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MASTER'S THESIS in

English Language Teaching Methodology

Adapting to Different Learning Styles in EFL Context / Prilagođavanje različitim stilovima učenja u kontekstu nastave engleskog kao stranog jezika

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Abstract

Modern education calls for an individualized approach to learning and teaching process. There are certain strategies and methods that make the learning process easier and more efficient in the long run. Adapting to different learning styles and using adequate learning strategies makes the learning process more enjoyable and productive. The aim of this paper is to analyze what learning styles have been found among students of two high schools in Canton Sarajevo and whether their teachers adapt to the students' learning styles in their planning and teaching. Furthermore, the focus is on offering strategies and explanations on how to adapt to different learning styles, especially in EFL context.

As part of this paper, a research through two surveys has been conducted during the month of June, 2021. The first survey collected answers from teachers from two high schools in Sarajevo. The questions for the survey were based on the explanations of VARK (Visual, Aural, Reading/writing, and Kinesthetic) learning styles. The questions were later modified and adapted to the needs of the survey. The other survey collected answers of 73 students from two high schools in Sarajevo. The results show the highest number of students in both schools are kinesthetic learners and the comparison between the teachers' and students' survey shows the adaptation level of the teachers in connection to their students' needs.

KEY WORDS: learning styles, learning strategies, VARK, individualized approach

Sažetak

Savremeno obrazovanje zahtijeva individualizirani pristup procesu učenja i podučavanja. Postoje određene strategije i metode koje proces učenja čine lakšim i efektivnijim na duže staze. Prilagođavanje različitim stilovima učenja i korištenje odgovarajućih strategija, proces učenja čini produktivnijim i ugodnijim. Cilj ovog rada je analizirati koje stilove učenja imaju učenici dvije srednje škole u Kantonu Sarajevo, te da li se njihovi nastavnici prilagođavaju njihovim stilovima učenja prilikom planiranja i realiziranja časova. Također, rad nudi strategije i objašnjenja o tome kako se prilagoditi stilovima učenjima, naročito u kontestu učenja engleskog kao stranog jezika.

U sastavu ovog rada je odrađeno istraživanje kroz dva upitnika u junu 2021. godine. Prvi upinik je prikupio odgovore nastavnika engleskog jezika iz dvije sarajevske srednje škole. Upitnik je vezan za prilagođavanje različitim stilovima učenja. Pitanja za upitnik su pripremljena na bazi objašnjenja o VARK (Visual, Aural, Reading/writing, Kinesthetic) stilovima učenja. Pitanja su prilagođena za potrebe upitnika. Drugi upitnik je prikupio odgovore 73 učenika iz dvije srednje škole u Sarajevu. Rezultati istraživanja su pokazali da u obje škole najviše ima učenika sa kinestetičkim stilom učenja, a usporedba odgovora iz dva upitnika pokazat će da li se nastavnici prilagođavaju stilovima učenika.

KLJUČNE RIJEČI: stilovi učenja, strategije za učenje, VARK, individualizirani pristup

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Introduction

Learning a foreign language is a big challenge both for those learning and teaching it. Modern education requires meeting the needs of individual students and one of the ways to achieve that is to adapt to their different learning styles. Adapting the classes and lessons to their needs enables students to progress much faster and to be more successful in the learning process. This also increases their motivation as they advance further. A prosperous learning process calls for teachers to identify and match different learning styles as well as to adapt their teaching strategies and methods to those styles.

Studies suggest that the learners who study and learn by the principles of the learning style that suits them best, learn much easier and faster and achieve greater academic success as opposed to those who adapt to the subject and their teacher's teaching style (Agosino, Hsi, 1995; Kramer-Koehler, Tooney i Beke, 1995; Blackmoore, 1996; Mc. Keachie, 1995, Montgomery, Groat, 2000; O' Connor, 2000; Tubić, 2003; as cited in Husarić, 2011). Therefore, the aim of this thesis is to analyze the ways in which teachers adapt to their students' learning styles. The analysis is based on a survey for teachers from two schools in Canton Sarajevo that explores the teachers' way of conducting classes and their preferences in the process of adapting to different learning styles in their students. In order to compare it to their students' learning style, another survey is conducted. The second survey is a VARK questionnaire for students of two high schools in Sarajevo and it serves for assessing their learning style. This survey has showed what learning styles are dominant in students of the two schools. Different learning and teaching styles are explored and compared. Based on the results, the goal is to offer strategies and activities teachers can use in creating a positive learning environment that is adapted to different learning styles, students and their needs. Considering that this research included only two schools, four teachers and 73 students, it cannot be representative of the whole education system in Canton Sarajevo. However, it can serve as a starting point and give an insight in the importance of using students' learning styles as a tool for creating a more individualized learning environment.

According to the results, kinesthetic learners make up the largest group in both schools, as opposed to only a few visual learners. Teachers' answers about their styles showed that they do not always adapt to all the learning styles of their students. The focus is on providing strategies and activities in the context of teaching and learning English, that is, in developing the

four skills, writing, listening, speaking and reading. For this whole process to be successful, it is important that teachers are able to identify different learning styles and based on that to create and adapt their classes which will enable students to study and learn according to their potentials and abilities. There could be some obstacles in achieving the best of this process, such as learning disabilities in students which means some of them take more time for acquiring and learning the new contents. Sometimes they have a hard time understanding abstract ideas. Therefore, when adapting to different learning styles, teachers need to take into account more factors such as the students' abilities and characteristics.

1. About Learning Styles

Every student has their individual preferences and attitudes towards learning. All of them have a specific way of approaching the process of learning and how they do it is important both to them and their teachers. By observing their students, teachers can figure out what approach would be the best for each student. In order to be able to observe their students in that way, they need to familiarize themselves with different learning styles and how they affect students' learning processes. "The term learning styles refers to the view that different people learn information in different ways" (Pashler et al., 2009:106). How students start concentrating on absorbing and processing the new information they are exposed to, depends on their learning style. They have natural tendencies towards a certain way of processing information and those tendencies make up "the full spectrum of physiological, sociological, psychological, emotional, and environmental elements" (International Learning Styles Network, 2008 as cited in Pashler et.al., 2009:106).

1.1. History and Origin of Learning Styles

The term "learning style" was first explained by Aristotle in 334 BC through the premise that every child has a specific set of skills and talents (Reiff & National Education Association, W. D., 1992 as cited in Haswell, 2017). Based on that, many researchers started forming their own ideas about learning styles. That will later result in many different learning styles theories and concepts that will in short be explained in the following paragraphs along with the most prominent researchers in this field.

The first one to be mentioned is Lev Vygotsky who was a Russian teacher and psychologist. Haswell (2017) explains he was the first one to state that we learn through interactions and communication with others. Through his work, he examined the influence social environments have on the process of learning. Vygotsky explained that learning takes place through interactions with peers, teachers and other experts. As a result, teachers can create a learning environment in which students will have a chance to interact with others through discussions, collaboration and feedback. He also included the factor of culture, meaning that culture is influencing the process of learning as it is based on interactions with others and is

shaping our skills and abilities. Vygotsky believed that "a child's community plays the biggest role in a student's ability to make meaning from things" (McLeod, 1970 as cited in Haswell, 2017:2). In their earliest years they learn from their family members, through imitating and observing which actually shapes their behavior and becomes a part of their identity in the future.

On the other hand, a Swiss psychologist, Jean Piaget, who worked on child's development, believed that "a child has to develop before learning" (Haswell, 2017:2). He believed that children construct their own knowledge from their independent experiences (McLeod, 1970 as cited in Haswell (2017). Piaget's theories about learning were mainly revolving around mental development, language, play, and comprehension. Along with Piaget, the most prominent theorists are also David Kolb, Howard Gardner and Neil Fleming.

David Kolb, an American educational theorist, had a theory that "learning is the process whereby knowledge is created through the transformation of experiences" (Kolb, 1984 as cited in Haswell, 2017). His theory is called Experimental Learning Cycle (ELC) and it is based on four stages through which a person needs to go through before finalizing the process of learning. The four stages are: concrete experience, reflective observation, abstract conceptualism, and active experimentation. When a person encounters a new concept or information, they first reflect on it, creating their own ideas and conclusions which they will later on apply in the stage of active experimentation (Haswell, 2017).

Gardner, an American psychologist, is the creator of the idea that we have multiple intelligences under which he put seven learning styles. Gardner's (2017) learning styles are the following:

- visual-spatial people (those who think in terms of physical space)
- bodily-kinesthetic (those who enjoy movement)
- musical (those who are sensitive to rhythm and sound, not just with music in particular but in the environment around them)
- interpersonal (those who understand better through interaction with others)
- intrapersonal (those who are reflective and learn through understanding their selves)
- linguistic (those who think in words and prefer working with written text)
- logical-mathematical (those who learn through exploring patterns and connections)

According to Brualdi (1996:6), Gardner considered that one person does not correspond to only one of these, but is usually a composite of multiple styles of intelligences. It is not really possible to fit one person within one learning and intelligence style as everyone has features that correspond with different types of styles. Multiple intelligences are important in the learning process because of the way students learn since the type of intelligence that is dominant affects what learning style a student will have. Based on the type of their dominant intelligence and their learning style, they are bound to enjoy some subjects more than the others which are more related to their personal preferences and interests. As a consequence, they will find it more entertaining to participate in particular activities that correspond with the type of intelligence that is more developed.

Neil Fleming, a teacher and theorist from New Zealand, developed an acronym VARK – Visual, Aural, Reading/Writing and Kinesthetic which refers to the different ways people prefer to process information in (Haswell, 2017). He worked as a teacher in secondary education and Lincoln University. He is the main author of VARK books based on the VARK model and the next chapter will provide more details on the theory and its implications for EFL context.

2. VARK Theory

Nail Fleming worked as an inspector for the New Zealand education system where he noticed that some teachers were able to reach to some students while others were not. To find out the reasons for this, he created the VARK test with teachers and students at Lincoln University. Othman and Amiruddin (2010) explained that, before this, the VAK (visual-aural-kinesthetic) model was being used. Fleming modified it by dividing the Visual mode into symbolic as Visual (V) and text as Reading/writing (R) which resulted in the VARK model: visual-aural-reading/writing-kinesthetic.

According to Fleming, visual learners are those that learn best through graphs, charts, hierarchies, symbols, and things that teachers use to represent words. It is important to note that this mode does not include photographs, movies, videos and Power Point, while it does include designs, whitespace, patterns, shapes and different formats that are used to highlight and convey information, which is why the term Graphic (G) would suit it better.

Haswell (2017) explains that the aural mode refers to the people who have a speaking or hearing instructional preference, which includes learning through group discussions, receiving feedback, presentations, web-chat and talking things through with others. Aural learners have a preference for information that is heard and spoken and is related to sorting out ideas and then speaking. This does not only refer to talking to other people, but also talking to oneself which is why, these learners sometimes have to say their ideas to themselves and learn like that.

Reading/Writing refers to the preference to work with words that are either read or written. This mode includes text-based input and output – reading and writing in all its forms but especially manuals, reports, essays and assignments. The Internet, especially with its services such as Google and Wikipedia, is well suited to those with this preference. (VARK-A Guide to Learning Preferences, n.d.). Research papers, books and journals, whether they are in online or printed form, also serve as a reliable and convenient source for students with reading/writing learning preference,

Kinesthetic learners learn through the process of working on a task on their own, that is, through their personal experience. Therefore, having students move during class and incorporating

physical movement in classes would be of great help for kinesthetic learners. In order to boost kinesthetic learning, we can use demonstrations, and videos showing real life examples.

All learners do not necessarily fit into one mode only, but can have preferences towards more than one which makes them more flexible in learning and helps them learn in more different ways which is definitely an advantage. Being aware of their learning preferences and learning styles helps students find the most suitable way to process new information. However, this is not only important to the students, but also to their teachers who provide them with the new information and need to guide them through the learning process. Teachers need to accustom themselves with the different learning styles, their characteristics and the strategies they can use when working with individual students in order to meet the needs of their students. With quality knowledge on learning styles, teachers are able to offer students a more individualized approach, as well as to create a positive learning environment to students of different learning backgrounds and styles.

Othman and Amiruddin (2010) mention that some students have better reception ability through stimulation of the brain compared to visual sense. On the other hand, some students receive information better through combination of the visual and hearing senses. In group classes, teachers often do not have enough time to dedicate to each student individually, which is why it is important that during the whole class, they use different strategies and techniques in order to accommodate the needs of their students. Research by Fleming from 1995, suggests that speech mode is the most commonly used in teaching process, which, when it comes to learning styles, corresponds to aural mode (Othman & Amiruddin, 2010). This means that, most of the time, the rest of the learning styles are not being accommodated which leaves the students who have visual, kinesthetic or reading/writing preference to struggle in the learning process. The same research suggested that for example, kinesthetic preference is the least accommodated mode in higher education.

2.1. VARK Learning and Teaching Strategies

About Visual Learning and Teaching

Visuals play an important role in how we process information and see the world around us. From our youngest age, we express ourselves through drawings and images; we interact with

them and communicate through them. It is not a matter of painting or drawing skills, but just our innate tendency to visually express ourselves. Even though visual expressions are so important to us, classrooms and teaching often revolve around verbal and written instructions, which is not necessarily negative, but is definitely neglecting the fact that not all students learn best through verbal and written instructions and work. Daniels (2018, p.1) listed the following benefits of visual learning and teaching:

- helps students better engage with materials
- develop higher-order thinking skills
- hone fundamental abilities that enable students to see and conceptualize visuals clearly
- enhance tactile hand-eye-mind connections that improve the ability to recall facts and retain learning
- serve the unique needs of learners who process information primarily through visuals, as well increase learning for all students
- provide new opportunities to some students with learning differences and challenge students who are gifted or twice exceptional
- be an integral part of best-practice intervention with individuals on the autism spectrum.

Daniels (2018) lists terms "visual literacy", "visual language" and "visual communication" as very important in understanding visual learning and teaching. In classroom setting visual literacy is the ability to decode, imagine and encode. Decoding means understanding and translating communications made with visual imagery. Imagining means creating, interpreting and manipulating with visual imagery, while encoding reffers to expressing thoughts and ideas using visual imagery.

Visual lanugage, according to Daniels (2018) is the communication that is not aural, written or gestural. It purely relies on "marks, forms, designs, colors and shapes to convey messages" (p. 2).

Visual communication is something we encounter every day. Sometimes we are completely unaware of it and we just understand that kind of communication without putting much effort as we are constantly exposed to it, for example icons within mails, advertisement, photos in magazines etc.

"Visual learning is associating information with reading, analyzing, interpreting, and creating images, symbols, icons, and other forms of visual input" (Daniels, 2018:2). Written verbal instructions on its own cannot be considered an example of visual learning, except when combined with graphs, diagrams, illustrations etc. As mentioned before, humans start visually expressing themselves from their youngest age. As infants, we take information through pictures and visuals and we even rely on depictions in order to communicate before we learn to speak and write.

Visual learners like to draw, work with plans, maps, diagrams, logos and design. They find it easier to work with tasks where they can detect patterns. The content is of less importance to visual learners than the layout of a page which should, preferably, be unusual and different, containing pictures, different fonts, upper and lowercase letters, underlining, different colors, and highlighting, as well as different spatial arrangements on the page. Visual learners appreciate different and interesting layouts, fashion, design, and the clever use of color and space. When listening/watching to a presentation they prefer speakers who use picturesque language and gestures (VARK-A Guide to Learning Preferences, n.d.).

According to Silverman (2002), auditory-sequential learners learn best through words, linear organization and order. Since schools usually rely on lectures, reading and writing, that meets the needs of auditory-sequential learners, which leaves visual-spatial learners undetected and undernourished although they make majority in schools according to a research conducted from 1999 to 2001 mentioned in Daniels (2018). That is why it is important for teachers to adjust their teaching styles, strategies and methods in order to be more inclusive of needs of visual-spatial learners.

Teachers often rely on only one style that they find comfortable or that they personally prefer, however, the successful learning process of their students is more important, therefore teachers sometimes need to go out of their comfort zone in order to meet their students' needs. It is essential to note that one does not need to be visual-spatial learner or artistic, to learn strategies to accommodate this type of.

"Teachers who are striving to increase their understanding of and apply instructional strategies that increase students' visual literacy are visual teachers" (Daniels, 2018:24). Visual

teachers familiarize themselves with the needs of visual learners, and therefore teach using visual aids such as diagrams, graphs, images, maps, logos etc. Daniels (2018) also emphasized that teachers should doodle in front of students, and that they should encourage them to combine images and texts in order to express their ideas. Technology helps us create visual materials now easier than ever, thus such materials should exist in every modern day classroom. The use of tablets, laptops, projectors and smartphones can help visual learners achieve their goals faster.

Once teachers familiarize themselves with visual learning, they can adjust their teaching based on that as they will be aware they need to use more visual materials adjusted to their students' levels and they can start from the following tips for accommodating visual learners:

- use maps, flow charts, or webs to organize materials
- highlight and color code books/notes to organize and relate material
- have students pick out key words and ideas in their own writing and highlight them in different colors to clearly reveal organizational patterns
- write out checklists of needed formulas, commonly misspelled words, etc.
- write out and use flash cards for review of material
- draw pictures or cartoons of concepts
- write down material on slips of paper and move them around into proper sequence. (Can be done on PC too)
- use the chalkboard (them and you) to note important information
- if using the computer, have the student experiment with different font sizes and styles to enhance readability (UMass Dartmouth - How to accommodate different learning styles, n.d.).

All these suggestions can easily be applied to teaching languages through task-based learning, PPP (presentation, practice, production), and other methods that can be adjusted to fit the needs of visual-spatial learners.

About Aural Learning and Teaching

Aural learners take in and process information through listening. They like discussing the topics learned and also tend to read out loud or to mouth when reading, especially when they encounter new information, Othman and Amiruddin (2010) explain that aural learners can be put

into two categories: aural-external and aural-internal. The first ones talk fast, they quickly memorize steps of a task but they get easily distracted. They love discussions, storytelling and reading out loud. As for discussions, they effortlessly memorize what they were about as well as what others have said, as opposed to aural-internal learners who prefer talking to themselves, asking and answering questions on their own (Madunic, 2020).

Aural learners are excellent listeners; however, they struggle with communicating through body language and facial expressions. They often have difficulties in reproducing symbols and they follow spoken instructions much more easily than the written ones.

Learners with aural learning style have the preference to talk things over and to generally explain things by talking, as well as putting forward a case – for and against. According to Armstrong (2004) aural students usually read easily, write story or poetry effortlessly, learn foreign language fast, have good vocabulary, spell smoothly, and own strong ability in remembering names or facts. They often learn from the ideas of others, especially through listening to those who know a lot and have authority. Aural learners often use voice recorders in learning and they shift images and pictures into talk. They rarely take notes, which can potentially be a problem in classes where they are expected to take notes (VARK-A Guide to Learning Preferences, n.d.).

It has already been mentioned that most teachers accommodate aural learners, as they base their classes on lectures and talks. However, it is important to do more than just that in order to fully accommodate aural learners. Aural learners will pay more attention to a teacher who inserts witty comments, their own point of view and those who use different voices to emphasize things. They learn from others, and also like to talk and present contents, so peer teaching would be very useful for them. Teachers can create an environment where students can learn from one another. Attendance is also important for aural learners, as they can learn a lot just by attending classes. If possible, teachers could let aural learners tape their lectures, so that they can review them later. Group and pair work also helps aural learners to process new information faster. Some learners are sensitive to poor acoustical conditions in classrooms as that can interfere with their learning process, which is why teachers also need to pay attention to their voice and diction (Kayalar & Kayalar, 2017)

Audio files, podcasts, recordings, music, interviews, recitals etc. can be very useful when working with aural learners, because these can be used for exercise such as filling in the blanks, learning about different topics, especially in language where listening plays an important role. Madunic (2020) advises teachers to have learners put a material to a rhythm or tune and rehearse it aloud.

About Reading/Writing Learning and Teaching

Learners with this preference process information best through written word, whether it is production or reception. They like words with interesting meanings and backgrounds as well as using lists and ordering things into categories. Students with reading/writing preference like to arrange lecture notes into sketch form, paraphrase classroom notes, and study multiple choice exam questions (Murphy et al. 2004 as cited in Othman & Amiruddin, 2010).

Those with reading/writing learning style take in information through:

- lists,
- titles and headings that clearly explain what follows,
- bullet points and numbered paragraphs,
- dictionaries and glossaries,
- articles about trends in word usage.
- spell-check tools,
- handouts,
- books that are dense with text, essays,
- manuals, reading lists, constitutions, legal documents etc. (VARK- A Guide to Learning Preferences, n.d.).

Teachers can offer their reading/writing learners to use dictionaries, books or handouts, as well as to take notes and to convert any diagrams and graphs into text. As these learners prefer lists and bullet points, teachers can arrange the new content and information so that it suits the needs of reading/writing learners. What is interesting about these learners is that they like correcting mistakes, so any tasks in which they need to identify and correct mistakes would be something they could benefit from. To accommodate their needs, teaches should also use

challenging and complex words when giving a lecture as that grabs the attention of reading/writing learners.

About Kinesthetic Learning and Teaching

Kinesthetic learners learn through practice and experience. They are tactile learners and they like movement, attention and interaction, according to Madunic (2020). These learners dislike learning visually and through listening, since they focus more on non-verbal communication, and do not pay much attention to what they are being told, but to the way the person is communicating with them. When talking kinesthetic learners use their body language and gesticulation. They remember information well when they actively participate in activities, Tyas and Safitri (2017) state.

Kinesthetic learners prefer:

- autobiographies and documentaries.
- applications before theories.
- demonstrations followed by applying what they have learned.
- talking about real things in their life.
- their own experiences over the experiences of others.
- doing things with others; action;
- practical problems and problem solving techniques.
- finishing tasks.
- outcomes that can be measured.
- being part of a team.
- being valued for their experiences.
- people who can apply their ideas (VARK- A Guide to Learning Preferences, n.d.)

To accommodate the needs of kinesthetic learners, teachers should start from providing them with tactile materials in the classroom. They should also be allowed to move around the classroom and to make their own learning materials that they can present to their peers. As they enjoy situated learning, field trips can be very stimulating and helpful as well as role playing. According to Tyas and Safitri (2017), doing an experiment in a laboratory, building models, touching and working with material helps kinesthetic learners.

Teachers should create an environment where these learners can use all of their senses. Kinesthetic learners would benefit from visiting museums, exhibits, watching videos especially those showing real-life experiences. They can also do interviews and use surveys as that allows them to interact with people and take notice of real-life examples and personal stories. Certainly, it is very time consuming and difficult for teachers to accommodate all learning styles in one class, especially since most teachers work with larger groups. However, it is important not to rely on only one approach which accommodates only one learning style, which is, as mentioned above, usually auditory learning style. "With different education approaches, educators should be able to give opportunities and experiences to students of different backgrounds of learning styles" (Yahaya 2007 as cited in Othman & Amiruddin, 2010:657). Some of the suggestions for accommodating one style can be applied on other styles as well, which makes it easier for teachers.

3. Learning Strategies

As much as learning styles are important, they are not the only thing affect the process of learning, especially when it comes to learning a language. Learning strategies play an important role when learning a language, since students use various learning strategies that contribute to the development of language learning. Oxford (1990) defines learning strategies as steps students take in order to make the learning process easier, more enjoyable and self-directed and effective. This is essential for developing communicative competence as using adequate learning strategies lead to better proficiency and therefore greater self-confidence. These strategies depend on each individual and they are a somewhat conscious way an L2 uses their interlanguage. Interlanguage is the language a learner forms once they start learning another language until they reach higher levels of proficiency in that language. It is largely affected by their mother tongue or another language they fluently speak. An individual's learning strategies depend on their learning style. According to Oxford (1990) there are direct and indirect learning strategies, as listed in the table below.

Learning strategies	
Direct strategies	Indirect strategies
memory	metacognitive
cognitive	affective
compensation	social

Table 1 - Learning strategies' classification

3.1. Direct Learning Strategies

Direct strategies require mental processing of language. They include three different strategies of mental processing of language and those are:

1. Memory – helps students store information, for example through grouping and imagery.
2. Cognitive – helps students understand and produce language, for example summarizing and reasoning deductively.

3. Compensation – allows students use the language although they have large gaps in their knowledge, for example guessing and using synonyms.

Table 2 shows what specific activities within the three direct strategies are effective for different learning styles.

Direct strategies	Activities	Learning styles
memory	grouping, associations, keywords, putting words in context	aural, reading/writing
	imagery, semantiv mapping,	visual
	physical response, mechanical techniques	kinesthetic
cognitive	repetition, sounds, writing systems, analyzing, reasoning	aural
	highlighting	visual
	notes taking, summarizing, analyzing patterns	reading/writing
	practicing naturalistically	kinesthetic
compensation	linguistic and other clues, switching to mother tongue, searching for and using synonyms, coining words,	aural, reading/writing
	using mimic and gesture,	kinesthetic

Table 2 - Activities for direct strategies

Memory strategies in language learning can be applied through grouping, associations, putting new words in context, using keywords, using imagery, semantic mapping, using physical response and sensation, as well as mechanical techniques. All these can be applied to different learning styles. For example, grouping, associations and putting words in context can be useful for aural and reading/writing students, while imagery and semantic mapping helps visual learners and physical response and sensation along with mechanical techniques can be used with kinesthetic learners.

Cognitive strategies include repeating, practicing with sounds and writing systems, analyzing, reasoning which is good for aural students. Some of cognitive strategies for visual learners are highlighting, while taking notes, summarizing and analyzing patterns should be used for reading/writing students. Practicing naturalistically would be useful for kinesthetic learners when it comes to cognitive strategies.

Compensation strategies include using linguistic and other clues, switching to mother tongue, using mimic and gesture, coining words, searching for and using synonyms etc.

3.2. Indirect Learning Strategies

Indirect learning strategies, as listed in Oxford (1990) include:

1. Metacognitive strategies – requires planning, organizing monitoring and evaluating the learning process. These strategies help divide the learning process into smaller parts.
2. Affective strategies – refer to emotions, attitudes and motivations
3. Social strategies - using surroundings for learning purposes.

Indirect strategies	Activities
metacognitive	overviewing, linking previusly learned content, listening, planning ahead, self-evaluating and self-monitoring
affective	reducing anxiety, using music, lanughter and meditation, encouraging students
social	asking for clarifications, asking questions, practicing empathy, working with others

Table 3 - Activities for indirect strategies

Metacognitive strategies include overviewing and linking already learned material, focusing on listening, planning the learning process ahead, self-evaluating and self-monitoring. Teachers need to motivate students to use metacognitive strategies in order to become more autonomous in learning which helps them in the long run.

Affective strategies refer to lowering anxiety through music, laughter relaxation and meditation. In the learning process, encouraging oneself is essential for making progress. Affective strategies

for encouraging learners are making positive statements, taking risks wisely as well as rewarding oneself. Learning process can cause anxiety in students, especially when their teachers, parents and the students themselves have high expectations and goals. Examinations and graduating can add up to this anxiety. That is why it is important that classrooms are not only the place where students need to constantly learn, but also to learn to take care of themselves and to lower negative feelings related to studying. Learning itself is not productive when students are anxious, worried and nervous, which is when affective strategies come to play.

In the end, social strategies are mentioned by Oxford and they mean asking questions, clarifications and corrections which is what aural students love to do. Cooperating with others, be it their peers or proficient speakers of the target language, is another social strategy and is also often used by aural learners. Empathizing with others is the last social strategy and it is related with developing cultural understanding and being aware of others' feelings and thoughts.

Some of these strategies are perfect for certain learning styles, but that does not mean they cannot be adjusted to other learning styles as well. They need to be used interchangeably and combined in order to cover different aspects or learning a language and to meet the needs of the students. Students need to be motivated to explore them on their own as well, they will choose a certain strategy based on the assignment at hand.   According to Olsson (2009), learning strategies have more of a mediating role and are based on students' previous knowledge and their learning styles.

4. Teaching Styles

In order to adapt to different learning styles, teachers need to familiarize themselves with the characteristics of each learning style, but they also need to be aware of their teaching styles, as those affect the way they adapt to the needs of each student. This section will look into teaching styles and their features, and later on it will be discussed how they are related to students' learning styles.

According to Gafoor and Babu (2012), a person's preferred way of using their abilities when carrying out various tasks, teaching, and learning or generally thinking is referred to as style. "Since the 1950s, psychologists have been investigating the nature of various types of styles, such as cognitive, thinking, teaching and learning styles, and their effects on performance in both academic and non-academic settings" (Sternberg & Grigorenko, 1997 as cited in Gafoor & Babu, 2012: 56). The term teaching styles appeared in the 1970s.

Sternberg (1997) proposed that teaching styles refer to "a teacher's preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching, and, besides differing from individual to individual, may sometimes differ between different groups, for example schools" (as cited in Gafoor & Babu, 2012: 57).

Another definition of teaching styles was stated by Fischer & Fischer (1979) who said that "teaching styles are supposed to define the behaviors that teachers exhibit as they interact with learners" (as cited in in Gafoor & Babu, 2012: 57).

The abovementioned definitions introduce the sensibility of teaching and the need for understanding the students' needs and adapting different teaching styles to different learning styles.

4.1. Types of Teaching Styles

Just like learning styles, teaching styles have been explored and defined by many theorists and researchers and all of them have their own version of what teaching styles are and how to classify them. Teaching is often related to leadership, so it is useful to mention the three leadership styles that were identified in a research by Lippitt and White in 1965 who listed the

authoritarian style, democratic style and laissez-faire style as the three leadership styles (Frunza, 2014).

	Authoritarian	Democratic	Laissez-faire
Objectives	Set by the leader	Set by leaders and group members together	Set by group members
Communication	One-way, vertical	Two-way, vertical and horizontal	Horizontal
Decision making	Leaders on their own	Leaders and team together	Group members on their own
Focus	On meeting the set goals	On meeting students' needs	On finishing tasks
Expectations	High and strict	Appropriate to each student's level	Low
Evaluation of work	Criteria created by the leader	Clear criteria	Group members identify criteria. Leader evaluates
Results	Good results/students dissatisfied	Good results/students satisfied	Poor results/students dissatisfied

Table 4 - Characteristics of the three leadership styles

Authoritarian Style

This style is characterized by the fact that the objectives of the group are determined by the leader without consulting other members of the group and the leaders make the decisions on their own, without taking into account the opinions, views or interests of the majority of members (Frunza, 2014). The whole organization and distribution of tasks, as well as the criteria for evaluating the work are decided exclusively by the leader. One-way, vertical communication is one of the main characteristic of this style and appreciation or criticism of the group members are made without invoking objective arguments which often generates tension among the members.

Kolak (2010) as cited in Trajanov (2016), describes authoritarian teachers as traditional. They have high expectations of their students and appreciate students completing their tasks by following strict instructions without any questioning. Their teaching is strictly structured; the students work in complete silence and their movement around the classroom is limited. An authoritarian teacher mainly focuses on meeting their set goals, objectives and completing the tasks. They make the decisions on their own, and students are often afraid of them. The students can make good results when working with an authoritarian teacher, but they are often not satisfied with the methods such teachers use.

Democratic Style

As opposed to authoritarian, democratic leaders set objectives and make decisions together with their team members after discussing and analyzing them. In a democratic environment, steps or sequences of an activity are given to members, to form a clear picture of its characteristics and requirements. Compatibility between the tasks and the actual demands of those who will perform them is highly important for democratic leaders. They evaluate the work based on clear criteria that are known to all group members, and as opposed to authoritarian environment, here communication goes both vertically and horizontally, as the leader acts as an leader acts as an equal partner of the others, who does not impose their views, but offers alternative suggestions on the problems facing members (Frunza, 2014).

When it comes to school environment, Kozina (2011) as cited in Trojanov (2016) explains that a democratic type of a teacher allows students to participate in decision making. They are familiar with their students' capabilities, so they set the bar of their expectations just above their abilities. These teachers discuss decisions with their students and ask for their suggestions. Students are allowed to move around during class and to communicate with their peers as long as they are not disturbing the class dynamics. A democratic teacher focuses mainly on students, as they try to have an individualized approach when possible. They pay attention to what students want to say, they establish a good communication and relationship with them while encouraging the class to work as a team. Students are stimulated to be responsible for their learning process and to acquire decision making skills.

The Laissez – faire Style

The laissez – faire leaders unlike democratic and authoritarian leaders give complete freedom to group members in decision making. They only procure the materials needed for the tasks, but it is up to members how they will use it, therefore any problems that might arise are the responsibility of the members and not the leader. This type of a leader lets team members to identify criteria and standards for evaluation, after which the leader only evaluates them using their criteria and standards. Communication in the group is predominantly horizontal (Frunza, 2014). The laissez – faire teachers let students do their work with complete freedom. They are not interested in their students or the teaching and learning process. Their main goal is to finish the job so they do not set many rules or expectations. Students usually do the decision making, without having to consult the teacher as they only intervene if absolutely needed or requested. There are no classrooms rules, students are often noisy and free to walk around the classroom whenever they feel like as the teacher does not care much about discipline. Those are the reasons the students are often not satisfied with this type of teaching (Kolak, 2010 as cited in Trajanov, 2016).

As explained before, these three are leadership styles, however teaching is often compared and related to leading, leadership and authority. Therefore, it is important to understand the three styles that served as a basis for forming actual teaching styles by different authors and theorists.

This thesis will focus on the division proposed by Grasha (1994) according to which, there are five teaching styles:

1. Expert
2. Formal authority
3. Personal model
4. Facilitator
5. Delegator

Expert teachers, Grasha (1994) explains, possess knowledge and expertise that students need and they strive to maintain status as an expert among students by displaying knowledge and by challenging them to enhance their competence. They are concerned with transmitting in

formation and ensuring that students are well prepared. The positive side of having an expert teacher is of course all the information and skills students can learn from them, however, if overused, the display of knowledge can be intimidating to inexperienced students. Another disadvantage is that expert teachers may not always show the underlying thought processes that produced answers.

Formal authority teachers possess status among students because of knowledge and role as a faculty member. They are concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Correct, acceptable, and standard ways to do things are of much importance for formal authority teachers, which is one of the main advantages of these teachers. On the other hand, a strong investment in this style can lead to rigid, standardized ways of managing students and their concerns, Grasha (1994) explains.

Personal model teachers believe in "teaching by personal example" and they establish a prototype for how to think and behave. They oversee, guide, and direct by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach. Students can benefit from the "hands on" nature of the approach as there is strong emphasis on direct observation and following a role model. Nonetheless, some teachers may believe their approach is "the best way," leading some students to feel inadequate if they cannot live up to such expectations and standards (Grasha, 1994).

Facilitator emphasizes the personal nature of teacher student interactions. These teachers guide students by asking questions, exploring options, suggesting alter natives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility, which is why teachers facilitators work with students on projects in a consultative fashion and provide much support and encouragement. This style allows personal flexibility, and gives space for focusing on students' needs and goals as teachers are willing to explore options and alternative courses of action to achieve the set goals. One of the downsides of this approach is that this style is often time consuming and can be ineffective when a more direct approach is needed. It can also make students uncomfortable if it is not used in a positive and affirming manner.

A delegator is "concerned with developing students' capacity to function autonomously" (Grasha, 1994:143). This type of a teacher allows students to work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person and they contribute to students perceiving themselves as independent learners. However, teachers delegators may misread students' readiness for independent work and some students may become anxious when working on their own.

Table 5 summarizes the five teaching styles and how they correspond to the three leadership styles. Sometimes we cannot strictly classify a teaching style within only one leadership style since they can lean towards one leadership style, while still having characteristics of another style.

Authoritarian		Democratic		Laissez – faire
Expert	Formal authority	Personal model	Facilitator	Delegator
Maintaining status among students. They possess great knowledge that they aim to transfer to their students. Concerned with achieving good results and meeting the set expectations. Less personal. Standardized way of doing things without referring to students' individual needs.		Guiding students and teaching by setting an example. Encouraging students' autonomy. Offering a more individualized approach. Consulting with students. Time consuming and not the best style when a direct approach is needed.		Focusing on students' autonomy and independence. Having students decide on how they want to proceed. Teacher as a resource when students decided they need them. Students may not be ready to work on their own and can get anxious.

Table 5 – Teaching styles and their correspondence to leadership styles.

4.2. Teaching Styles and Their Correspondence with Learning Styles

Just like for the students and their different learning preferences, it is difficult to separate and fit teachers strictly into strict categories as they all usually have features of all the categories, it is just that some are more dominant than others. Teachers usually possess dominant features of

one style, and secondary features of other styles that make their unique teaching style. Grasha (1994) created four clusters in which he divided teachers according to different combinations of their primary and secondary styles and listed methods that teachers use based on their combination of styles.

According to the four clusters, teachers whose primary style is the combination of expert and formal authority, while their secondary style is the combination of personal model, facilitator and delegator often use the following methods:

- Lectures
- Term papers
- Tutorials
- Guest presentations
- Video/audio presentations of content
- Guest speakers
- Teacher-centered class discussions
- Strict standards/requirements

This type of a teacher would best accommodate needs of aural, and to some extent visual learners. Their approach is based on lectures, speeches and discussions, therefore aural learners would benefit from it the most. As already explained, aural learners prefer listening to experts and their speeches. However, teachers who belong to the above-mentioned cluster usually lead discussions and make them teacher-centered. Since aural learners like to talk things over, share and argument their opinion these kinds of discussions and debates would not suit the needs of aural learners. Term papers could be valuable for reading/writing learners if the teacher would give them enough space and freedom to write the papers in which they could include interesting words, lists, unique arrangements of words and text etc. Kinesthetic and visual learners would not gain much in classes led by teachers with this combination of styles as they rarely or never use any strategies and methods that would accommodate these learners. It is likely their potential would not be fully used as they would struggle to learn through methods that are not convenient for them.

The next combination is the one where primary styles are expert, personal model and formal authority, while the secondary styles are facilitator and delegator. These teachers, according to Grasha (1994) use the following methods:

- Demonstrating ways of thinking/doing things
- Coaching/guiding students
- Illustrating alternatives
- Sharing personal viewpoints
- Sharing thought processes involved in obtaining answers
- Using personal examples to illustrate content points
- Having students emulate the teacher's example

This teaching style cluster suits more learning styles than the previous one. Kinesthetic learners would enjoy demonstrating ways of thinking and doing things, as well as sharing their experiences and problem solving, along with their aural peers who would benefit from sharing their opinion. Visual learners would have their needs met when teachers offer them to illustrate alternatives and content points, whether it is expected from students to illustrate or to interpret the illustrations. These teachers avoid writing and reading, so the learners who prefer such tasks could be neglected. However, reading/writing students can use a list of literature to study from and they can convert discussions, illustrations and other activities from class into text while their teachers guide them to do so.

When primary styles are expert, facilitator and personal model, and secondary are formal authority and delegator, teachers, according to Grasha (1994) use:

- Small group discussion
- Laboratory projects
- Instructor-designed group projects
- Student teacher of the day
- Self-discovery activities
- Learning pairs/debates
- Case studies
- Role plays/simulations

- Problem-based learning
- Practicum/guided readings

These teaching styles best correspond with kinesthetic learning style since these teachers do laboratory projects that allow learners working in groups, learning through touch, movement and action, exploring things from real life as well as applying their knowledge. Simulations, discussions and debates would suit aural learners, while reading/writing learners would benefit from practicum/guided readings.

The last combination proposed by Grasha (1994) is when teacher's primary styles are expert, facilitator and delegator, and secondary are formal authority plus personal model. The following methods are used by these teachers:

- Student-designed group projects
- Independent study
- Independent research projects
- Position papers
- Student journals
- Modular instruction
- Self-discovery learning projects
- Contract teaching
- Cooperative learning activities

Teaching styles that Grasha (1994) put in the last cluster, where expert, facilitator and delegator are primary styles, mostly rely on individual work, but also on a lot of research and projects which would suit most learning styles depending on how the working process is organized.

Regardless of their teachings styles, teachers should combine different strategies that accommodate different learning styles in each class so as to enrich the learning process and enable each student to work to their full potential. This will also let students experience a variety of approaches which would enhance their motivation.

When it comes to giving lectures, teachers can create an authentic environment of learning. Giving lectures in a different setting affects students' degree of understanding while inviting

them to participate and give feedback. Instead of using recordings, teachers should try to create an environment that brings the topics from the recordings to life. Students can learn more in a setting where they can read the environment around them which is not visible to them when using recordings only. Listening activities should be integrated with other teaching activities. Teachers should build good interaction in classroom and coordinating the relationship between exams and development of abilities. Exams should be made with the purpose of improving students' skills after properly preparing students before the exams by using mock exams, for example, that can help reduce anxiety) (Huang, 2009).

Listening activities can be improved by breaking it into two stages:

- pre-listening - motivating students to listen by choosing relevant topics, stating the goals for the listening activity, providing background information and new vocabulary.
- while-listening - activities for the while-listening stage have to be linked to the pre-listening work, during this stage students write down information, make checklists, fill in the blanks, number pictures in correct order. This stage should be repeated three times for students to get the idea of what the recording is about, then to do the activities and later to check their answers.

Teaching vocabulary can be enhanced by actions during which students exercise and maintain concentrated on what they are doing while developing skill such as hand-eye coordination and dexterity. These movements are helpful for the listener because stress often coincides with items that are semantically significant, providing new information (Castillo, 2019)

Regarding reading activities, Alyousef (2006) suggests using experience-text-relationship method. Before reading a text, teacher guides students into a discussion based on the students' knowledge, but related to what they will encounter in the text. When reading the text, teacher breaks it into parts and asks students questions after reading a paragraph. In the final sequence, relationship, teacher guides students to make connections between the text and their previous knowledge and experiences. During these stages, "teacher is attempting to model and to guide the students systematically through the cognitive processes related to understanding a written text" (Alyousef, 2006:68).

Teaching listening, reading and speaking is an important part of EFL/ESL classes and the abovementioned methods should be combined with strategies that suit different learning styles mentioned in previous chapters.

Teachers can determine their teaching style using different questionnaires and surveys such as Grasha-Riechmann Teaching Style Inventory and The Quality Improvement Coach Teaching Style Inventory which consists of 40 questions, eight questions for each of the five teaching styles. The Grasha-Riechmann Teaching-Styles Inventory assesses several styles: expert, formal authority, personal model, facilitator, and delegator. Teaching Style Inventory examines teaching methods and goals as well (Ford et.al., 2016).

5. Teaching Styles and Teachers' Competences in the Context of EFL

Practicing different teaching styles in order to accommodate individual needs of students requires a lot of experience, a set of competences and broad knowledge. They are applicable for all subjects and teachers can adjust them in order to fit the subject they are teaching. The context and environment in which the learning and teaching processes are taking place is also important as it varies from a community to community.

5.1. EFL in Bosnia and Herzegovina

English in Bosnia and Herzegovina is taught as a foreign language. It is the first foreign language in Bosnia and Herzegovina. Students start learning it in first grade of elementary until their last grade of high school. According to the curriculum[1] published on the Ministry of Education of Canton Sarajevo website, the level of English that students are supposed to acquire after graduating from high school is from B1+ to B2+, depending on the kind of high school they graduate from. Goals and objectives are defined by Agency for Preschool, Elementary and Secondary Education, but the curricula are different in different entities and cantons. First and second graders of elementary have one English class per week. Third, fourth and fifth graders have two classes, while as of their fifth grade, until graduating from high school, they have three English classes per week.

Over the last decade, the role of English language in this country has changed for the better considering the country strengthened its relationship with the US and EU countries after the war. There are now more programs in English in schools around Bosnia and Herzegovina; however those are mostly in private schools. Some high schools and university departments offer programs in English such as High School "Treća gimnazija Sarajevo" and Faculty of Economics and Business Sarajevo, for example. Education in Bosnia and Herzegovina is now striving for more such programs as to offer students better job opportunities, prepare them for the global job market and to attract more foreign students.

The curriculum in Canton Sarajevo defines learning outcomes and goals for English in high schools. For high schools, the goal is to enable students to use English language in spoken

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[1] Bosnic, Z., Kurtovic Cengic, M., Salihbasic, A., Trešnjo, A. (Eds.). (2018). Nastavni plan i program - Kanton Sarajevo. Retrieved March 5, 2022, from https://mo.ks.gov.ba/sites/mo.ks.gov.ba/files/npp_knjiga.pdf

and written daily communication. English classes should raise students' awareness about the importance of globalization, different cultures and traditions in the modern world. This helps students develop tolerance and critical thinking about different topics. Students should develop all the four language skills. They explore the grammar appropriate to their level, the culture of the English speaking countries and develop motivation for learning a language. This helps them develop higher self-esteem, confidence and creativity. The curriculum covers all the topics and grammar needed to reach B1+ or B2+ level of English proficiency.

However, the results of PISA test from 2018 showed that 15 year old students from Bosnia and Herzegovina have poor abilities in using their reading, mathematics and science knowledge and skills to meet real-life challenges considering the country was ranked 62nd out of 79 countries that have participated. Although PISA does not test students' knowledge in EFL in particular, the results are important for all subjects, students and teachers since the results show a lack of functional skills which is an important indicator that the concept of the country's education system has to be improved. The PISA results serve as a basis for improving education system in Bosnia and Herzegovina both in theory and in practice (Džumhur, 2019). Another research that indicates quality of education system in Bosnia and Herzegovina is "Obrazovanje u BiH: Čemu (ne)učimo djecu?" which aimed to analyze the results of the reform of student textbooks and course books in Bosnia and Herzegovina. The results have showed that the concept of student textbook and course books in Bosnia and Herzegovina remained the same as before the reform in 2007. Consequentially, substantial advancements in education system did not occur, researchers say (Soldo et.al., 2017).

5.2. The Competences of EFL/ESL Teachers

In an attempt to create the profile of a competent teacher who can maximize the role of teachers in education of youth, many researchers find teacher competences to be of much importance. According to Kauffer (2010) competences are cognitive abilities and skills in terms of professional knowledge, personal beliefs, values and motivation (as cited in Jurčić, 2014). Therefore, teacher competences are classified in different categories. However, according to Vizek Vidovic et al. (2005) teachers' focus should be on promoting the following competences:

1.   Knowledge and understanding of their profession
2.   Professional skills and capabilities
3.   Professional values and personal dedication

EFL/ESL teachers teach not only grammar, vocabulary and phonics but they help students get to the level where they can use the second/foreign language naturally in daily and professional communication. Therefore, the focus is also on improving students' communicative and speaking skills. (Diaz Friaz, 2014)

Some of the competences teachers of foreign languages should have, recommended by the methodologist I. A. Zimnyaya (2006) as cited in Toshboeva (2015, p. 4) are the following:

1. "The socio-cultural competence:
- across-cultural interaction;
- language and speech development, learning culture of the native and foreign languages;
2. The competence of the personal self-improvement and self-development
- self-improvement, self-regulation and self-development;
- social, personal, and activity-reflection;
3. Information technology expertise
- mastery of computer skills to find and expeditious processing of necessary information;
- use of modern information technologies in the educational-cognitive activity of teachers of foreign languages".

The abovementioned competences are mutually dependent and teachers need to work on having and being able to use all of them. Teachers need to use their knowledge, technologies,

information, to communicate and work well with other people, and to be a team player. Having all these skills makes teachers confident, creative and innovative in an attempt to improve the process of teaching which leads to a higher quality education (Vizek Vidovic et al. 2005).

Teacher education in Bosnia and Herzegovina, according to Abadžija (2015), is complex and it differs from place to place since cantons have different policies. Employment rate among teachers is fairly low. Teacher education focuses mainly on the expertise within the subjects, while ignoring the need to learn more about methodologies, pedagogy and didactics. There is a lack of practical classes during studies as well as contents connected to modern teaching practices such as inclusion, intercultural classes, using technology in classes etc.

Abadžija (2015) lists several recommendations for improving teacher education in Bosnia and Herzegovina such as:

- a more strict selection of future teachers by evaluating their motivation for working as teachers
- regulating admissions at universities that offer teacher education
- reorganizing BA and MA studies to suit the needs of future teachers for quality education
- more practical classes, having students work as teacher assistant while studying
- adapting the curricula to include more courses on inclusive education

Future teachers in Sarajevo can choose from studying at University of Sarajevo, International University Sarajevo (English language teachers) and International Burch University (Turkish and English language teachers). The three universities are fairly similar, except for IUS and IBU offering more practical and diverse classes.

6. Research Methodology

6.1. Goals and Objectives

The goal of this research is to analyze how high school English teachers in Sarajevo adapt to different learning styles of their students.

6.2. Research Questions

The research was guided by the following research questions:

- What learning styles do high school students in Sarajevo have?
- What teaching styles do high school English teachers in Sarajevo have?
- Do high school English teachers adapt their teaching style to the students' learning preferences?
- What strategies and methods can high school English teachers use in the process of adapting to students' learning styles?

6.3. Methods

The goal and research questions are realized through the method of theoretical analysis. It analyses reference books and specialized literature on teaching and learning styles, teacher competences, methods and strategies on teaching EFL/ESL. In order to differentiate and explain the terminology used in the paper, the method of theoretical analysis is used to collect and analyze the sources for defining the basic terminology. Besides that, a research has been conducted through a survey for English teachers and their students. The survey for the teachers consisted of 4 sections. In the first section the teachers answered general closed-ended questions. The second section consisted of several rating scale questions in the form of statements. In the fourth section, the teachers answered several open ended questions on adapting to different learning styles in students. The survey was conducted online using Google Forms, and the questions were created based on the appropriate literature, namely the paper "Individualni stilovi učenja učenika i nastava prilagođena stilovima učenja" by Madunic (2020) and past experiences as a student and a teacher.

The second survey was a VARK questionnaire (The University of Alabama at Birmingham Vulcan Materials Academic Success Center – The VARK Questionnaire, 2006) for the students, conducted online as well, using Google Forms.

Subjects of the survey were four English teachers from two high schools in Sarajevo: High School "Treća gimnazija" and High School "Ekonomska škola", as well as 73 students out of which 30 were from High School "Treća gimnazija" and 43 were from High School "Ekonomska škola". The sample is not as representative, therefore we cannot generalize the survey results, but they can be used as an insight and for improvement of practice in the above mentioned schools, as well as for further research in this field.

6.4. Interpretation of the Results

The following pages look into the results of the student and teacher surveys and their relation to the theory behind them, along with recommendations for teachers looking to adapt to their students' learning styles.

6.4.1. Student Survey- VARK Questionnaire

It has already been established that every student has their own preference when it comes to learning and acquiring knowledge. VARK questionnaires are used to determine what the preferences of each student are.

This interpretation of the results starts with the 30 students from High School "Treća gimnazija" in Sarajevo. According to their answers, most of the students, 13 out of 30, are kinesthetic learners, followed by 10 aural learners. Five students have the reading/writing learning style and only two are visual learners. Students of High School "Ekonomska škola" had a similar result, since out of 43 students, 21 are kinesthetic learners followed by 16 aural learners. This sample of 43 students had no visual learners, but there were six students who learn best through reading/writing, which is showed on Figure 1.
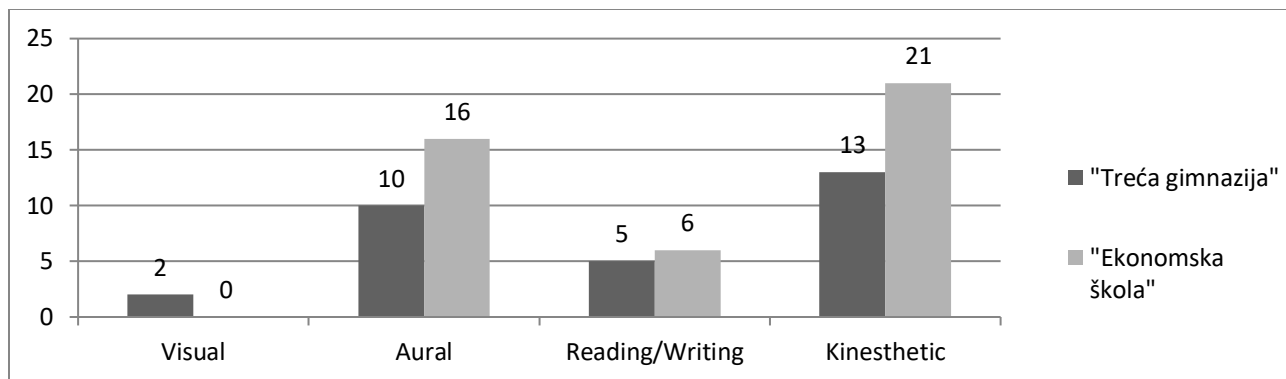
Figure 1 - The results of the VARK questionnaire in High Schools "Treća gimnazija" and "Ekonomska škola"

The VARK questionnaire is based on 15 questions about different situations. Students get four options to choose from when answering the questions and each answer represents one learning style. The result is calculated based on the type of answers they chose the most. However, no student can fit into only one learning style, therefore, their secondary learning style was calculated as well. The figures below show the combinations of learning styles in students of High School "Ekonomska škola" and High School "Treća gimnazija". The results showed that in both schools, the highest number of students have the kinesthetic learning style.

Figure 2 shows what secondary learning styles have the students who are primarily kinesthetic learners in High School "Ekonomska škola" and High School "Treća gimnazija". Most of the kinesthetic learners have aural learning style as their secondary style in "Treća gimnazija". Three kinesthetic learners have the reading/writing style as their alternative and the two remaining students are kinesthetic-visual learners. In "Ekonomska škola" most kinesthetic learners have aural as their secondary preference, while six students have reading/writing and four students have visual for their secondary learning style.
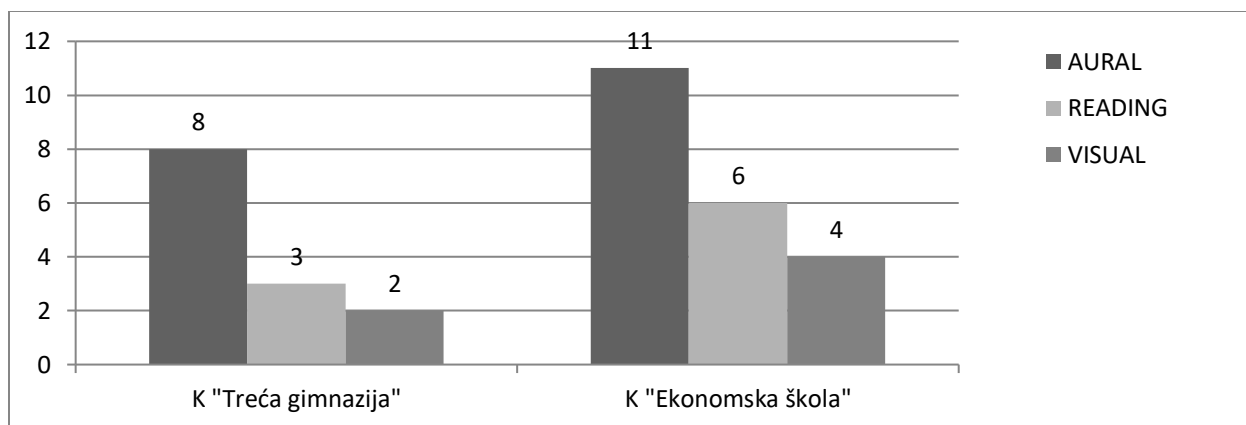
Figure 2 – Secondary learning styles of kinesthetic learners in High School "Ekonomska škola" and High School "Treća gimnazija".

This means that a large number of students in these two schools learn through personal experiences, practice, simulation and examples. These tactile learners like movement, attention and interaction. As already explained in the theoretical part of this thesis, kinesthetic learners learn best when connecting the contents to their personal experiences. They should be allowed to move around the classroom and make their own learning materials. Most of these students have aural learning style as their secondary learning style which means they can also benefit from classes based on discussions, storytelling and interesting lectures, as well as the classes where teachers use audio files, podcasts, recordings, music, interviews, recitals etc.

Apart from learning through personal experiences, situational learning and role playing, kinesthetic learners with reading/writing secondary learning style can also benefit from learning using dictionaries, books or handouts, as well as taking notes and converting any diagrams and graphs into text. For these learners, it would be beneficial to combine topics related to real life situations that could be studied by using texts, books and dictionaries. Kinesthetic learning style can easily be related to any other learning style through activities that can accommodate both kinesthetic learning style and any other secondary learning style. The fact that kinesthetic learners dislike learning visually and through listening, since they focus more on non-verbal communication explains why there is a low number of students with kinesthetic learning style combined with visual learning style as their secondary preference. In this case, teachers can offer visual materials that can be used when possible and when in accordance with the student primary preference, that is, kinesthetic learning style.

Figure 3 shows that most aural learners have the kinesthetic learning style for their secondary learning preference in both schools. Two students' secondary learning style is reading/writing and one student has the aural-visual combination for their learning style in High School "Treća gimnazija". On the other hand, the aural students of High School "Ekonomska škola" have either kinesthetic or reading/writing as their alternate style and no students have visual learning style as their secondary option. Aural students prefer learning through listening, and as already mentioned above, through discussions. They often use voice recorders in learning and they shift images and pictures into talk. Figure 2 shows that aural is most often combined with kinesthetic learning style. In the paragraph above, it is already explained how these combinations function and the only important note that teachers need to pay attention to, is which learning style is dominant and act accordingly.
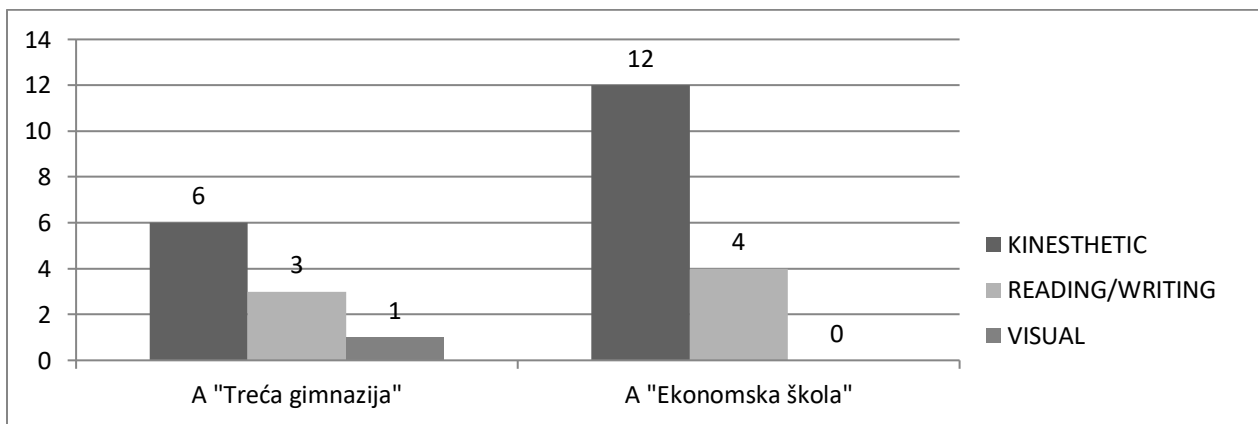

Figure 3- Secondary learning style of aural learners in High School "Ekonomska škola" and High School "Treća gimnazija".

Figure 4 shows that students with reading/writing as their primary preference have kinesthetic style as their secondary style and two students have visual as the secondary learning style in "Treća gimnazija". The learning style of reading/writing learners in "Ekonomska škola" is combined with kinesthetic in two cases and aural in four cases.
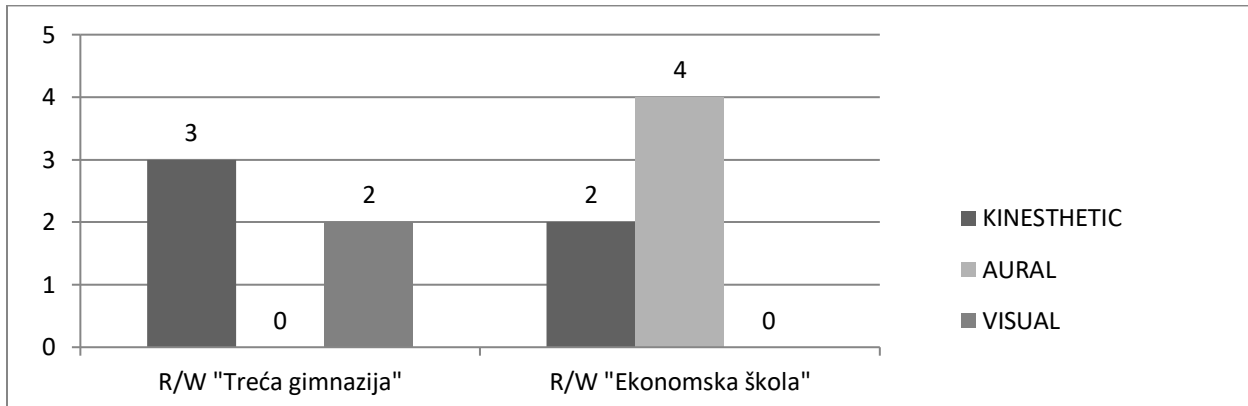

Figure 4 - Secondary learning style of reading/writing learners in High School "Ekonomska škola" and High School "Treća gimnazija".

According to the result of the survey, there were only two visual learners, and they were in "Treća gimnazija". One of them has aural and the other one has reading/writing as their secondary learning style, as showed on Figure 5. Visual learners learn best when using maps, flow figures, or webs to organize materials. They like doodling and drawing pictures or cartoons of concepts. It is useful to let these students use flash cards for review of material as well as to highlight and color code books/notes to organize and relate material.

Figure 5 - The number of visual learners in High School "Treća gimnazija" along with their secondary learning preference.

The following table gives an outline of the students' learning styles along with their secondary preferences, with methods and activities suitable for them included which can be used if learning styles were reversed.

Primary learning style	Secondary Learning style	Activities and methods
Visual	Aural	• Doodling and drawing pictures or cartoons of concepts and presenting them to others through discussions or debates. • Using flash cards for review of material, converting images and pictures into talk. • Group work – visual and aural students working together.
	Reading/writing	• Using and intepreting maps, flow charts, or webs to organize materials. • Converting diagrams, graphs, images and pictures into text and vice versa. • Writing down material on slips of paper and organizing them around into proper sequence.
Aural	Reading/writing	• Story and poetry writing • Retelling stories • Converting text to speech and vice versa • Peer teaching
	Kinesthetic	• Watching documentaries and autobiographies and exploring them through discussions. • Sharing experiences and ideas and applying them in real life situations. • Making their own materials and presenting it to their peers. • Doing interviews and interacting with people.

Kinesthetic	Visual	• Watching documentaries and autobiographies. • Using tactile materials • Role playing and situated learning. • Visiting museums, exhibits, watching videos. • Practicing creating different designs while incorporating the content learned. Making their own visual materials. • Movement.
	Reading/writing	• Making their own dictionaries and glossaries. • Reading autobiographies and other non-fiction works. • Movement

Table 6 - Learning styles and methods for accommodating students' needs - an overview

6.4.2. Teacher Survey

The subjects of the second survey were two teachers from High School "Ekonomska škola" and two from High School "Treća gimnazija". They are the teachers of the students who were took part in the first part of this research and did the VARK questionnaire. All of them are experienced teachers, and on average they have more than 20 years of experience.

They confirmed that during their studies they have learned about different learning styles and that they have taken additional courses or trainings on accommodating learning styles. One teacher in High School "Ekonomska škola" stated that they have not learned about different learning styles during their studies, but they took some courses on it just like their colleague who stated that they did learn about different learning styles during their university teacher education program.

When asked if different learning styles should always be accommodated, all the teachers agreed that they should. However, when asked if they try to do that in their classes, teachers of High School "Treća gimnazija" said that they try to do it often but not always, which is understandable considering that they have students of all learning styles and combinations of learning styles. However one teacher from High School "Ekonomska škola" stated that they only sometimes try

to accommodate different learning styles which contrasts their statement that learning styles should always be accommodated which is showed on Figures 6 and 7.
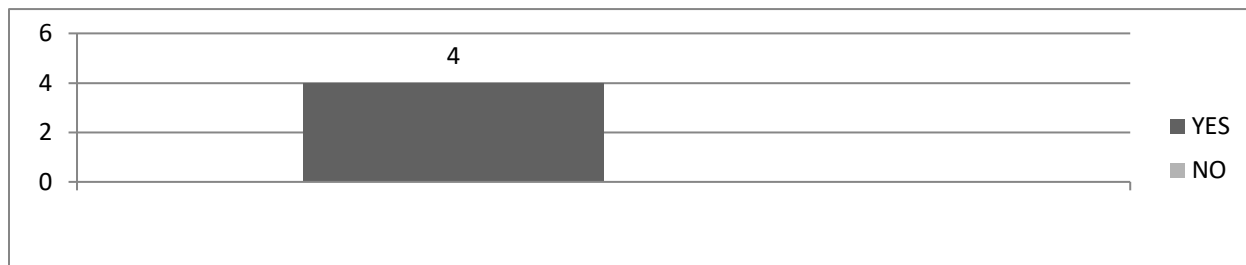

Figure 6 – Answers to the question: "Should teachers always try to accommodate different learning styles?"
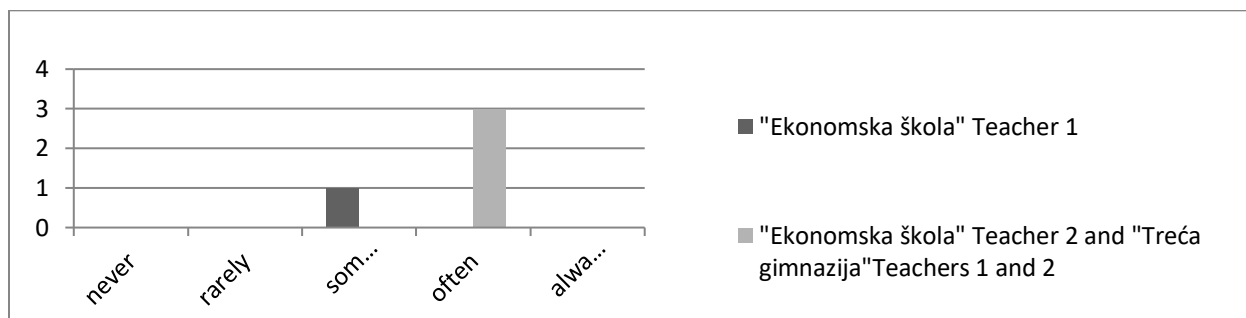

Figure 7 - Rate the statement: "I try to accommodate different learning styles."

In the second part of the survey, the teachers were asked about specific methods and activities and how often they use them in their classes. Every activity and method was related to accommodating one specific learning style. The first one was related to the visual learning style as the teachers were asked how often they use presentations, graphs, maps, pictures and other visual aids. Most of the teachers stated that they use them always or often. Teachers of High School "Treća gimnazija" have two visual learners and several students who have the visual learning style as their secondary style, therefore it is favorable that they use visual aids in their classes. On the other hand, the teachers of High School "Ekonomska škola", according to the results of the VARK questionnaire, do not have any visual learners. There are only four students, out of 43, that have the visual learning style as their secondary preference. Considering they often use visual aids, and have no learners who are primarily visual, they might be using those visual aids because it is their personal preference. Using presentations and graphs is not the only way to meet the needs of visual learners. One interesting way to do so, as mentioned by Daniels (2018) is drawing and doodling. Teachers from both schools stated that they do it never, rarely or sometimes. On the other hand, according to Dankic and Ahmetspahic (2009), EFL in Bosnia and Herzegovina is generally based on visual elements like textbooks, presentations and whiteboard.

Using these visual elements is not related to teachers' styles, but their high dependence on textbooks and presentations which can lead to aural and kinesthetic learners' struggling. This is especially important considering there are a lot more aural and kinesthetic learners than visual, and yet classes revolve around textbooks and presentations.

As for meeting the needs of aural students, only one teacher said that they would always offer their student a chance to take an oral instead of a written exam. It has to be taken into account that public schools do not give much time or space for teachers to improvise and adapt to students' needs. Therefore it is expected that most of the teachers would say they rarely do that. However, it is important that they were not explicit in saying that under no circumstance they would let their students take an oral exam instead of a written one. One teacher stated that they never offer that option. This is important not only because of the different learning styles and the students' preferences to show their knowledge orally, but also because of the students with special education needs. Because of their learning disabilities, some students are not able to take written tests, for example the students with dyslexia or severe ADD/ADHD. Some parts of language teaching require written examinations, but the question in the survey was formed in the way that it emphasized that it refers to the situations when it is actually possible to offer an alternative.

On the other hand, the positive side is that all the teachers in both schools engage the students in conversations about the subject matter which is highly important for aural students who are the second largest group in both schools. Teachers of High School "Treća gimnazija" often, and almost always use audio files, music and rhythms in their classes. They also read the instructions for their students. Even though the teachers could assume that if the students have the instructions in front of them that they will be able to do the task, which is not always the case. Sometimes, although they are offered the written explanation, aural students will not understand it because it is likely they will not read it thoroughly or they will just skip it. That is why it is important to clarify the instructions orally as well because aural students will understand it more easily. The teachers at High School "Ekonomska škola" do not read the instructions out loud that often, although they have a very large group of aural students and those who have the aural learning style as their secondary preference.

6.4.3. Final remarks and recommendations

Different ways to accommodate reading/writing learning styles are offered in this thesis. In the survey, there were a couple of questions related to this learning style such as having students pick out key words and ideas in their own writing and highlight them in different colors to clearly reveal organizational patterns. Although there are five students in High School "Treća gimnazija" with the reading/writing preference as their primary learning style, and seven more students who have it as their secondary learning style which is combined with aural, kinesthetic and visual style, teachers at this school rarely have their students experiment in writing and making written patterns which would be highly beneficial for their reading/writing students. Teachers of High School "Ekonomska škola" stated that they have their students use this method. On the other hand, all teachers stated that they often let the students do a method similar to this one on a computer. Two teachers from these schools let their students rewrite new information into their own words, but two teachers do not let their students do this often. Since they are English teachers, the students should have more freedom to interpret the new concepts and ideas even when it comes to exact and concrete information as long as the students' own version does not change the essence and the meaning of the concept. Using their own words helps the reading/writing students, but also all the other students.

Kinesthetic learners can relate to the content if they use their own words, and aural students who love to discuss and question can also modify the strict definitions to suit their needs. Teachers often provide their students with written handouts and it can be very beneficial for their reading/writing students. Written handouts are a good solution in class as long as it is not the only source of information since not all students prefer reading instructions. When it comes to writing notes in class, the teachers are divided. Two of them stated that the students must always write down the notes, and two of them stated that the students have a choice. Writing is important for language teaching, however note taking during the classes certainly is not the only way the students can practice their writing skills. For some of them it is very helpful, but many students are aural learners in both of these schools and they would benefit more from having a chance to listen to their teachers rather than being occupied with writing down the notes they probably will not use unless they have a reading/writing preference as their secondary learning style.

The largest group of students in both schools are kinesthetic learners. More than 40% of students in both schools are kinesthetic learners. As explained, kinesthetic learners learn through practice and experience. They like movement, attention and interaction, and they dislike learning visually and through listening, since they focus more on non-verbal communication. When asked if they let their students be physically active and move during classes as long as they are not disrupting the class, only one teacher, from High School "Ekonomska škola", stated they often do. The rest of the teachers stated they never let their students walk around the classroom. Large groups of students, often in small classrooms in public schools are some of the obstacles to letting the students move around freely as it can cause chaotic environment. However, when more than 40% of students would benefit from being able to move around freely, teachers should try to accommodate their need whenever it is possible. Accommodating this need does not necessarily mean the whole class would just run around and disrupt the working cycle. It can be executed through subtle activities and tasks for the kinesthetic learners. One of the simple ways to do so is to let students help around the classroom. The question related to this had better responses compared to the previous one. One teacher from High School "Treća gimnazija" and another one from High School "Ekonomska škola" stated they always have students help around the classroom, but their other two colleagues stated they only do it sometimes.

When asked if they dramatize concepts and/or use role play in their classes, the same teachers who have the students help them around the classroom stated they often use role play in their classes, while the other two teachers said they rarely do. Another questions closely related to this one was if they have classes where they let students teach other students, and the answers were the same as for the role play question. There is a certain pattern in the answers of one teacher from High School "Ekonomska škola" and one from High School "Treća gimnazija" who stated they rarely do activities and use methods that would be beneficial to kinesthetic learners. The rest of their answers implied they mostly use strategies and methods that accommodate the needs of aural students although there are many kinesthetic learners in their classrooms. On the other hand, it is good that they accommodate the needs of aural learners since in High School "Treća gimnazija" 33% of students are aural learners, while in High school "Ekonomska škola" they make up to 37%. However, as already mentioned, focusing on only one learning style leaves the needs of the remaining students neglected. Teachers were also asked if they use personal examples when explaining the new content and three out of four teachers

stated they always do, while one teacher from High School "Ekonomska škola" stated they sometimes do. Personal examples are very important for kinesthetic learners.

There were a couple of more questions such as having debates in classes, independent research projects, self-discovery learning projects and if they have strict standards and requirements. The survey could have included more detailed questions and responses in order to be more precise in the assessment of the teachers, in order to determine their styles based on the four clusters by Grasha. However, their answers to other questions indirectly related to Grasha's clusters, were also helpful as they could determine what styles they prefer and usually rely on and how their preferences accommodate the needs of their students in accordance to their learning styles.

After analyzing their individual responses, it is concluded that one teacher from High School "Ekonomska škola" and one from High School "Treća gimnazija" are more close to Grasha's cluster in which the primary styles are expert, personal model and formal authority, while the secondary styles are facilitator and delegator. These two teachers are able to accommodate more learning styles and they use different methods, activities and strategies in their classes. Considering that most students in these two schools are kinesthetic learners, followed by aural learners, these two teachers who are primarily experts, personal models and formal authority could enhance their teaching with more activities in which they guide students into figuring out their own alternative ways of solving tasks. They should have students demonstrate how they came up with their solution since these are the things kinesthetic and aural students enjoy doing. Aural learners love learning from listening to others and their ideas, which is a great opportunity for peer teaching since kinesthetic learners benefit from sharing and applying their knowledge and experience. For kinesthetic learners, being valued for their ideas is very important. More practical tasks and projects such as doing interviews, making videos about certain topics, learning from visiting museums, exhibits and similar would benefit most of their students.

On the other hand, the two remaining teachers had similar answers that led to the conclusion that they mostly accommodate the needs of aural students as they give speeches, lectures and have presentations and discussions in their classes. They also stated they prepare various materials for same topics and contents in order to accommodate different preferences in the learning process of their students. To avoid catering to only one group of students, teacher need to analyze their

own teaching style to determine if they are focusing too much on certain strategies while neglecting other ways of transferring knowledge. They first need to be aware of their own preferences as teachers and then try to understand their students' needs. Since most teachers do not have too much time on their hands, simply having students fill out a VARK questionnaire at the beginning of a school year would let them know how to proceed. These two teachers in particular, as mentioned above mostly have kinesthetic and aural learners. It has already been established that their teaching style corresponds with aural learners. Therefore they need to enrich their classes with more activities suitable for kinesthetic learners that have been mentioned previously in this paper.

Being able to identify learning styles and adapt to them is not always enough, since student's abilities play an important role. Not all students are able to achieve the same goals, even when the teacher adapts the class to suit their learning style. Therefore, it is important for teachers to combine their knowledge of learning styles with their knowledge of different learning disabilities that might impact the students' progress. One section of the teacher survey was dedicated to teaching students with special education needs and adapting to their learning styles. One teacher from High School "Ekonomska škola" stated they have never had any experience working with students with special education needs. Some of them stated they use assistive technology such as timers and communicators although it is quite unlikely that High School "Ekonomska škola" possess such devices. Teachers stated that they do not feel confident regarding their skills to adapt to different learning styles of students with SEN, but that they are willing to ask for help when needed. They stated that they use visuals and audio materials as they claim those are very helpful when working with students with SEN. On the other hand, one teacher explained it is time consuming to work with students with SEN as they have too many students and they feel they cannot dedicate all of their time to the SEN students. All students can learn a foreign language according to their capabilities if they have adequate support and assistive technology. After identifying the difficulties students have and getting to know them, the first thing to do in the classroom is to personalize the lessons for each of them. The learning process can be an extremely stressful and humiliating experience for students with special education needs as they try to achieve higher levels. Their teachers are the most important factor in making that experience a lot more interesting and rewarding if they create an environment adjusted to their needs.

7. Conclusion

Teachers play the most important role in a student's process of learning. It is on the teacher to prepare quality lessons, materials and to create an enabling learning environment in which students can thrive to their full potential. Of course, teachers cannot always control outside factors, but they can affect them. Their job does not stop with preparing the lesson plans and realizing them. Teachers have to continuously follow the student's development and success and adapt to all the changes that occur in the process of learning. They never stop learning about their students and their needs. The whole procedure of helping students acquire a foreign language, or any other knowledge for that matter, is unbelievably challenging. However, achieving good results is extremely satisfactory.

This thesis has offered an extensive theoretical background on different learning styles as well as teaching styles. Each learning and teaching style is described and explained in detail. Along with that, the general strategies that work best for each learning style are offered. Such strategies can be used in English classes, as well as any other class if adapted properly. It is explained that individuals cannot fit into just one learning style, but tend to have preferences towards two or more styles. The survey results have also showed that, since in the VARK questionnaire, the students were told to choose any answer that describes them best, even if they need to choose multiple answers. According to the results, kinesthetic learners make up the largest group in both schools. Kinesthetic learning style, based on the results, is their primary learning style while their secondary styles are aural, reading/writing and visual, aural being the highest in number and visual the lowest. As for the teachers, their answers show that they mostly accommodate the needs of aural learners. The survey conducted was not designed to show if they do it because their goal is to accommodate the needs of aural learners because, perhaps, they think most of their students are aural. Another reason could be that the strategies that help the aural students learn best are simply in correspondence with the teacher's teaching style. It would be important to investigate the reason for this in future studies. Teachers showed a lot of confidence in their knowledge about different learning styles, but not as much when it comes to students with special education needs. On the other hand, although they claim to have the knowledge to adapt to different styles and that they try to do that, the remaining answers they gave did not fully reflect that.

Considering teachers explained they had opportunities to learn about different learning styles, but that the results showed they do not always adapt to them, it would be important to change the attitude they have towards the process of adapting to learning styles. It is not enough to have the knowledge, but to be motivated and in position to incorporate and use that knowledge. Perhaps teachers are not yet aware of the impact adapting to different learning styles can have on the students learning process. On the other hand, considering the situation in which the education system in Bosnia and Herzegovina is, the system and higher institutions need to motivate teachers and to give them enough space and time to dedicate to every student. Therefore, it would be essential to educate teachers not only on the teaching styles, but also the impact they can have when used as a tool to enhance students' academic success.

As opposed to having teachers analyze and make the decision about their students' teaching styles, schools should offer their students VARK questionnaire at the beginning of every school year in order to continuously check on their learning preferences. The results of the VARK questionnaire should be given to teachers in order for them to have an idea how many of their students are visual, aural, reading/writing and kinesthetic learner and to be aware of individual student's learning preferences. This would put things into perspective for teachers as they would have all the necessary information before planning out their classes and preparing materials. They would then be expected to use their knowledge of learning styles and to show that in their classes. Their lesson plans and classes should reflect this change. Just like students special education needs, their learning styles dictate the way they learn and progress at school. Such information should be included in their profiles.

Teachers also need to motivate students to discover their learning styles on their own and then, once they become aware of their learning preferences, teachers should support them. Being aware of their preferred learning style, students can find strategies on their own and start using them to enhance their skills and knowledge in order to achieve academic success.

Although the teachers have the theoretical background, they should be offered more training on actually incorporating and using their knowledge of learning styles in practice, especially in regards to students with special education needs since teachers need more experience and knowledge in that area, as they say in the survey. These training should be

mandatory and offered for teachers to take them during their working hours as part of their continuous professional development.

Learning styles are covered during teachers' education without much emphasis on the importance of it. Theoretical knowledge is important, but it loses its impact when one is not aware how beneficial it is for teachers to use learning styles to their advantage. Although it can be time consuming, adapting to different learning styles extenuates the learning process for students, resulting in better final outcome. Therefore, writing this thesis was another way to explore this topic in depth and to give insight in the importance of adapting to students' needs, not only when they have learning difficulties but every day and in every class. Time dedicated to writing this thesis while also working as a teacher was a great opportunity to compare the theory learned, observe the students and try to find out their learning preferences in order to plan activities accordingly. Working in a Montessori school allowed me to experiment and dedicate more time to individual students which perhaps would not be possible in an environment of a regular school. This kind of a school setting serves as a special exercise for me as a young teacher to get to know students in a way that will be useful in case of continuing my career at a regular school which may not give me the time and resources I have now. I hope to be able to identify my students' needs in their learning process more accurately and timely in the future, as well as to become more confident that decisions I make as a teacher will be appropriate for all my students. Exploring the topic of learning styles through this thesis has definitely contributed to being more confident when it comes to individualizing my approach for my students, as well as to becoming more creative and using more diverse methods and strategies that I learned about while researching for the thesis.

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APPENDICCES
Appendix A

VARK Questionnaire [2]

Dear students!

First of all, thank you for your time! The following questionnaire is a part of research related to different learning styles in students.

The results of the survey will be used for the purpose of writing an MA thesis at University of Sarajevo, Faculty of Philosophy, English Department, and as such will be kept confidential. The survey is anonymous and the data will be reported in a summary fashion only and will not identify any individual person, therefore we kindly ask you to answer these questions on your own and to be honest.

Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception.

School:_____

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:

    a) go with her.
    b) tell her the directions.
    c) write down the directions.
    d) draw, or show her a map, or give her a map.

2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:

    a) seeing the diagrams.
    b) listening.

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[2]Vulcan Materials Academic Success Center – The VARK Questionnaire. (2006). The University of Alabama at Birmingham. Retrieved March 4, 2022, from https://www.uab.edu/students/academics/images/academic-success-center/vark-questionnaire.pdf

    c) reading the words.

    d) watching the actions.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:

    a) describe some of the highlights they will experience.

    b) use a map to show them the places.

    c) give them a copy of the printed itinerary.

    d) phone, text or email them.

4. You are going to cook something as a special treat. You would:

    a) cook something you know without the need for instructions.

    b) ask friends for suggestions.

    c) look on the Internet or in some cookbooks for ideas from the pictures.

    d) use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:

    a) talk about, or arrange a talk for them about parks or wildlife reserves.

    b) show them maps and internet pictures.

    c) take them to a park or wildlife reserve and walk with them.

    d) give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

    a) Trying or testing it.

    b) Reading the details or checking its features online.

    c) It is a modern design and looks good.

    d) The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:

    a) watching a demonstration.

    b) listening to somebody explaining it and asking questions.

    c) diagrams, maps, and charts - visual clues.

    d) written instructions – e.g. a manual or book.

8. You have a problem with your heart. You would prefer that the doctor:

    a) gave you a something to read to explain what was wrong.

    b) used a plastic model to show what was wrong.

    c) described what was wrong.

    d) showed you a diagram of what was wrong.

9. I like websites that have:

    a) things I can click on, shift or try.

    b) interesting design and visual features.

    c) interesting written descriptions, lists and explanations.

    d) audio channels where I can hear music, radio programs or interviews.

10. Other than price, what would most influence your decision to buy a new non-fiction book?

    a) The way it looks is appealing.

    b) Quickly reading parts of it.

    c) A friend talks about it and recommends it.

    d) It has real-life stories, experiences and examples.

11. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

    a) a chance to ask questions and talk about the camera and its features.

    b) clear written instructions with lists and bullet points about what to do.

    c) diagrams showing the camera and what each part does.

    d) many examples of good and poor photos and how to improve them.

12. Do you prefer a teacher or a presenter who uses:

    a) demonstrations, models or practical sessions.

b) question and answer, talk, group discussion, or guest speakers.

c) handouts, books, or readings.

d) diagrams, charts or graphs.

13. You have finished a competition or test and would like some feedback. You would like to have feedback:

a) using examples from what you have done.

b) using a written description of your results.

c) from somebody who talks it through with you.

d) using graphs showing what you had achieved.

14. You are going to choose food at a restaurant or cafe. You would:

e) choose something that you have had there before.

f) listen to the waiter or ask friends to recommend choices.

g) choose from the descriptions in the menu.

h) look at what others are eating or look at pictures of each dish.

15. You have to make an important speech at a conference or special occasion. You would:

i) make diagrams or get graphs to help explain things.

j) write a few key words and practice saying your speech over and over.

k) write out your speech and learn from reading it over several times.

l) gather many examples and stories to make the talk real and practical.

Appendix B

TEACHER SURVEY (Adapting to Different Learning Styles)[3]

The purpose of this survey is to gather opinions of teachers and explore their competences in regards to adapting to different learning styles (visual, auditory, reading/writing, kinesthetic).

The results of this survey will be used for the purpose of an MA thesis on University of Sarajevo, Faculty of Philosophy, English Department, and as such will be kept confidential. The survey data will be reported in a summary fashion only and will not identify any individual person.

Thank you for agreeing to take part in this survey.

PART 1

1. Working experience:_____

2. School:_____

3. What grades do you teach English Language to?

   _____

4. During my BA and/or MA studies, I learnt about different learning styles and how to adapt to them.

   YES NO

5. Did you take any additional formal or informal courses/trainings on learning and teaching styles?

   YES NO

6. Should teachers always try to accommodate different learning styles?

   YES NO

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[3]Madunić, P.K. (2020). Individualni stilovi učenja učenika i nastava prilagođena stilovima učenja. Sveučilište u Zadru

PART 2

Please rate the following statements on a scale from 1 to 5

No	Statement	1-NEVER 2-SELDOM 3-SOMETIMES 4-OFTEN 5-ALWAYS
1.	I try to accommodate different learning styles.	1 2 3 4 5
2.	In my classes I use presentations, graphs, maps, pictures and other visual aid.	1 2 3 4 5
3.	I have students pick out key words and ideas in their own writing and highlight them in different colors to clearly reveal organizational patterns.	1 2 3 4 5
4.	When using the computer, I have the student experiment with different font sizes and styles to enhance readability.	1 2 3 4 5
5.	I draw pictures or cartoons of concepts.	1 2 3 4 5
6.	I offer students to have an oral exam instead of a written exam when possible.	1 2 3 4 5
7.	I engage the students in conversations about the subject matter	1 2 3 4 5
8.	I read materials and instructions aloud to students.	1 2 3 4 5
9.	I have debates in my classes.	1 2 3 4 5
10.	I use music, audio files, rhythms in my classes.	1 2 3 4 5
11.	I let my students be physically active and move during classes as long as they are not disrupting the class.	1 2 3 4 5
12.	Students work on individual research projects	1 2 3 4 5

13.	Students work on self-discovery learning projects	1 2 3 4 5
14.	I have my students help me in class (e.g. setting up the projector, presentations, handing out assignments etc.).	1 2 3 4 5
15.	I dramatize concepts and use role play in my classes.	1 2 3 4 5
16.	I have my students use some form of body movement (snapping fingers, pacing, mouthing ideas) while reciting the material to be learned.	1 2 3 4 5
17.	I let students rewrite information into their own words.	1 2 3 4 5
18.	I let my students research on their own.	1 2 3 4 5
19.	I provide written handouts for my students.	1 2 3 4 5
20.	I use group work in classroom.	1 2 3 4 5
21.	I let students work individually.	1 2 3 4 5
22.	I prepare various materials for same topics and contents.	1 2 3 4 5
23.	I use personal examples when explaining new concepts.	1 2 3 4 5
24.	I let students teach other students, that is, peer teaching	1 2 3 4 5

PART 3

Please answer the following questions.

1. My students must write notes during classes.

    a) Yes, always
    b) Only if they want to
    c) Never

2. I am able to identify different learning styles.

    a) YES
    b) NO

3. Do you use assistive technology in classroom?

    a) YES
    b) NO

4. If your answer for the previous question was "yes", please list some examples of assistive technologies you use in class?

_____

_____

8. What are the benefits of assistive technology in classroom?

_____

_____

9. How do you manage to get different students fulfill same goals and objectives?

_____

_____

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