

RELATIONSHIP AMONG LEARNING STYLES PREFERENCE, GENDER AND  
ENGLISH LANGUAGE PERFORMANCE OF EFL LIBYAN SECONDARY  
SCHOOL STUDENTS IN MALAYSIA

By

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Abstract of project paper presented to the Senate of Infrastructure University Kuala Lumpur in Partial Fulfillment of the Requirement for the degree of Master of Arts in Teaching of English to Speakers of other Languages (TESOL)

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**September 2018**

Chair: Prof. Dr. Siti Maziha Mustapha  
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The purpose of this study is to determine if there were relationships among learning styles preference, gender and English language performance of EFL Libyan secondary school students in Malaysia. Specifically, the study was guided by three research questions focused on Libyan student's level of performance in EFL class in Malaysia, the learning teaching styles and students' learning styles to improve the learning of English language as its mastery plays a huge role in shaping the students' future.

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## APPROVAL

This thesis was submitted to the Senate of Infrastructure University Kuala Lumpur (IUKL) and has been accepted as requirement for Master of Arts Teaching of English to Speakers of other Languages. The members of the thesis examination committee were as follows:

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**DECLARATION**

I'm Khalid Muktar Othman Tawir I declare that, this project paper is based on my original work except for questions and summaries which have been duly acknowledged, I also declare that have not been previously or concurrently submitted for any degree at Infrastructure University Kuala Lumpur or at any other institution.



.....  
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## LIST OF ABBRIVATIONS

ELP	English Language Performance
EFL	English as a Foreign Language
HO	Null Hypothesis
Q	Question
SPSS	Statistical Package for the Social Sciences

## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

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

#### 1.2 Background of the Study

The formal language in Libyan schools is Arabic language and English language is considered a foreign language. In the past, there were specific periods where the teaching and learning of the English language was completely ignored due to political reasons which had affected on the performance of Libyan students. It was very hard for them to achieve good grades for the English language subject in schools. Between the years 1993-1994, English language teaching was re-introduced to Libyan educational system. However, so far Libyan students still face many challenges and difficulties of learning the English language such as lack of qualified teachers, language laboratories at schools, and absence of teachers training programs (Elabbar, 2014 & Mohsen, 2014).

Learners have differences ways to learn. There have been several studies done to investigate students' learning styles and how to learn a second language and foreign language (Rebecca, 2003). In addition, learning style is a major factor that can influence students' performance and success. Students need instructional strategies to achieve higher scores (Ghwela et al, 2017).

Kibasan and Singson (2016) found that Libyan students had significant different in learning styles. Their learning differed from one to another. Moreover, gender was one of the factors which affected learning styles. Most of the Libyan students were

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