RELATIONSHIP BETWEEN LEARNING STYLES AND ENGLISH LANGUAGE
PERFORMANCE OF EFL LIBYAN PRIMARY SCHOOL STUDENTS IN
MALAYSIA

BY

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Abstract of the project paper presented to the Senate of Infrastructure University Kuala Lumpur in partial fulfilment of the requirement for the degree of Master of Arts in Teaching of English to Speakers of Other Languages.

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Chair: Prof. Dr Siti Maziha Mustapha

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The main aim of this study is to investigate the relationship between the Libyan students' learning styles and their English language performance. The selection of the respondents in this study was purposive sampling. The respondents of this study were 100 Libyan EFL primary school students at Libyan primary school, in Malaysia. The results of this study indicated that Libyan primary school students preferred kinaesthetic learning style the most as it scored the highest mean. This is followed by the auditory learning style and visual learning style. It was also found that there are differences in learning styles preferred by male and female primary school students. In addition, there is a significant relationship between Libyan EFL students' learning styles and their English language performance. Recommendations were made for teachers to adopt teaching strategies that match the students' learning styles in order to improve the English language performance of the students.

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I declare this project paper is based on my original work except for quotation and citations which have been duly acknowledged, I also declare that it has not been previously or is not concurrently submitted for any other degree at Infrastructure University Kuala Lumpur or other institutions

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| EFL | English as Foreign Language |
| ESL | English as Second Language |

CHAPTER 1

INTRODUCTION

This chapter highlights a brief introduction and background of the study. It proceeds with the statement of the problem, purpose of the study, and research questions. The chapter also states the significance of the study and definition of terms before it ends with an overview of the study.

1.0 INTRODUCTION

The act of education is described as the act of giving or receiving systematic instruction at formal education settings, e.g. schools, institutes or universities .Besides formal education, some scholars emphasize the existence of informal education which is gained outside classrooms. This study only deals with the formal education. The triangle of teachers, students and the syllabus represent the three education categories. The focus of the study is on learning style. The subject under investigation is the English language and the Libyan primary school students in Malaysia are the target students for this study.

Learning style is a student's response or reacts to the act of learning. Learning styles includes a set of factors, behavior and attitudes that attempts to improve and promote learning at different situations. This consists of the way teachers teach, the way students learn and the type of relationships with each other. Learning styles are generally used to enhance an individual's procedure to acquire and process information in learning settings. Thus, there is no agreement on the definition of learning styles; however, the concept is linked to the fact that individuals differ in the way they learn (James & Gardener, 1995).

The target subject for this study is the English language and this because of the fact that the English language has become the most important language in the entire world. Mitchell and Myles (2004:23) state that the target language for many L2 learners in the first part of the twenty-first century is highly likely to be English. The English language is used in both formal and informal in nature. Formal uses of the English language are basically characterized by the need for the English language in an academic domain where the proficiency in the English language is crucially

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