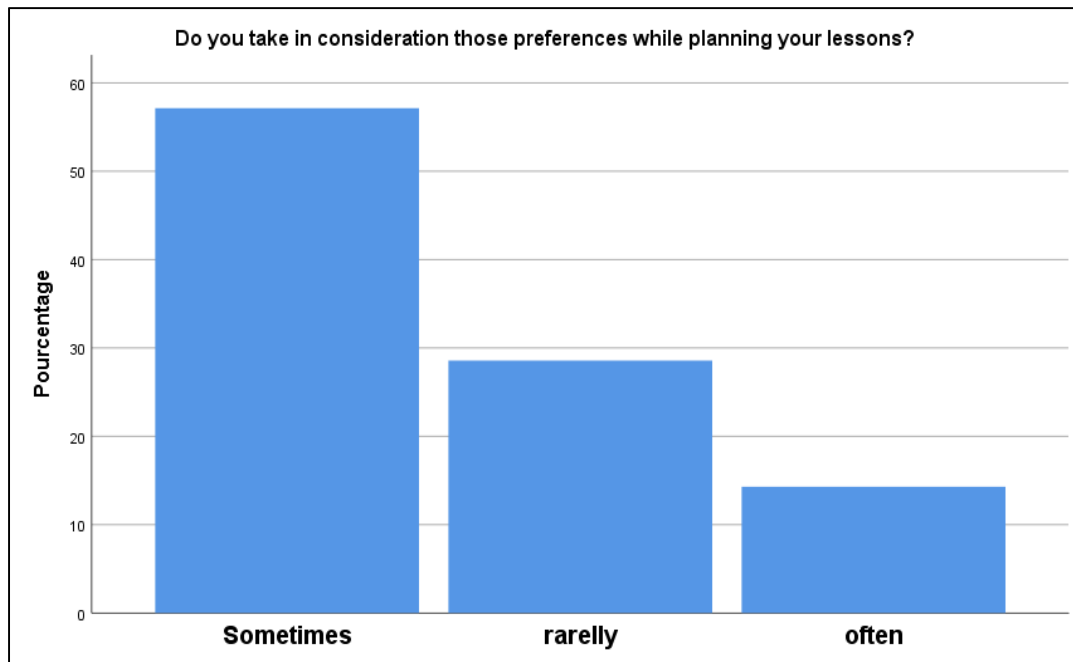
Figure 11: Learners Preferences Consideration while Planning the Lesson

05: Which materials do you use to support the lessons?

This question attempts to know the materials the teachers use to support them in the teaching learning process. From the teachers' answers, it is shown that all the teachers have agreed on the same materials including the school textbook, handouts, and mobiles.

06: How do you deal with introvert learners to get them interacts in lessons?

The aim of this question to show the different strategies that teachers use to deal with learners who are introverted. The teachers provided different answers as follows: Breaking the ice around introvert learners, ask them questions, and address their differences.

07: What are the obstacles that you face when you want to plan your lesson according to your students' differences?

This question aims to know the obstacles that teachers face when planning their lesson. Teachers answer that: the major problem is that of time because planning or choosing texts and activities appropriate for all learners requires too much time and effort, and The level of the students is different from one to another (In one class you will find intelligent students.

08: Does the syllabus help you to include learners' learning styles in the lesson and activities?

This question aims at knowing whether the syllabus helps teachers in including learners' learning styles in the lesson and activities.
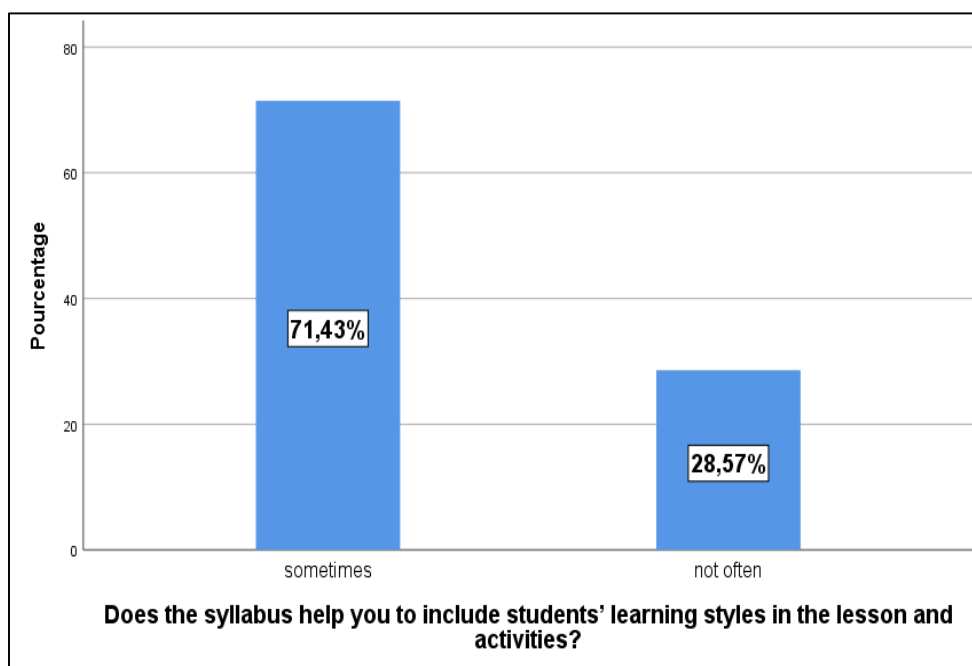
Figure 12: program and learners' differences

Most of teachers (71%) agreed that the syllabus help them in including learners' differences. Nevertheless, few of them (29%) argue that it does. This is an open ended question for teachers to answer. Teachers answer that the current programme needs a real updating. It doesn't fit with our learners' expectations; the programme is based on written learning, the teachers don't have the autonomy to do what is good and bad for hislearners he is obliged to follow and complete the syllable.

09: How do you find using different materials during the lectures? Is it helpful for your students?

The aim of this question is to recognize the impact of using different materials by teachers in developing the lesson.
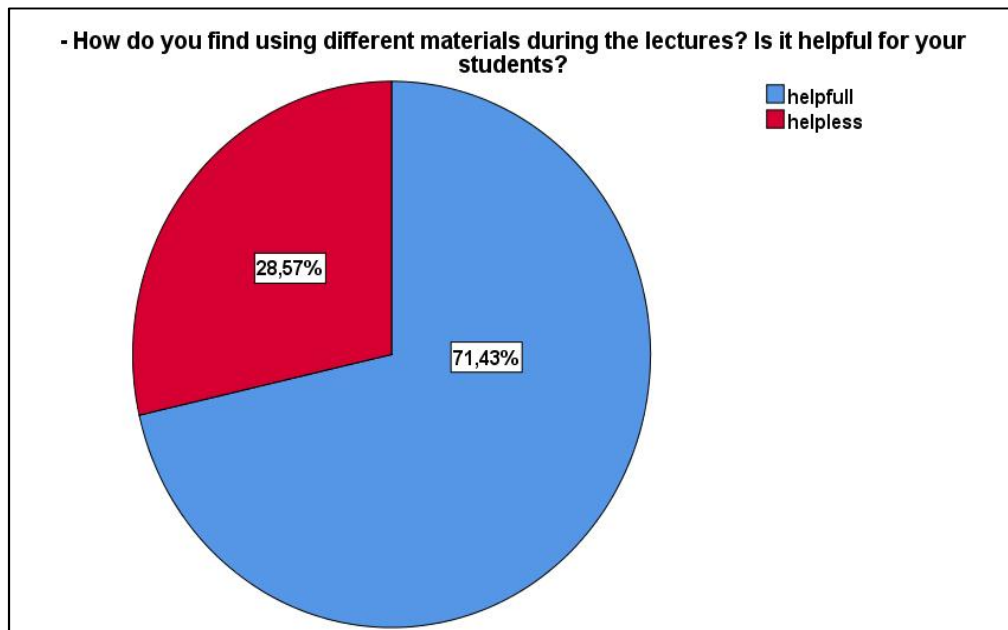
Figure 13: The impact of Using Different Materials by Teachers

In this question most of the teachers (71%) replied that the use of materials is very helpful in presenting the lesson, as it facilitates the lesson and keeps learners focused, interested and committed, while the few (28%) of them claimed that it's helpless.

Conclusion

This chapter has been devoted to the data analysis gathered from both questionnaires and teacher's interview, the researcher is going to discuss the findings, answer the research questions, and finally, some suggestions and recommendations are given to both teachers and learners.

Chapter five:

Discussion of the findings

Introduction

The researcher attempted to explain and examine the data collected in the preceding chapter. As for this chapter, it covers the analysis and discussion of the results of learners' questionnaires and the teachers' interview. In addition, at the end of this chapter, the researcher will present some suggestions and recommendations.

5.1. Interpretation of learners' questionnaire

Based on the results obtained from the learners' answers about the way they prefer to work in the classroom, it shows that the majority of learners like working individually and most like working in groups, while few like working in pairs. Furthermore, when it comes to the learners ' choice to do the tasks, most of them tend to use pictures and the others are divided among those who choose to use games, projectors and role plays. It means that students have different interests, and each one of them likes to do things in different ways.

Within the same classroom, students vary in their own learning styles, a large number of them prefer to learn with words to speak and write, and others prefer to learn with sounds and music, pictures and colours, and to use their body and touch in learning. Besides, their personality varies between introvert and extrovert learenrs. This indicates that the instructor has different types of students in one classroom; which means that he has students with different interests and needs.

In addition, the majority of learners reply that their teacher asks them about their preference. This clearly shows that the teacher seeks to know what his students prefer and makes an effort to get to know them. As for the teaching materials used in the classroom, most learners respond that the textbooks are the most used materials in the classroom, followed by the use of pictures and projectors. This means that the use of one material a lot by the educator does not allow many students to understand the lesson because of their preferred learning style.

Regarding different activities that the teacher used, most pupils respond by saying that their instructor uses various kinds of activities like games, role play and realistic examples and pictures. This illustrate that the teacher has an idea about the differences exists in their classroom and among their learners in which the instructor do some activities to cope with some learners learning styles and personalities.

The majority of students argue that their teacher gives them the opportunity and the right to choose the kind of activities they want, while the other learners responds that they do not have the right to choose the activities. This mean that there are learners assume that their teacher care for them and the other think that the teacher neglect their choice.

The results have shown that most learners believe that the activities provided by the teacher are in line with their expectations and preferences. It demonstrates that the teachers are aware about learners' variation in terms of style of learning and personality.

5.2. Interpretation of Teachers' Interview

The researchers found from the findings of the teachers' interview that most teachers always seek to know the learning styles and personalities of their learners by testing them, asking questions, observing, and evaluating diagnostics. This illustrates that teachers are aware of their learners'differences in the classroom and they seek to know them .The findings also revealed that most teachers have an understanding of the term personality and learning styles in which each teacher gave his own meaning and clarified what the two terms mean. This shows that teachers are interested and aware of learners' personalities and learning styles.

 Regarding the types of learners in the class, most teachers responded that several types of learner are present. There are auditory, visuals and kinaesthetic, and there are professors who have added other types such as Writing and verbal learners, logical learners, eclectic learners, and linguistic and rarely scientific and musical. The teachers 'answers indicate that they know the learning styles and the differences in their class.

In addition, most teachers stated that they consider learners learning styles and personalities when they plan their lessons. Teachers 'responses about the variation of activities to cope with learners' personalities and their learning styles show that it is a difficult task because they are limited by times and curriculum, however, it is necessary to vary the activities in order to avoid sticking to some familiar activities, therefore more learners might be neglected. For instance, teachers involve games and oral plays for kinaesthetic or visual learners, stories for auditory learners, oral projects for verbal learners and certain scientific analyses. When it comes to teaching materials, most teachers stated that they use audio-visual materials such as videos and projectors, textbook and handouts.

Despite the challenges, the involvement of teachers in diversifying activities and using various types of materials shows that teachers aim to make the learners feel comfortable. In terms of introverted students and making them engage in the classroom, teachers respond by different methods, including asking them questions and encouraging them, recognizing the interests and preferences of certain learners in order to encourage them to communicate openly within the classroom.

With regard to the obstacles and problems that faced teachers in preparing for the lesson and managing learners' personalities and learning styles in the classroom, most teachers claimed that the major problems were that of time and over-numbered classes, so it was challenging to plan a lesson covering a variety of personalities and learning styles. In addition, there are other problems, such as the lack of materials, the content of textbooks and the teachers are obliged to finish the curriculum.

All teachers have replied that the materials are very helpful, because it makes learners concentrate and engaged in the lesson. Furthermore, the majority of teachers replied that the program did not help them to include the learners' personalities and learning styles because the current programme needs a real updating and designed for small classes with a specific number of learners to care for their differences effectively. Another teacher said that because the teachers do not have the autonomy to do what is good and bad for his learners he is obliged to follow and complete the syllabus.

5.3. Limitation of the study

The current study could have been more accomplished and complete if these issues were handled better

- The sample: sixty eight (68) first year learners are not enough for generalization.
- The tools: the questionnaire and the interview could have been supported with a third tool to increase the reliability of the data collected.

5.4. Recommendations:

In this section the researcher provides some recommendations for teachers and learners after recognizing the major obstacles that hindered the conduct of the research. In order to achieve the learning process, learners should be more aware of how they prefer to learn. Students have to find the style of learning that makes them feel comfortable learn with.

Teachers need to be more conscious and careful about their learners' needs for a successful learning. They should devote their first sessions to discovering their learners' personalities and how they prefer to learn, sensitize and inform them about the concept of learning style, and that each learner has its own style of study and assimilation of lessons.

Furthermore, teachers should schedule their lessons according to the learning styles of their learners and include in the lesson all the learning styles that exist in the classroom to achieve the main purpose of the lesson. Moreover, teachers need to vary the activities to cope with all styles of learners for example using games, role play, and use concrete examples that are consistent with what happens with learners in their daily lives.

Conclusion

This chapter discussed the results obtained from the learners' questionnaire and teachers' interview. It also provided certain recommendations, and limitations. The analysis of both learners' questionnaire and teachers' interview indicates what extent teachers are concerned with their learners' learning styles and personalities in EFL classes. Leaerners have shown satisfying perceptions toward their learning styles and personalities. Also teachers have presented different views concerning the variation of classroom activities they design.

General Conclusion

In essence, the current dissertation has been an endeavour to demonstrate the teachers' awareness of their learners' personalities and learning styles in EFL Classes, the case of first year students at El- Amir Abd-el-Kader high school in Khemiss Miliana . The purpose of the study was to investigate the importance of learner's personality and learning styles.

This research included an analysis of learners' questionnaires and teachers' interview. One main research question was formulated to achieve the aim of the study "To what extent are the learners' differences styles and personalities taken into consideration by the teacher in EFL Classroom we have conducted a research which is divided into five chapters, Introduction, Literature reviewing, Methodology design, discussion of the result and the Conclusion.

The first chapter presented the theoretical part of the research. The first chapter dealt with the definition of the theoretical and the background of the topic. The researchers refers to deferent meaning and types of personalities and learning styles, the different type of the term "Personality" and "Learning Styles" and the correlation between the two concepts. The result of this chapter showed that Personality and learning styles are related to each other.

 The second chapter deals with the practical part of the research. A descriptive research design which followed a mixed approach (qualitative and quantitative) was used for data collection and analysis. The sample of this research was sixty eight (68) first year learners in El- Amir- Abdel-kader high school in Khmiss Milina. First, the researchers define the institution in which the study was carried out. Then the population involved with describing of research tools .Secondly, the researchers identified the tool used in the study, which included learners' questionnaires and teachers' interview. After that, analysis and explanation of the instruments gathered in the research. The result shows that using different strategies to cope with learning styles and personalities help teachers in the learning process. First-year students have a satisfying perception about the use of different learning styles as being effective for the in the learning process. Therefore, it could be stated that the hypotheses were confirmed.

The last chapter interpret the result obtained from the analysis of the learners' questionnaires and teacher's interview. Then, the main results were provided and the obstacles that the researcher faced when conducted the research.

Finally, according to the findings, we can see clearly that teachers are aware of their learners' personalities and learning styles to some extent and ask about their learners' needs and interests, but not all the time because the majority of teachers answered that they were guided by the curriculum and the lack of materials that hindered their teaching practice. Another point is the learners' lack of knowledge about their learning styles and personalities, indicating to some extent the failure of the teachers to give students details about these concepts.

Accordingly, it is need to adopt new strategies that provide the opportunities to each learner that's makes him interact in the lessons. Learners' different personalities and learning styles should be taken into account by teachers while planning their lessons.

An approach to curriculum adoption which means, design a vision for instruction, student experience, and outcomes.

Learners should be aware about the style they prefer and fits their needs.

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Appendix (A)

<h2 style="text-align:center">STUDENTS' QUESTIONNAIRE:</h2>

Dear students, you are kindly requested to read and fill in the questionnaire. You are asked to ponder about your learning preferences as 1st year secondary school students. Please, respond carefully to these questions to provide possible answer that would be used in a master dissertation. Your answers are going to be anonymous.

01: Age

………………………………………………………………………………………………………

02: Gender:

Male

Female

Q03: Do you prefer to work in?

Groups

Pairs

Individually

04: Which classroom activities do you prefer?

Role play

Games

    Using body language

Using videos

Using pictures

Reading textbook

Listening to vocal lessons

Enjoying speaking lesson

Listening to teacher explanation

05: Which of the following is your style of learning?

Learn by sound and music

Using words, both in speech and writing

Using your body, hands and sense of touch

Suggest other preferences

……

…………………………………………………………………………………………….

06: Which of the following personality types' do you belong to?

(Less talking and solitary behaviour)

(Talkative, energetic behaviour and social)

07: Does your teacher of English ask you about your preferences?

Yes

No

08: during the lectures, which of the following materials do you prefer the most?

Pictures

Videos

Textbook

09: Does your teacher give you the chance to choose the activities you prefer during the lesson?

Yes

No

If yes, which kind of activities do he/ she use?

……

10: Do you like tasks and activities given by the teacher?

Yes

No

Appendix (B)

TEACHERS INTERVIEW

Dear teachers, we are conducted a research that revolve around your teaching experience .You are invited to answer the following questions.

01: How long have you been teaching English?

02- Do you have an idea about different learner's personalities?

If yes, how do you do so?

03-Do you ask your learners about their preference at the beginning of the year?.

04- What types of learners do you have in your classes?

05- Do you take in consideration those preferences while planning your lessons?

If yes, give the reason behind

06- Which materials do you use to support the lessons?

07- How do you deal with introvert students to get them interacts in lessons?

Please explain:

08- Do you face obstacles when you plan your lesson according to your learners' differences?

09- Do you give your student the chance to choose their preferred activities?

10- Do you face problems when you manage all different types of students' learning styles in the classroom?

11- Does the syllabus help you to include students' learning styles in the lesson and activities?

12- How do you find using different materials during the lectures? Is it helpful for your students?