Exploring Learning Styles Awareness in Libyan English Language Classrooms

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Abstract: Learning styles are the methods by which learning achieved effectively. Styles of learning along with multiple intelligences have been studied as important variables that affect the education process. The aim of this study is to analyze the teaching techniques and strategies that the Libyan English language teachers used and their relation to the learning styles. This study examines 10 fifth grade primary schools' teachers in Albaidah city from different schools. Qualitative method was chosen to gather data through instrument namely observation. The purpose of using observation is to find out what learning style Libyan EL teachers utilize commonly and what are their implications on learning achievement. The findings of this research revealed a preference for teaching tactics that coincided with the instructors' dominant learning styles, which were mostly visual approaches.

Keywords: learning style, visual, auditory, kinaesthetic, foreign language learning, observation

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دراسة الوعي بأنماط التعلم في حصص اللغة الإنجليزية بليبيا

المستخلص: أساليب التعلم هي الطرق التي يتم من خلالها تحقيق التعلم بفعالية. وقد تمت دراسة أساليب التعلم جنبًا إلى جنب مع الذكاءات المتعددة كمتغيرات مهمة تؤثر على عملية التعليم. تهدف هذه الدراسة إلى تحليل تقنيات واستراتيجيات التدريس التي يستخدمها معلمو اللغة الإنجليزية الليبيون وعلاقتها بأساليب التعلم. تشمل هذه الدراسة 10 معلمين من مدارس الصف الخامس الابتدائي في مدينة البيضاء من مدارس مختلفة. تم اختيار الطريقة النوعية لجمع البيانات من خلال أداة وهي الملاحظة. والغرض من استخدام الملاحظة هو معرفة أسلوب التعلم الذي يستخدمه معلمو اللغة الإنجليزية الليبيون بشكل شائع وما هي آثاره على التحصيل الدراسي. كشفت نتائج هذا البحث عن تفضيل لأساليب التدريس التي تتوافق مع أساليب التعلم السائدة لدى المعلمين، والتي كانت في الغالب مناهج بصرية.

الكلمات المفتاحية: نمط التعلم، بصري، سمعي، حركي، تعلم اللغة الأجنبية، الملاحظة.

1. Introduction

Some people are better at some things than others – better at analyzing or at remembering faces than others. This fact would indicate that there are differences in the ways individual brains work. It also suggests that people respond differently to the same stimuli. The same happens in teaching and learning contexts. Learners in general including foreign language learners learn differently, that is to say, each person has his/her own style of learning. Revall and Norman (1997) introduced Neuro- linguistic programming theory and its relation to learning. In their theory, the psychologists suggest that people learn about the world through "primary representational systems". These systems are (visual, auditory, kinaesthetic, olfactory, and gustatory). Applied linguists benefit from this theory and use three systems for foreign language learning. Now, these systems are known as learning styles. These are (visual, additory and kinaesthetic). Foreign language teachers including English should use these three styles to assist learners to acquire the target language fast. That is to say, the teachers need to take into consideration that every student learn better by particular style. Therefore, they should satisfy all the learners needs and wants to achieve the goal of the learning experience.

1.1 Statement of the problem

Libyan instructors, especially those who are just beginning their careers often express their anxieties towards effective teaching, and mention challenges encounter them while delivering lessons to pupils. Using inappropriate style of learning that mismatch the language lesson more possibly led to poor achievement. Depending on using one style of learning, in addition, might suit some learners but not all. In some cases, using insufficient styles of learning can distract the process of learning entirely, and that is why unprofessional teachers resort to translation thinking it is the easiest and most effective.

As students differ from each other according to their inner characteristics, such as personality, aptitude, language learning strategies, cognitive skills, motivation, and worldview, instructors must use all styles of learning and might investigate how students communicate and interact with each other, not just through writing but also through different modes.

1.2 Research questions

This paper is designed to answer the following questions

1. To what extent do Libyan EFL teachers use aids that reflect learning styles?

2. Are the teachers aware of the students' learning styles?

3. How is the reflection of considering learning styles on learners' achievement?

1.3 Significance of the study

The goal of the study is to assist individuals who aspire to become teachers. The study is designed to introduce the concept of learning styles to teachers and uncover the mistakes made by some teachers regarding styles of learning usage, and also present some recommendations since the importance of implementing of these strategies lies in enhancing teachers' performance, enhancing their profession, and improving students learning.

2. Literature review

Pupils have different learning styles, so they should be given certain liberties in order to engage them in learning process. Students should have options in learning activities whenever feasible such as feeling free to ask questions and search topics that interest them, and also being permitted to explore and interact in an engaged learning environment (Janes et al., 2000, p. 28). Additionally, Felder and Brent (2005) confirm that the analysis of learning style is significant to educators, trainers, and instructional designers since it connects some commonly believed theory to real-life practice. Eliss (1985) explains that earning style is characterized by the ways in which individuals perceive, conceptualize, organize, and remember information. Factors such as genetic inheritance, past educational experiences, cultural influences, and societal context shape students learning styles.

Since learning is an interactive process that results from the efforts of both student and teacher within a particular learning environment, the activities that serve as the focal point of the learning process should demonstrate a diverse range in patterns, styles, and quality. Learning difficulties do not often stem from the complexity of the subject matter, but rather from the specific cognitive processes needed to grasp the material as noted by Keefe (1988).

2.1 Learning Styles Types

Learning styles are varies and each learner has his own style that assists his/her learning. For example, learners who prefer to learn via the visual channel are more likely read a lot, they spent time alone to concentrate. Those visual students need visual stimulation of bulletin boards, videos and movies. They learn best from visual teaching aids like videos, pictures, diagrams, chart, handouts, flashcards and use color highlighters for important information. Auditory learners, on the other hand, are students who enjoy the oral-aural learning channel, they favor involving in discussions, conversations, and group work. These students as Oxford (1995) explained typically require only oral directions, they grasp language easily by recording lectures (replay later), reading written text aloud, verbal repetition speeches and giving presentations. Kinesthetic learners, in addition, are those engage physically with the educational setting (Kinsella, 1995, p. 172). These students require a hands-on approach where they may learn by doing, touching, and moving. Their urge for movement and exploration may cause them to become distracted and make it difficult for them to stay still for extended periods of time. They learn best with practical experiences such as taking roles in conversations that demand movement.

Moving around and interacting with items while receiving information or applying activities, gesturing while speaking, taking regular breaks from studying, (Merriam & Caffarella, 1999; Omrod, 2011)

Presenting and explaining lessons using learners' preferred styles as the Dunn & Dunn Model (2005) show increase achievement and improve attitudes toward education. The Model also classified components that may affect learning styles.

• Environment (sound, light, temperature, seating arrangement)

• Emotionality (motivation, task perseverance, accountability/conformity, structure)

• Sociological preferences (learning alone, in pairs, as part of a team, with an adult, with variation or routines)

• Physiological characteristics (perceptual strengths, time of day, requirement for intake, movement while learning)

• Processing preferences: global/analytic, impulsive/reflective.

2.2 The VARK Learning Style Model

The VARK learning style model identifies four learning styles based on individual differences: visual, auditory, read-write, and kinesthetic (Allen, Scheve, & Nieter, 2011).

2.2.1 The visual learning style

The visual learning approach requires four inputs: teachers, textbooks, teaching aids, and writing. The teaching process is an important feature that might describe what has to be communicated. To pique students' interest, the textbooks include more colorful illustrations. Meanwhile, teaching aids take the shape of movies, charts, posters, photographs, and slides. Finally, the writing is presented in a variety of formats and colors to draw students' attention (Allen, Scheve, & Nieter 2011).

2.2.2 The audio learning style

This style emphasizes voice and sound learning. Students will pick up knowledge via listening to lectures, clarifications, and other materials such as audio programmers, radio, recordings and etc. Students must attend class and follow the established teaching and learning processes in order to succeed with the audio learning approach. Discussion-based learning approaches are promoted for students (Allen, Scheve & Nieter, 2011).

2.2.3 The reading–writing learning

Facts are given priority in the reading-writing learning approach, which also motivates pupils to look for knowledge on their own. Priority is given to word use, vocabulary, and creating well-structured sentences. Additionally, essays that provide explanations are thought to be the most effective learning tool (Allen, Scheve & Nieter, 2011).

2.2.4 Kinesthetic learning style

The field of kinesthetic learning style is frequently colored by the practical training and application of learning theory in real-world scenarios. To address a specific learning issue, learning strategies including trial-and-error learning and experimental procedures are also used (Allen, Scheve & Nieter, 2011).

In summary, the VARK model's learning style is based on three fundamental ideas. First, become proficient in the material covered in the session. Second, learning in a comprehensive and supportive atmosphere raises motivation levels. Third, fresh training should be provided as motivation and inspiration for the students' learning.

2.3 The Multiple Intelligence

Howard Gardner's theory of multiple intelligences (MIT) (1983, 1999) is a significant addition to cognitive science and represents a philosophy cantered on learners, which is "a growingly favoured method for describing how learners are diverse and designing instruction to accommodate this diversity" (Richards & Rodgers, 2001, p.123).

Gardner describes intelligence as the ability to solve problems or create products that are important in different cultures, as well as a biological and psychological capability of humans to process specific types of information in specific ways (Gardner & Hatch, 1989).

Every human being possesses several intelligences, according to Howard Gardner (2006). These intelligences are dispersed throughout the brain and can work alone or in tandem. According to him, humans possess varying degrees of the following intelligences. These are the nine intelligences: naturalist, intrapersonal, interpersonal, musical, spatial, bodily-kinesthetic, verbal-linguistic, and math-logic. Each cognitive domain is shown by certain skills, interests, and talents.

2.4 Kinds of Multiple Intelligence

2.4.1 Verbal-Linguistic Intelligence

It includes fluency in spoken language as well as awareness of word meanings, rhythm, and subtleties. Strong verbal-linguistic learners like writing, reading, and telling tales. Their memory is good when it comes to names, locations, dates, and trivia. Writers, public speakers, educators, secretaries, business and office managers, comedians, poets, and actors are among the professionals who make use of this information.

2.4.2 Math-Logic Intelligence

It involves reasoning deductively or inductively, as well as recognizing and manipulating abstract patterns and relationships. Students that thrive in this intelligence have great problem-

solving and reasoning abilities, as well as the ability to ask logical questions. They can also thrive at science-related logic and problem solving. Scientists, financiers, mathematicians, computer programmers, attorneys, and accountants exhibit this level of intellect.

2.4.3 Spatial intelligence

It is the capacity to cognitively or physically transmit visual-spatial representations of the world. It is a component of spatial intelligence. Pupils with spatial intelligence are good with maps, charts, and diagrams; they enjoy mazes and puzzles; and they grasp new knowledge best when they have a mental or physical image of it. They are adept in designing, sketching, and making things. Professionals in the fields of graphic arts, cartography, draftsmanship, architecture, painting, and sculpture make use of this intelligence.

2.4.4 Musical intelligence

The ability to perceive and respond to the emotional connotations of sound qualities such as pitch, timbre, and rhythm is a component of musical intelligence. Musically intelligent students are those who can recall tunes or distinguish between pitch and rhythm. They are sensitive to sounds around them and want to listen to music. People like singers and songwriters, rock musicians, dancers, composers, and music instructors exhibit this intelligence.

2.4.5 Kinesthetic intelligence

In order to solve issues, create things, and express concepts and feelings, one must possess bodily-kinesthetic intelligence. Pupils with strong intelligences tend to be more mobile, tactile, and gestural, as well as skilled in hand-eye coordination and physical activities. Athletes, singers, dancers, actors, doctors, and inventors are among the professionals who employ this intelligence.

2.4.6 Interpersonal intelligence

The capacity to comprehend, identify, and work well with others while also being able to discern their intents, motives, and goals is known as interpersonal intelligence. Students that possess this intelligence are good at organizing, communicating, managing conflicts, and negotiating. They also flourish in collaborative learning environments. Although this intelligence is related to one's capacity for understanding others, it shouldn't be overemphasized, and extroverts aren't the only ones who possess it. Actually, given how frequently they talk over, over, and beside others, several of the extroverts we know struggle in this area. Teachers, therapists, salespeople, counsel-

lors, legislators, religious leaders, and corporate executives are among the professions that typically exhibit this intelligence.

2.4.7 Intrapersonal intelligence

Being able to comprehend one's own feelings, objectives, and intentions is referred to as intrapersonal intelligence. Pupils with high levels of intrapersonal intelligence are self-assured, capable of working independently, and possess a strong sense of self. They have a strong sense of their own talents and weaknesses. It is challenging to perceive this intellect. Possibly the only method to detect it would be to observe pupils and examine their work habits and output. Additionally, it is critical to exercise caution when assuming that students who like working alone or who identify as introverts possess a high level of this intelligence. People with highly developed intelligence include philosophers, psychiatrists, religious leaders, and neuroscientists.

2.4.8 Naturalist intelligence

Gardner's most recent addition to intelligence is naturalist intelligence. It encompasses the ability to identify different species of plants and animals, to distinguish between them, and to effectively apply this talent in pursuits like farming, hunting, and biological study. Thomas Armstrong described this intelligence at a recent conference as having the capacity to view the natural world from a wider angle, including an awareness of how nature interacts with society, the symbiotic ties that are inherent in nature, and the natural cycles.

Cheng& Tsai (2019) looked into a case study of the teacher-student interaction patterns and the learning experiences of the students during virtual field tours in an elementary school. According to their study, there hasn't been any instructional evidence available up to now for analyzing the educational effects of immersive video games with head-mounted displays, particularly for virtual field excursions where instructors may lead students through educational components in virtual settings. The research allowed schoolchildren to participate in a two-week land-based immersive virtual field trip focused on the social studies curriculum. The investigation of the scholars' educational experiences, including their felt presence, alteration of psychological features, beliefs, and attitudes, led to an exploration of the teacher-student interaction behaviors inside the learning activity. The outcomes of the investigation demonstrated that the academics' motivation was typically boosted, particularly for the reduction of check anxiety.

Furthermore, a substantial correlation was found between theorist learning style and academic achievement in an experiment conducted by Yao and Iriarte (2013) with English as a second language students in medical universities. Partial grades were the focal point of their study.

3. Research methodology

To provide comprehensive answers to the research questions, and to fulfil the research aims, qualitative methodology will be used for collecting data. The Qualitative data will be gathered through instrument namely observation. The researcher will use direct observation, which means that the researcher observes without interacting with the objects or people under study in the setting. The preferred way of observing for this study is overt observation, where the participants are aware of being observed for research purposes. Each teacher was visited during classes regularly to observe what teaching aids s/he used to satisfy students' needs to grasp information.

3. 1 Research Design

This research is a type of qualitative research in the form of observation to monitor the students' learning styles and the factors that influence students' learning styles using by the teachers, particularly in learning English in Albedia primary school. Observational research can be beneficial in many circumstances (Atkinson & Hammersley, 1994).

In this study, the researcher utilized a technique called direct observation to gather data. This approach involves closely monitoring and documenting events as they happen in their natural environment, particularly focusing on the relationships between various causes and effects. The researcher systematically examines specific phenomena in their real-world context to collect pertinent information for the study. Additionally, this observational method is fundamentally empirical and may involve direct, hands-on experiences.

Qualitative research is described by (Sandelowski 2004, p893) as an umbrella word encompassing a variety of approaches to and methods of doing research that are intended to uncover how people perceive, comprehend, interpret, and create the social environment.

This research conducts at nine primary schools (fifth grade) which is located in Albayda, Libya. The schools were chosen to be research of the present study with a consideration, that the school were all new and modern. It was carrying out during one month. The participants of this study were teachers (N= 10), they were observed during one month treatment period in which a were being chosen from nine primary schools in Albedia. The participating teachers each spent an average of forty-five minutes total on the lesson. Eight of the teachers in the sample taught at public

schools and two taught at a private school in the albeida. All of the teachers in the sample had at least five years of teaching experience. All teachers had experience using one or more of the following visual, auditory, kinesthetic and read /write.

4. Findings and discussion

The main focus of the observation was on monitoring the classes, language input, source of knowledge, teaching styles used by the teachers and teacher proficiency in implementing learning styles which will be described below.

4.1 Monitoring the classes

As the purpose of the researcher is to monitor what learning style is used inside the classroom and their implementations. Observations were conducted ten teachers in different schools. I had participated with each teacher four times three just watching them and write down in note and the last time recording video without writing to make sure exactly what I have seen. The time observing them set in the morning and afternoon since here there are some schools in mid -day while others in the morning. I observed ten classes, eight of them were comfortable and large with good atmosphere like air condition and deck were new and student can sit in pairs or even individual.

All public schools were one gender, while two classes at two different private school were mixed students. also, the classes were very small and numbers of the student more than twenty so event the teacher were complaining about that they cannot control the class. Unfortunately, students were sitting three of them in one desk so that's one of the worst things students cannot pay attention to what teachers explaining inside the class room. Not all students understand the concepts explained in class in the same way because of their limited language knowledge.

4.2 Teaching materials:

All the teachers, they follow the traditional methods such as white a board, and explain the lesson on it some of them using visual aids by drawing pictures, charts and in the classes no interactive white board to facilitates for learning English or even smart tv to show the lesson from it. The teachers were the main source of knowledge, due to the fact that teacher-centered classroom is dominated in the school classes.

4.3 Language input:

The language input refers to the language used by the teachers; they speak English and work hard to encourage pupils to communicate with them during the learning process. As a result, some

teachers agreed that "we have to explain in Arabic to make sure that the students understand the main concepts." This implies that their major purpose is to educate as much as possible so that pupils may acquire English language.

Unfortunately, pupils are still young and do not know how to communicate effectively, therefore teacher-talking time was substantially more prevalent than student-talking time. As a result, the pupils' interactions with the teacher were quite restricted.

4.4 Teaching styles used by the teachers

4.4.1 Visual style

In visual style the researcher observed that form ten teachers there were nine teachers using visual (T1, T2, T4, T5, T6, T7, T8, T 9T, 10) they draw on the white board and they use course book and showing pictures on it. Additionally ask their students to draw in their notebook all of these teachers are using visual aids

4.4.2 Auditory style

In auditory style the researcher observed (T1, T2, T7, T10) were using auditory they read and translate text into Arabic to aid comprehension also Uses repetition drills the teacher reads aloud, and students repeat after her furthermore Combines speaking English and Arabic during instruction. auditory learners to engage by singing and repeating sentences, which reinforced language patterns.

4.4.3 Read/write

 In this style read and write four of teachers were using it (T3, T5, T6, T10)

 and all of them they were graduate from English department and their pronunciation were good not so bad except T3 she was not graduate from English she graduates from media unfortunately she commits many mistakes and she was lack of confident she uses only one style and its read/write and she taught younger learners in bad way and all students Imitated her and its disaster.

4.4.4 Kinesthetic

In this style the researcher observed that (T6, T9, T10) were using kinesthetic and all of the teachers Moves around the classroom and checking homework at each desk. Actively interacts with students, ensuring engagement through movement.

Also, body language was used and explain by their hand and acting the situation to let students know what they talking about.

4.4.5 Discussion

This chapter is based on the findings of the study of learning styles in Libyan school, and to which extent did the teachers who were observed have applied or utilized the learning style. Additionally the answer of the research questions previous literature and th limitation of the study will be discussed, then the implication of the finding for research and practice will be stated at last the recommendations with conclusion will be presented.

According to Bauer &Fleming ,2001 &Loo 2004, teachers who use variety of learning approaches are able to engage more learning styles.

The researcher put a great focus on VARK learning style, such as visual, Auditory, Read /write and Kinesthetic models by Fleming (1987). Consequently, the focus of the finding is on the VARK dimensions were selected for the study to focus on the learning style most frequently utilized by teachers.

Some study `s weaknesses have to recognized in first by the researcher before examining further in findings. this study was based solely on the findings of an observation in addition this study was conducted in ten classes in Albaida city in Libya.

Based on the observation results, the researcher determined that the widest and commonly used by the teachers of the learning style is the visual learning style, while auditory, read/ write are the second most preferred, whereas the kinesthetic was considered the least strong category.

According to the result, it can be informed that the most commonly used and preferred was the visual learning style among the fifth-grade students in Albaida in year 2024/2025.

It could be said that the visual method was the most frequently observed approach used by the teachers (T1. T2. T4. T5. T6. T7. T8. 9. T10) utilizing visual aids such as whiteboard, pictures, and students' drawing to their notebook.

As stated by Cheng& Cheng &Tsai (2019), who discovered that visual aids play an important role in enhancing the involvement and enthusiasm of the student s, so this finding aligns with their study which emphasized the beneficial effect of immersive visual learning environments where the students are engaged in the learning process through visual stimuli.

In the same way, the present study observed that the utilizing of visual aids not only improve students' participation, but in addition improve their understanding difficult concepts. fur-

thermore, the notion that visual learners gain from inclusion of visual materials is supported by the fact that these learners tend to process and retain information more effectively when it is presented visually.

Moreover, the favorable correlation between visual learning and students` participation in this study further supports the argument that visual methods helped to enhance comprehension which presented by Yao & Iriate (2013).

With regard to auditory learning (T1.T2.T7.and T10) showed cased the use of auditory method such as reading aloud, repeating sentences and integrating English with Arabic to support comprehension, these used techniques proved to be effective in captivating students particularly in fostering language acquisition.

Anyhow; the read/write method; which was observed in T3.T5.T6 and T10, was used less often, and its effectiveness varied, while teachers utilizing this style were managed to sustain some students` engagement, whereas restricted application of other teaching strategies results in disengagement especially in T3, who had difficulty maintaining students` interest and engagement.

The teachers` dependence on the read /write method without combining visual or kinesthetic activities caused a less of interactive classroom environment, furthermore; a study by Yao & Iriate (2013) which focuses on the vital role of using suitable teaching methods for read /write.

However about T3 who suffered from lack of proficiency ;because of T3 was unspecialized in English langue ,this led to negative learning which is similar to Yao & Iriate findings that say when teachers lack of confidence in their teaching style ;students` learning in negatively affected ,however these findings aligns with Chen Cheng &Cheng & Tasi (2019),who emphasized that a single teaching approach may be in sufficient to engage all the learners effectively cause their research highlighted the value of combining multiple teaching methods to address diverse learning preferences .

Kinesthetic style; according to what observed in T6. T9 and T10, were the least frequently used but yielded significant positive outcomes in terms of student s engagement; these teachers incorporated physical movement and body language to enhance the learning experience, caused in creating a lively and interactive classroom atmosphere moreover; the students demonstrated greater interest and involvement in lessons that included movement and hands on activities.

Although some classes lacked activity due to the way teachers explained the lesson such as T1.T2 who used both language in the classroom ,but T6,T7,T8,T9 primary speak the mother tongue language more than English (the target language) ,they explained that students` proficiency

levels were very low ,so they need translate everything in Arabic ,which cause confusion as they were instructed to copy exactly what was on the board .in contrast to T5 and T10 had a different approach ,their teaching methods were highly effective ,as they use and speak the target language (English) and they were kept their classes more active ,in addition they have a good manage for the lessons` time and they explained the lessons in clear way to their students ,which resulted in a motivated and focused students .

Additionally, to this T10 in particular, was highly aware of different learning styles and interacted actively with students.

The researcher noted that some teachers used more than one teaching styles, while one teacher, which was T3 stood out for her lack of confidence and proficiency; T 3 was simply read and write without engaging with students, resulting in less active class where students feel bored and shown little attention to her explanations of course this was largely due to her limited language knowledge as she was not specialized in learning English language, this making her the least effective teacher.

According to the first question about the extent that Libyan EFL teachers use aids that reflect learners` ,style and based on the observations conducted in this study ,the extent to which Libyan EFL teachers utilized teaching aids that's aligned with learners` styles varied significantly across classroom according to this observation ,nine teachers predominantly relied on visual methods using tools such as pictures ,chart, drawing to introduce new vocabulary ,explaining grammar or depict cultural contexts ,while this approach effectively supported visual learners it provided limited opportunity for engagement for kinesthetic and auditory learners .

There are three teachers who adopted more blended approach by integrating both visual and kinesthetic methods. this was evident through activities like hands on task, role plying and interactive games that promoted movement and student participation.

These teachers demonstrated a dynamic teaching style fostering a more inclusive classroom environment by addressing multiple learning preferences.

While two teachers exhibited a comprehensive understanding of diverse learning styles by combining visual. Auditory, kinesthetic methods in their instruction, moreover their lessons included visual aids storytelling or discussions to support auditory learners and group activities to engage kinesthetic learners .so this balanced approach highlighted their efforts to effectively engage all students in the learning process.

Moreover this observation explains differences in teachers awareness of their students learning preferences teachers who only used one method like visual aids seemed less sensitive to the varied preferences of their students however they hardly ever modified their methods to accommodate the needs of individual or group learners indicating a limited understanding of various learning styles on the other hand three teachers who used both visual and kinesthetic methods showed a modest awareness of their students preferences they periodically modified exercises to help students who were having trouble with a particular assignment in a nutshell two teachers who addressed all learning types had the best level of awareness in any case they modified activities according to their knowledge of students needs for instance one teacher transformed a vocabulary lesson into a multifaceted activity that included visual images and physical matching game engaging a board range of learners furthermore these efforts reflected a deliberated attempt to identify and support diverse learning preferences in their classrooms

Furthermore throughout the observation the influence of addressing varied learning styles on student growth was demonstrated in a variety of ways for example when teachers used a range of tactics students engagement interest and attentiveness increased in the classroom for example in a class where kinesthetic exercises supplemented visual assistance students demonstrated improved vocabulary memory and were more interested throughout the session furthermore in classes that focus primarily on one learning style students look indifferent or fail to absorb topics such as those that depend entirely on visual approaches this was especially visible among learners with kinesthetic or auditory preferences the findings highlight the necessity of utilizing a balanced teaching style which plays a critical role in improving student outcomes.

Finally, the findings underline the need of teachers recognizing and adapting to diverse learning styles in order to promote academic achievement teachers who customized their approaches to accommodate different learning styles provided more inclusive and successful learning environments

4.5 Implication for educational practice

The need for teacher training: the findings highlight an urgent need for professional development programs that should focus on multimodal teaching strategies and awareness of diverse learning styles.

Workshop and training sessions could equip educators with practical tools to boarder their instructional methods.

Curriculum development: educational authorities should consider revising the curriculum to encourage the inclusion of kinesthetic and auditory activities alongside with visual methods. This transition could be supported by providing teachers with clear guide lined and necessary resources.

Classroom resources It is essential to address the resource limitations, moreover, the schools should be equipped with materials that should give a benefit to the learners and support the teaching styles, such as audio tools for auditory learners and hands on manipulative for kinesthetic learners.

4.6 Study limitations

Despite of insightful information which was offered, the study has a number of drawbacks that should be mentioned:

Small sample size: with observation limited to just 10 teachers, the findings lack broad generalizability so in future research a larger and more diverse sample should be involved, which should include both male and female educators, to provide deeper insights.

Grade level focus: focusing solely on fifth grade classroom may not fully represent the learning preferences of other age groups. Then widening the study spot to include additional grade levels such as preparatory or high school, could enhance the relevance of the findings.

Observation duration: the limited observation period may not accurately reflect teachers` broader instructional practices, especially for less common activities or lessons, for that longitudinal studies could offer a more comprehensive understanding of teaching strategies over time.

Conclusion

To conclude, this study emphasizes awareness learning styles since awareness is the key to developing inclusive and successful teaching methods because it helps students realize their deficiencies and requirements, as well as create an appropriate learning environment for them.

The researcher wanted to see if instructors' comprehension of their own learning styles impacted the tactics they used when teaching fifth-grade English. The data was collected throughout a four-week treatment period and comprised observations of 10 primary school instructors from both public and private institutions. Furthermore, the results revealed a preference for teaching tactics that coincided with the instructors' dominant learning styles, which were mostly visual approaches.

There is still much space for improvement, even though some Libyan fifth-grade teachers are starting to use multimodal approaches. By tackling these issues with focused training, updated

curricula, and better classroom supplies, learning environments could become more vibrant and inclusive.

Additionally, by incorporating various learning styles into their teaching methods, Libyan educators will be better able to comprehend the demands of their students, which will improve their performance.

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