

**THE RELATIONSHIP BETWEEN LEARNING STYLES
AND ACADEMIC PERFORMANCE OF LIBYAN STUDENTS IN
ENGLISH AS A FOREIGN-LANGUAGE (EFL) CLASS IN MALAYSIA**

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By

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2015

DECLARATION

I, Sahar Ali E El Jamal, hereby declare that this project paper is based on my original work except for quotations and summaries which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any degree at IUKL or other institutions.

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ABSTRACT

The purpose of this study is to determine if there was a significant relationship between learning styles and EFL Libyan students' performance in EFL class. Specifically, the study was guided by three research questions focused on Libyan student's level of performance in EFL class in Malaysia, the learning styles preferred by them and whether there was a significant relationship between EFL Libyan students' learning styles and their performance. This is a correlational study involving 100 EFL Libyan secondary school students in Malaysia. Data was analysed using the statistical package for Social Science (SPSS, version 20.0) to obtain the descriptive statistics and Pearson Product Moment Correlation. The results showed that most learners who participated in this study had medium proficiency level in the English language. Moreover the results showed that the majority of Libyan EFL students preferred collaborative learning style. The study also showed that there was a significant relationship between Libyan EFL students' overall learning styles and their performance. Recommendations were made to facilitate alignment between teaching styles and students' learning styles to improve the learning of English language itself as it plays a huge role in shaping the students' future. Future research may choose to use qualitative method to collect data by using methods such as interviews and observations.

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CHAPTER ONE

INTRODUCTION

This chapter provides a concise introduction as well as the background to the study. The study then presents the statement of the problem, purpose of the study, research questions, and hypotheses. The chapter also talks about the background, significance of the study, limitations and definitions of terms.

1.0 INTRODUCTION

In recent years, the number of high school students in Libya who enrolled in English classes for foreign language learners has significantly increased and this has led to the need to find ways to improve their mastery of the English language. Students come with different learning abilities and motivational levels which results in differences in terms of responses to the instructional practices. Students generally have better chances in meeting their learning needs if they can see the differences among them and identify their own learning styles.

A learning style can be described as a student's unique approach to responding based on their strengths and weaknesses as well as the usage of stimuli in terms of learning. Keefe (1979) defined learning styles as 'the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment.' Apart from that, Steward and Felicetti (1992) define learning styles as those 'educational conditions

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