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The Survey of EFL Students' Learning Styles At The English Education Study Program

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Abstract: The existing literature on the significance of learning styles an how they can be utilized to help students in their learning process. The present study was designed to survey the existence of EFL students' learning styles in the English Education Study Program. Moreover, to explore the learning styles of students coming from different genders and academic years. The theoretical framework of this study used VARK learning styles by Fleming. In this study, survey methodology was used using the VARK questionnaire. The findings showed that students preferred multimodal ways of learning in which most of them were VARK learners. In addition, the difference in learning style preferences between genders suggested that males were more uni-modal and bi-modal, while females were more tri-modal, yet both genders also scored high for quad-modal. On top of that, among active academic years the preference showed that juniors tend to have single preference in comparison to the seniors who were quad-modal learners. Lastly, this study has widened the study of VARK in the EFL context by providing information for teachers and curriculum designers to better be aware of the existing varieties of learning styles in their pupils. Hence, they can design learning activities that can help learners in the classroom.

Keywords: *EFL Students, Learning Styles, VARK*

Introduction

The process of acquiring language would eventually lead to the systematic process called learning. However, learning is not a simple process, rather, a complex undertaking (Brown, 2000). In addition, Coffield, Moseley, Hall, & Ecclestone (2004) argue that "the logic of lifelong learning suggests that the students will become more motivated to learn by knowing more about their strengths and weaknesses as learners" (p.1). The statement implies the learner should be aware of what could and could not help him or her in the learning process. It should be common knowledge that challenges would be encountered by a learner during the learning process, so the point is how he or she can cope and find preferred options to tackle down the issues.

The learning process itself is a mixture of variables of teaching, curriculum design, and learning and aspects that make it worth it to create a successful learner. The success of a language learning process has a connection with the age of the learner, gender, motivation, intelligence, anxiety, learning strategy, and language learning styles (Sharp, 2004). In line with that statement, indirectly teachers have a moral responsibility to accommodate students' learning styles.

Since the learning styles issue has emerged as a profound topic in educational research, several researchers conducted studies related to the student's learning styles. For example, Shah, Ahmed, Shenoy, & Srikant (2013) in their research contend that "there is a variety of learning styles present in the classroom, and there are some students who are not addressed by the standard lecture format (p.213). Moreovee, as cited in Bostrom (2011), Dunn and Burke mention that the existence of students who fail at school is well noticed and therefore, educators require an in-depth knowledge of learning styles. This means that students who need to know about learning styles

andteachers and educators have to know their preferred learning styles to increase students' capacity in the learning process.

Previous studies conducted by Ibrahim and Hussein (2016) show how university nursing students were different fromthe preferences they selected. They emphasize on the aspect of students' awareness of their individual learning styles, however most did not notice nor notice it. Federico (2000) as cited in their study on learning styles preferences and students attitudes suggest that "Understanding styles can improve the planning, producing, and implementing of educational experiences, thus they are more suitably harmonious with students' wishes, in order to improve their learning, retention and retrieval" (p.365). . This indicates that educators might contribute to the effort of improving learning if they are familiar with the students and the students are aware of their preferences, allowing them to select their own learning techniques.

Many educational researchers also supported those ideas. The previous research studies (Razawi et al, 2011; Montgomery & Groat, 1998; Wilson, 2012) have pointed out that students can develop more with their independence and knowledge of preference making them able to understand better in selecting the way of processing information. As a result, students will be successful in their learning process.

In line with the researcher's experienced and informal chat with his friends, he found that the knowledge and preference in learning styles was not discussed much in the classroom. Considering that learning styles were important to help students acquire information and the learning process, it became a signal that learning styles needed to be investigated. Fleming (2012) conducted an online survey on learning styles by using learning styles modalities (VARK). He surveyed 25878 participants, who were currently students at senior high school and University. on their preference of learning styles. The result showed various styles such as visual, auditory, read/write, kinesthetic, visual-auditory, and other combinations preferred by the students. Furthermore, he found that learners with different genders have slightly different preferences on learning styles either as single preference or multimodal preference.

Based on the facts and the previous studies, this study aims to discover students' learning styles at an English Education Study Program in a university in Ambon. In particular, the study identified students' preference on learning styles and the preferences of male and female students from different classes which informs on how they prefer to acquire information in learning.

Literature Review

VARK Learning Strategy

VARK is an acronym made from the initial letters of four means of communicating (Visual, Auditory, Read/write, and Kinesthetic). People use these modes when they are taking in or giving out information. They also have preferences for some modes and not for others. For example, some prefer to 'read about it' while others talk or draw. Some have no strong preferences for any one of the communication modes. They may be indifferent to which method they use to express their learning – they are multimodal in their preferences. This strategy is about identifying someone's preferences and using them to be successful.

The VARK package, initially developed in 1987 by Neil Fleming, was a series of questions with help sheets for teachers, students, employers, employees, and others to use in their own way. It was advisory rather than diagnostic and predictive. Many researchers had focused on Visual, Aural, and Kinesthetic characteristics (V, A, and K), but Fleming (2012) subdivided the Visual mode into Visual (iconic) and text (symbolic), creating four possibilities for modal preferences. A fifth category was added to cater for the 55% - 65% of respondents who have multiple preferences (multimodal).

Fleming in his research had been trying to define these modalities into the following description:

Visual (V)

This preference encompasses the representation of information in charts, graphs, and flow charts, as well as all the symbolic arrows, circles, hierarchies, and other devices used by instructors to symbolize what would have been provided in words. The importance of layout, spacing, headers, patterns, designs, and color in establishing meaning cannot be overstated. Those who strongly prefer this are more aware of their immediate surroundings and their position in space. It excludes images, films, videos, and animated web pages (simulation) that are associated with Kinesthetic below.

*Aural (A**)***

This perceptual style reflects a tendency for spoken or heard information. Those that favor this modality claim that conversation, oral feedback, email, phone chat, discussion boards, oral presentations, courses, tutorials, and interacting with others are the ideal ways for them to learn.

Read/write (R)

This preference is for the knowledge presented in the form of words, either spoken or written. Many professors and students, not surprisingly, favor this mode of communication. These students perceive clarity in language and like to utilize quotations, lists, texts, books, and manuals. Words are held in high regard by them.

Kinesthetic (K)

By definition, this modality refers to the "perceptual preference related to the use of experience and practice (simulated ordeal)." Although such an experience may invoke other modalities, the key is that the student is connected to reality, "either through experience, example, practice or simulation," It is often referred to as "learning by doing" but that is an oversimplification especially for learning which is often abstract but can still be made accessible for those students with kinesthetic preference. This mode uses many senses (sight, touch, taste and smell) to take in the environment to experience and learn new things. Some theorists believe that movement is important for this mode but it is the reality of a situation that appeals most.

VARK Preferences

The result of VARK tests is varied among individuals, however, the preferences, according to Flemings, are as follows:

Single Preference

In single preference, individuals usually have higher scores toward a single modal with significant "*stepping distance"* between highest preference to second highest, third highest, and fourth highest preference. A single preference can be different from how much it stands out from the rest resulting in *Mild, Strong, Very Strong.*

Bi-modal

For this result, it requires two preferences to come in the same score. This preference can come in these variations; VA, VR, VK, AR, AK, RK.

Tri-modal

The gap between the highest to second highest and second-highest to third highest is no more significant than the stepping distance for this preference. In contrast, the gap between the third-highest and fourth-highest is significantly greater than the stepping distance. This modality can be VAR, VAK, VRK, ARK.

Multimodal

This modality comes with the stepping distance of highest preference until the fourth-highest preference is constant and does not exceed each other..

Some previous research has been done in exploring learning styles which I discussed below. A research by Gilakjani (2012) in Islamic Azad University of Lahijan, Iran, found that over

100 EFL university students show various learning styles. Fifteen questions with five alternatives were distributed to students within test administration and indicated that about 50% of the students preferred visual learning style, 35% of the students preferred auditory learning style, and 15% of the students preferred kinesthetic style for their learning. Based on the above finding, it can be concluded that the prevalent learning style among EFL students was visual one and students with this type of learning style had the greatest academic achievement in their educational major. It is the responsibility of the teacher and the student to be aware of learning style preferences to improve their teaching and learning.

Moreover, the study conducted by Saleh and Faki (2014) suggested that the majority of the participants are auditory, visual. While some also showed a combined preference of visual-auditory and visual-kinesthetic. The significance of the study is not only relying on the learning styles themselves but also the influence of SLA and adult learning which are different from children and young adults. On top of that, a study by Ibrahim & Hussein (2016) on learning style among undergraduate nurse students, focused on the different characteristics of students which are gender and academic level. The result showed that most of the students are visual, then kinesthetic, and auditory. However, there were significant differences among academic levels, where high years appear to be more visual, the rest are auditory and kinesthetic. The outcome also shows that male participants tended to be visual and kinesthetic while females tend to be more auditory.

Methods

In conducting this research, the researcher used survey methodology. According to de Leeuw et al (2008), the survey can be seen as a "research strategy in which quantitative information is systematically collected from a relatively large sample taken from a population" (p. 2). This method was chosen in order to identify students' preference in learning styles, to find out learning styles preferred according to students' gender and academic level in the English Education Study Program.

The population of this research was the students of the English Study Program in a university consisting of 440 undergraduate students both male and female as what Arikunto (2006) also suggests is that population is the whole number of research's subject. To carry out the number of samples for the research, random stratified sampling technique was used in determining the selected participants on the research from four different academic levels. Lohr as cited in de Leew et al (2008) argued that stratified random sampling provides the equal chance for all strata or layers of sample to be to be represented in the research. Therefore, it could give a better chance to gain information from representation of each stratum if the research requires sub strata such as gender or major. Hence, 50 students were selected from a sample of the study.

The instrument used to obtain the data was a questionnaire, which contained questions related to the purpose of the research. The questionnaire consisted of the questions that related to the purpose of the research. According to Creswell (2014), Questionnaire is a form that the participant of the research asked to complete and return to the researcher. Questionnaire is largely used due to its simplicity and ease in handling the large number of participants in a short amount of time.

Data that was collected was organized and analyzed using the Self-Scoring Sheet provided in VARK Learning Style Questionnaire from Fleming (2012) to find out the preferred learning style by the participants. It first worked by organizing the accumulation of prefered answers from highest to lowest. The total answer determined the stepping distance of each answer. Secondly, subtract the highest score with the second highest score. If the result from the subtraction was not higher than stepping distance, it was possible to continue until the last subtraction. However, for the subtraction process itself it was important to notice that if the result was higher than stepping distance then it should be stopped on the prefered answer. The result would show whether the answers was single preference, or multi-preference

Findings

The Major and Minor Learning Style Preference by Students

In finding out students' major and minor learning style preferences, a questionnaire with a total of 16 questions is given to the respondents. The following table presents the results of the major and minor learning style preferences by students.

Table 1 Major and Minor Learning Style Preference by Students

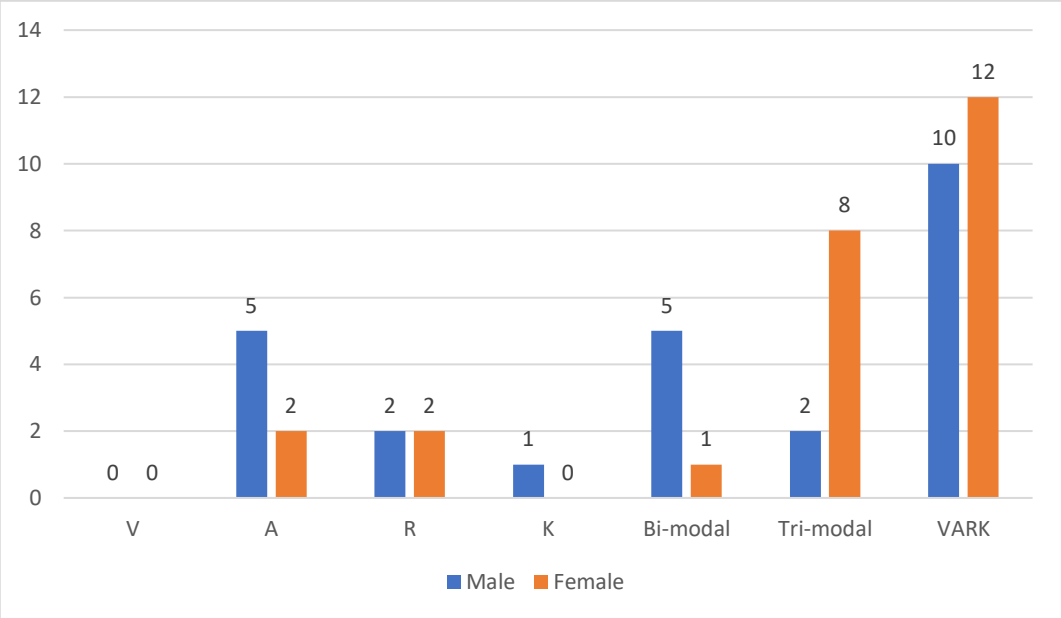
Single Preference	Amount	Percentage
A	7	14%
R	4	8%
K	1	2%
Multi Preference Bi-modal		
AR	3	6%
AK	3	6%
Tri-modal		
VAR	1	2%
VAK	1	2%
ARK	8	16%
VARK	22	44%

Students' Learning Styles Preference by Gender and Semester

Students Preferred Learning Style by Gender

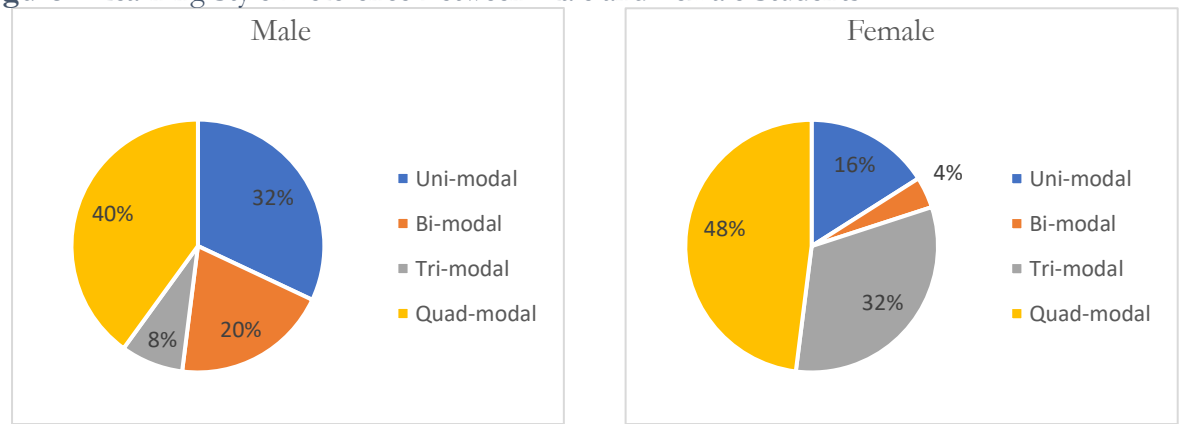
The finding at glance showed that both male and female did not have significant differences. It showed that from 25 female respondents, there are only 2 respondents (8%) who prefer Auditory (A) while 5 male respondents (20%) have the same preference. On Read/Write (R) preference, the outcome was exactly the same. There were 2 female respondents (8%) and 4 male respondents (16%). As last, Kinesthetic (K) learning style is only preferred by 1 male respondent (4%) and none of female respondents. Similar studies have also attempted to discover the learning styles preference between male and females with similar results (Alqunayeer & Zamir, 2015; Asiry, 2016)

Figure 1 Students Preferred Learning Style by Gender



However, on the multi-preference the findings were similar but had a greater number of respondents. The Bi-modal preference (AR and AK) showed that there was a significant difference, in which the male contributed 5 respondents (20%) and the female contributed 1 respondent (4%). This finding contradicted the findings in Tri-modal (VAR, VAK, ARK). There were 8 female respondents (32%) in comparison to 2 male respondents (8%). Lastly, the numbers were close for VARK. The male had 10 respondents (40%) and the female had 12 respondents (48%). The result can be seen in the table below.

Figure 2 Learning Style Preference Between Male and Female Students



Students Preferred Learning Style by Semesters

Based on the academic years from selected participants as reflected from previous studies with similar setting (Nazari et al., 2019), the findings are as follow; The tenth semester only has 1 respondent (10%) which categorized as Single preference, while 2 respondents (20%) were Bi-modal preference. There were 3 (30%) respondents who had Tri-modal preference and all four modalities, VARK, had also 3 respondents (30%).

The following was the eighth semester, whereas 1 respondent (10%) was a Single preference, and the same number of respondents also found for Bi-modal preference. On the

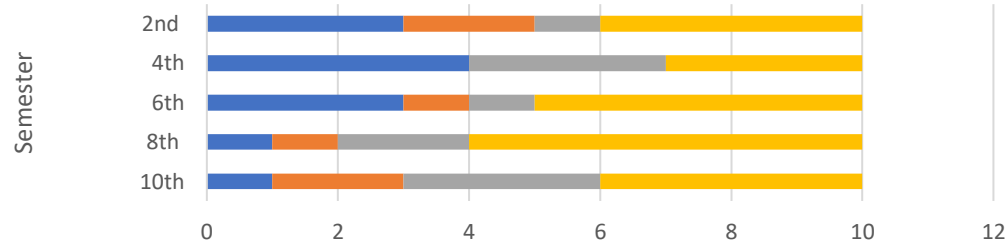
other hand, Tri-modal respondents came with 2 respondents (20%). While VARK preference has a total of 6 (60%).

For the sixth semester students, there were 3 respondents (30%) that tested to have Single preference. The findings also revealed that 1 respondent (10%) had Bi-modal preference. The same result was also found in Tri-modal preference where there were only 1 respondent (10%). However, 5 respondents (50%) of them had VARK preference.

For the fourth semester students, the findings revealed that there were 4 respondents (40%) who preferred Single preference. However, none of them has the preference for Bi-modal. The Tri-modal preference had 3 respondents (30%) and VARK preference also came with the same number of respondents which is 3 respondents (30%).

For second semester students, the findings were as follows; 3 respondents (30%) have single preference toward their learning style. The other 2 respondents were Bi-modal preferences. Tri-modal only had 1 respondent (10%). While VARK preference has 4 respondents (40%)

Figure 3 Students Preferred Learning Style by Semester



	10th	8th	6th	4th	2nd
Single Preference	1	1	3	4	3
Bi-modal	2	1	1	0	2
Tri-modal	3	2	1	3	1
VARK	4	6	5	3	4

Discussion

Major and Minor Learning Style Preference among EFL Students

The findings showed that Visual-Auditory-Read/Write-Kinesthetic (VARK) became the highest learning style preferred by students in the English Education Study Program with 22 respondents or 44%. These clusters of learners were different from others who only have Single preference, Bi-modal or Tri-modal. The differences lie in how they approach learning using their preferred learning styles which result in general characteristics (Fleming, 2012).First, the participants are able to switch to different modes according to the need of the learning activity and goals. For instance, the student switches his Visual preference when confronted with flow charts and graphics from presentation and can easily use his practical ability (Kinesthetic) when practicing an exercise. Second, the group might find difficulties if the input obtained in their learning process comes from one way. They need to add one more, if not three other modalities. For example; a student might understand a verbal explanation (A) from the lecturer to compose an essay, however the person also needs to find additional references from other books or articles (R), and then combine with a concrete example and memorize a previous practical implication of making an essay.

The second highest preference was Aural-Read/Write-Kinesthetic (ARK) with 8 respondents or 16% from the total sample. Just like the quad-modal type of students who can switch across all four sensory information, the ARK preferred learners were able to utilize their information input. They would be comfortable when confronted with simple and general lecture with note taking. On the other hand, whenever the task or the learning activity presented a series of reading passages or required them to read from articles, their preference of Read/Write would make them easier to adjust and adapt to the learning process and goals. In addition, the Kinesthetic would also make them become more practical-oriented, hence making them fit in with the activity required from the teachers. With Kinesthetic learners, field excursions, doing things to learn them, recipes and problem-solving techniques, and hands-on approaches that engage their senses are much more preferred (Alqunayeer & Zamir, 2015).

The third highest was Aural (A) with 7 respondents or 14%. Students with an Aural preference tend to lack a note taking habit during their learning. They are most likely interested in the speaker and the speech or verbal words. To them it is clear if they listen. However, they may forget to take notes that would help them in the next learning stages. Whenever the idea was questioned or recalled after class, they seemed to understand the lesson clearly. However, after a few weeks, they may not remember the details and with no notes to help them to recall, they will be at a disadvantage in their learning.

The Aural students often enjoy learning with the presence of tuning its music, either from CDs, mp3, or online streaming music services. Others might get discomfort with such a learning environment, so they prefer quiet or semi-silence places to learn. Sometimes it was important to them to listen to their voice when they read, this makes them slower compared with other readers.

The other modality found was Read/Write (R) with 4 respondents or 8%. The students with this preference collect notes from their teachers and textbooks and friends and the webpages. These students have been encouraged to convert those notes by reducing them (example: from three pages to one page) and summarize them. Those with a Read/write preference would try to note down every word, however by collecting and note down all words would simply overload their note and memory. It was necessary to discard some, so their brain can cope with the load. In addition, they are most likely to put a list on their note as to what comes first is important and later is not as significant.

Personally speaking, textbooks and other written materials are important for them. Note down the lecture is also important as they may develop their own skill and style of making notes that could come in the form of shorthand, abbreviations or just fast writing. Those with a strong preference often place little importance on the placement of words on a page and the size, color or shape of the words. It is the meaning behind the word that fascinates them.

Afterward, there were Aural-Read/Write (AR) and Aural-Kinesthetic (AK) that both came with the same number of respondents, 3 or 6%. The AR and AK type of student were commonly known for not having much disadvantage in the listening aspect. Considering that both have developed a preference over auditory inputs, in which in common general class often practiced by teachers. These students might focus more on the lecture and could gain as much information from listening alone. On the other side, having preference for Read/Write could also contribute to the positive input to Aural-Read/Write learner because they could back up their auditory information thru reading material which also become an integral part in learning activities for students and overall learning process. On the other hand, the AK students might learn and understand better if the instruction or lesson coming from lecturing had the hands-on approach, making them capable of putting the information to practice.

At last, there was Kinesthetic (K), Visual-Aural-Read/Write (VAR), Visual-Aural-Kinesthetic (VAK). Each of them had 1 respondent or 3%. First, Kinesthetic learners need to use the stories and experiences that they have gathered and expand them out to fuller notes for their brain to do its work. The abstract concept of learning was often presented using visual, auditory,

or audiovisual aid and those ways did not provide a hands-on way of learning. Oftentimes in learning, when it comes to making notes, they need to build their notes 'backwards'. Leaving blank paper at the start of each topic then filled in later. Down the page, catch the examples, cases and problems that the teacher often uses late in the session. Later, fill in the blank by using their texts and ideas from others.

They believe 'practice makes perfect' and have a healthy distrust for strategies that do not allow for a 'hands-on' approach. They enjoy using the practical opportunities in learning, especially in those classes that have practical sessions, tutorials, fieldwork, case studies, and problem solving. They want to hear about the examples before the theory and that is not the usual way things at learning are presented in lectures and classrooms. To get a sense of something they want to see and touch it.

Second, Visual-Aural-Read/Write and Visual-Aural-Kinesthetic were almost similar whereas they relied on visual clues and information that they received from the learning process. They might find it less attractive if the presentation has less variations on the visual contents (example; different font type and size, and colors). These types of learners would often find what they need from the presentation or material through the words spoken either by the lecturer or any listening based information. It happened that they could also be the type of person who would throw the idea first during discussion and then listen to the responses coming from fellow group mates. However, with the differences came in taking information through total physical responses and printed materials. One might have had relatively no problem when preferred to read, while others might feel disadvantaged through the method. However, it did not make one better than the other at any given time during the learning process.

In conclusion, VARK provides an indication of preferences for learning. It would be better if students in the English Education Study Program could explore their weaker preferences and enhance them by using strategies associated with their preference. While improving students' strengths by using their preferences rather than improving their deficiencies by exercising their weaker modes is an attractive possibility for their future. However, demanding themselves to use strategies out of their preferences would result in the strategies being dropped.

In addition, the findings touched on a point on which students were different from each other and certainly different then teachers. For most students there are stressful tests and examinations where they are expected to indicate how much they have learned. Student motivation and their levels of risk aversion vary but they usually steer away from anything that might reduce their desire to impress their examiner or teacher with their learning.

Differences in Learning Style Preference by Gender and Semesters

Differences in Learning Style Preference by Gender

To the extent of how females and males perform was a different type of data analysis, thus in this study, it primarily focused on finding the phenomena of learning style differences between genders. First, the result showed that none of the participants preferred Visual. However, this result was similar to the result from a web-based questionnaire on learning style research (Fleming, 2012). It showed that Visual intake from presentation and learning did not have the profound number, instead it was the least preferred learning style by both males and females, proven by having no response or 0%. Moreover, the finding also suggested that more male were more Aural than female, it was proved by the statistics 5 or 20% against 2 or 8%. However, another finding suggests that female students are more Aural than the male students in similar EFL classroom setting (Alqunayeer & Zamir, 2015) In comparison between genders, both came with the same number of respondents for the Read/Write which was 2 preferences or 8%. Following in the single preference modality was the Kinesthetic that has 1 respondent or 4%. However only male students who had this preferred learning styles. This result however, seemed to be in line with results from previous research providing that male are slightly more into practical approaches for their

information intake (Fleming, 2012). The findings also revealed how male students were more single preference learners compared to females (32% compared to 16%).

Second, the data clearly showed that female and male students tend to have multi-modal preference for their information intake. The female students dominate the male by 84% to 68%. However, the male students had significantly higher preference toward bi-modal learning styles. The females however appeared to be less in favor toward bi-modal learning styles. It was proven from the data showing that male who preferred bi-modal intake were 20% or 5 responses compared to females who were 4% or only had 1 response. Following the result of the study also displayed how female students in contrast scored higher on tri-modal preferences. It showed that females in this case appeared to have more ways to utilize their sensors that would benefit them for information intake during the learning process. The findings showed that male only score 2 responses or 8% while their female counterparts score 8 responses or 32%. On the quad-modal preferences, the result indicated that there were no significant differences in the presentation of male and female. The male in the findings contributed with 10 responses or 40%, while the female was slightly higher with 12 responses or 48%. The result agrees with previous study suggesting that females are multimodal preference in comparison to male (Choudhary et al., 2011)

It is important to remember that the results do not suggest that there is an inherent difference in ability between genders, nor is it promoting gender's gap in the learning process. This study proves that male and female students have different preferences in learning style. As cited by Chodary, Dullo, and Tandon (2011) that encourages students of different genders to learn together. In conclusion, the differences in the preferred learning styles between male and female students are something that seem to be very common. The nature of individuals would eventually define how successful and effective the learning styles might work. On the other hand, the result did not aim on classifying a better performance on the preference but rather on the individual's way of processing information on their learning process.

Differences in Learning Style Preference by Semester

In regards to the result of the findings, it can be seen that different layers of academic class have their differences on how the students would prefer to utilize their learning styles. It showed that every class had their own trait on learning as individuals and as a whole. It appears that single preference in learning style did not become much of an option for the upper class of academic years, whereas 10th and 8th semester had 1 response while middle and lower academic years had more response. It can be seen on the data showing that students from 6th semester had 3 responses, 4th semester had 4 responses, and 2nd semester had 3 responses.

On the other hand, the phenomena showed on the data that most of the students from all semesters scored low on bi-modal preference. It appeared that bi-modal preference was only in favor by a small number of students across all academic years. The data proved that there were only 2 responses from 10th semester students, 1 response from 8th semester and 6th semester students, but none from 4th semester students, and lastly 2 responses from 2nd semester.

Moreover, the findings also showed how the students also had tri-modal preference. This modality came with quite significant responses, compared to the single preference and bi-modal preference. It can be proved on the data showing that there were 3 responses from 10th semester students, 2 responses from 8th semester, 1 response from 6th semester, 3 responses from 4th semester, and lastly, 1 response from 2nd semester students.

Furthermore, the quad modality still dominated the preferred learning styles. It can be seen in these 5 classes that VARK had an equal distribution of learners. The students, who had VARK, from the findings suggested that there were 4 responses from 10th semester, 6 responses from 8th semester, 5 responses from 6th semester, 3 responses coming from 4th semester, 4 responses from 2th semester. This finding is similar to Espinoza-Poves, Miranda-Vílchez, & Chafloque-Céspedes

(2019) in their study on VARK for business school students, providing that multi modal learners had significant numbers across different semester students.

In conclusion, the difference in preferred learning styles among different classes in the English Education Study Program could not be seen as a strength or weakness among academic years but rather a variety of learning opportunities and challenges (Awang et al, 2017). It was almost certain that with the absence of learning styles, students would not be much aware of their unique way of learning. Each student may or may not be strong in every sensory intake but they can choose whatever works for them at the beginning of their learning process.

Conclusion

From the entire result of the study the researcher concluded that the majority of the students had VARK preference, it meant that most of them have the tendency to not only rely on one aspect of learning and senses but several ones. In addition, the differences among genders were not highly noticed but they remain providing the insight on how male and female students would perform according to their preferred learning styles. Among the active class that was surveyed, the tendency coming from junior classes revealed that they are more kinesthetic and visual in comparison to the senior classes whereas VARK became more preferred. However, the study has some weaknesses regarding the number of participants in the study and significance of VARK learning styles towards learning practices encountered by learners in university. Moreover, further researchers can continue to explore more on the teachers, perception of learning and its significance for developing teaching practices that will harness pipuls learning styles. Studies focusing to elaborate further on the issue of correlation between learning studies awareness and students' learning strategies on learning outcomes could also serve as another possible research topic. This study has widened the study of VARK in the EFL context by providing information for teachers and curriculum designers to better be aware of the existing varieties of learning styles in their pupils. Hence, they can design learning activities that can help learners in the classroom.

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