



A Comparative Study of EFL Learners' Preferred Learning Styles for the English Language at the Secondary Level



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Abstract: *The study examined secondary Urdu EFL students' favourite learning styles. This study compares public and private Urdu EFL learners' preferred English learning approaches. Descriptive quantitative research was used. All Pakpattan District public and private secondary school students were studied. The study used a learning styles questionnaire. EFL research employed a questionnaire, which was reliable. The study sample took the questionnaire. The most common statistical methods—mean score and standard deviation—were employed to assess the data. According to the survey, private secondary school students believe they can recall everything they hear. The study found that public and private school children learn languages similarly. Both prefer auditory and visual learning over tactile. Private secondary school kids learn English via lecturing and remember through listening. The study suggests that teachers recognize students' English learning styles and teach them accordingly.*

Key Words: Learning Styles, Urdu EFL Learners, English Learning

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Introduction

Learning a new language is something all humans are capable of and should strive to do. Allah has given us the gift of speech, or verbal communication, the essential perception distinguishing us from other creatures. When people talk to one another, they express their emotions, thoughts, and opinions about the other person. Having a

common language or means of communication makes the world feel much smaller. Language proficiency is crucial to a student's academic growth. Students learn, are taught, and gain virtually all of their knowledge and awareness through language. In today's international market, communicating in multiple languages is essential. Learning a new language should improve students' participation in class

discussions and ability to express themselves clearly and fluently. Learning a new language is a lengthy and intricate process. Learning a language is about something other than knowing a small vocabulary or only using it occasionally. However, a reasonable, objective, and effective response is required from the listener if the speaker is to speak honestly and take up their strength (Ali et al., [2022](#)). The value of learning a second language is the ability to think critically and respond to a conversation with nuance, significance, and emotion.

Students of English as a Foreign Language (EFL) in Pakistan may have different preferred learning approaches, depending on student preference and cultural norms. However, many EFL students in Pakistan have shared approaches and styles of learning. Many Pakistani EFL students find listening to lectures, audio recordings, and conversations the most effective way to learn English. They may retain more of what they hear than what they read. Pakistani EFL students are also big fans of visual learning. They learn best when visually presented concepts through pictures, graphs, and movies. Students in Pakistan appreciate the opportunity to interact with and learn from their peers in a group setting. Language classes frequently make use of group discussions and collaborative exercises.

Speaking and understanding a second language dramatically benefits a student in school and life. Children's mental, emotional, and social growth depend on their communication ability. Language competence is crucial at every stage of the educational process, from making an initial impression to forming a lasting opinion. Learning a second language has been called "essential" to one's humanity. We can better express our sentiments, hopes, and dreams if we learn the language.

Learning English as a second language is mandatory for all Pakistani schoolchildren.

Students in Pakistan are required to take English classes. Despite students' best efforts, their English learning remains room for improvement. Many elements, including but not limited to one's outlook, age, learning success, ability, learning style, motivation, etc., might affect one's success in learning a second language.

Institutional, familial, and individual factors all contribute to students' low levels of English proficiency. The students' low academic achievement motivates the researcher to investigate their situations. Many factors contribute to the low quality of English instruction in Pakistan, but researchers have zeroed in on students' attitudes and methods. Meryem (2002) suggests that different learning styles can help students become more proficient in a foreign language. To what extent students' success in learning a foreign language might be enhanced by catering instruction to individual preferences remains to be seen. She asserts that the chosen learning style of a student has no bearing on how well they perform in a specific situation. The institutional setting in which a foreign language is taught significantly impacts the student's ability to learn that language.

Brahmakasikara ([2013](#)) researched Thailand and found that only visual and auditory learners performed well throughout the semester. Despite claims to the contrary, Reid ([1987](#)) found that students who learned through tactile means (such as pair and group activities) performed poorly on standardized assessments.

Historically, rote memorization has been the mainstay of Pakistan's educational system. It is usual practice to reinforce language learning by memorizing and repeatedly using learned vocabulary, grammar rules, and linguistic patterns. Students of English as a Foreign Language in Pakistan value the opportunity to put their newfound knowledge to use immediately. Learning a language is best accomplished

through natural conversation, role-playing, and practical application. Students in Pakistan value having the opportunity to learn English in the context of Pakistani society and culture. Language acquisition is enhanced when local examples and themes of interest are incorporated. The objective of the study was to make a comparison between EFL public and private secondary school learners' preferred styles of learning English.

Literature Review

In many schools, the teacher is expected to take the lead in teaching and managing classroom activities, a strategy known as the teacher-centred approach. Individual pupils may have a mix of preferred teaching methods and a wide range of possible learning styles. Teachers in Pakistan are shifting toward more student-centred, interactive approaches to the classroom to better meet their students' needs and help them acquire a second language.

The process of conveying information from one person to another is called communication. The ability to express oneself verbally is crucial to the functioning of any civilization. Before starting formal schooling, the kid has already been exposed to the Mother Tongue. In most nations, second language instruction in English is required for a child's education. According to Arslan (2012), English became an increasingly important part of Bosnian history after World War II. English was typically taught in schools alongside other disciplines. After the war, however, English was emphasized and taught to youngsters as it had become the international language.

Shoab and Dornyei (2005) claim that when comparing the interest, dedication, and positive attitude towards learning displayed by males and girls, girls appear to have the upper hand. Students with a good disposition are more motivated to learn. Consequently, success in English study

requires an upbeat frame of mind fueled by motivation and total commitment.

MacKeracher (2004) defines *learning styles* as the typical methods students employ when learning a new language or content area, such as analytic or global, visual or aural. An individual's learning style can be seen as their "comparatively secure display" (Ali et al., 2015) of how they relate and act to a given learning setting and can include affective, cognitive, attribute, and social behaviours. A person's approach to learning can change over time according to their unique learning style. Grasha (1990) argues that students' default modes of thought revolve around one another, as well as specific classroom contexts and bodies of information. In reality, every kid has a unique approach to learning. All of these trends have profound effects on one's daily existence.

According to Kodesia (2014), there are three main ways in which kids learn a new language: aural, visual, and tactile. The differences in how people learn are significant. There are universal strategies that can be gleaned from language learning types that make picking up a new tongue a breeze. It considers the possibility that stylistic differences can be seen, heard, or felt.

Artistic preferences stimulate additional latent human abilities. In order to help pupils learn English, we have primarily relied on their visual abilities. Games, puzzles that rely on the efficient intelligence of direction analogies, and visual symbols are all great ways to practice and test one's visual learning abilities. On the other hand, those who learn best through hearing do so through traditional means like books and lectures. The third learning type, called tactile, emphasizes bodily movement, touch, and interaction with the environment.

According to Brahmakasikara (2013), there is a strong correlation between a person's preferred learning style and success

in learning a second language. According to the study's author, pupils who prefer the visual learning method find learning English more straightforward and helpful through what they observe in class. Compared to other methods, this is far more effective in helping students recall the information they have already studied in class.

Learning styles can serve as a proxy for "the sum of psychological functioning," as stated by Zoghi, Yoosefi, Shokrzadeh, and Badiee (2014). They differ from abilities in that they are more like preferences, choices, or styles that guide students toward completing learning tasks and responsibilities than innate talents. Learning models or styles were discovered by Reid (1987). These approaches help the student make the connection between the English language and other areas of interest and cognitive strength.

According to Oxford and Shearin (1994), students generally prefer one of several distinct learning styles while studying a new topic, picking up a new language, or solving a challenging problem. *Learning preferences* are a pattern that allows for a wide variety of instruction and results in the same teaching approach being appreciated by some students and disliked by others.

Individuals vary in proficiency with respect to their various learning strategies. Information tailored to a person's unique learning style is beneficial. These approaches to education can help students improve their academic performance and prepare them for future fulfilment. Contradictory perspectives on learning styles exist across students from various backgrounds. Vaishnav (2013) demonstrated the three distinct learning modes: seeing, hearing, and touching. Every child has a somewhat distinct approach to language acquisition. Thus, students need to rely on their learning techniques.

According to Ghosheh's (2013) account, there is a gender gap in how men and women

prefer to study English. Pupils have a wide range of preferred learning methods according to their own needs and preferences. He says everyone likes to learn from him because of his reliable approach to processing knowledge. Various learning styles models have been developed to evaluate how an individual learns best. Divergers, convergers, accommodators, and assimilators are the four categories into which Kolb's (1984) model for learning style divides students. The focus of this paradigm is on how adults learn. This paradigm simplifies the idea of experimental learning. Learn how all learning follows a similar cycle of practice, indication, concept formation, action, and other experiences. David Kolb's model of learning styles, based on Honey and Mumford's model, consists of four types of learners: reflectors, theorists, pragmatists, and activists.

Gregorc (1985) identified two types of students: sequential-random and concrete-abstract learners. All four possible groupings—abstract, abstract-sequential, and concrete-sequential—are open to individual student selection. The emotional, social, physiological, environmental, and other 21 components comprise the Dunn and Dunn learning style. Any of the models can improve the learning outcomes of students. A learner's success in learning a new language hinges on one fundamental principle: the student's learning style. The four learning styles given in a paradigm by Felder and Silverman (1988) are visual-verbal, active-reflective, sensing-intuitive, and sequential-global. Using a learning style model, students can quickly pick up new information through introspective study, as Reid (1987) stated.

Affective, cognitive, public, profound, and corporeal learning are the five pillars around Gilakjani's (2012) foundational learning style approach. The auditory learning style is highly effective if you prefer to study by listening to lectures or reading

books written in a conversational tone. Students that like to take in information through sounds, beats, and tones are said to have an auditory learning style. In the visual learning style, children absorb information through visual means such as films, photos, and graphs. Tactile learning involves acquiring knowledge through direct experiences, such as experiments and practical labour. With tactile learning, students actively engage their bodies to gain knowledge. Students with this learning style are enthusiastic and like to keep moving; they prefer tasks that require them to engage their brains, hands, and feet. They use trial and error, or learning from their failures, to get better at something.

Gilakjani (2012) claims that studies were undertaken on linguistic translation. The findings indicated that roughly 51% of students prefer a visual mode of instruction, whereas 34% prefer an auditory mode. Only 15% of Iran's university students prefer hands-on learning or manual labour. Most students respond well to audiovisual methods of instruction while attempting to master a foreign language like English. They prefer something other than a hands-on approach to learning. About 34% of language students choose a visual learning style, 24% of graduates prefer an auditory learning style, and about 11% of students at Periyar University in India prefer to work via tactile technique (Karthigeyan & Nirmala, 2013). More male college students sported fashionable attire. Not only do students in urban schools like the visual method of learning but so do kids in rural schools who otherwise prefer the tactile form.

Vaishnav (2013) found that students in the Indian state of Maharashtra favoured a tactile approach to learning a second language. They struggle to adapt to different learning styles, such as visual and auditory. Tactile learning style correlates significantly with student achievement, while visual learning style does not. According to the

findings of Ghosheh (2013), the majority of male students at Abu Dubai University prefer to learn through tactile and visual means, while most female students prefer to learn through aural means and require more mobility. In contrast, she is dynamic, assertive, and driven by her interests. As a result, there is now a considerable gap between how male and female students approach education.

According to Nuzhat (2011), many students in medicine and engineering prefer a more hands-on approach to learning. Business majors tend to favour more aural and visual forms of problem-solving. According to research by Ali et al. (2015), students select their preferred learning methods based on their coursework demands and subject matter. The majority of King Saud Bin Abdul Aziz University students (73%) preferred a combination of learning styles, while a minority (6% of learners) preferred to work in a visual style. In contrast, 12% of students preferred an auditory preference style, and 9% of learners preferred a tactile style.

Research Methodology

This study took a descriptive approach. Using a survey, data were collected on the students' perspectives and approaches to English language learning. In this study, the researchers employed a method known as quantitative design. All of the ninth and tenth-grade students in Pakpattan District who are enrolled in public and private secondary schools were included in the study's population. The researchers gathered information from 222 public secondary schools and 222 private secondary schools for their sample. The sample for the study was collected based on what was available and the available resources.

For the sake of the current investigation, the researchers make some minor adjustments to a questionnaire concerning

different approaches to learning English. The specifics of the afterwards chosen questionnaire are included in the following:

English Language Learning Styles

Ried (1995) was the one who came up with the idea for the questionnaire regarding the learning styles of English language students. Ried has developed a learning style model and research instrument for foreign language learners called the Perceptual Learning Style Preference Questionnaire (PLSPQ). This model and instrument are centred on how students learn best by utilizing their perceptions, including their visual, auditory, and kinesthetic learning preferences. The questionnaire has received extensive validation, is quite dependable, and has been widely utilized in the research on English language instruction. The researchers asked for and received the supervisor's permission before modifying the questionnaire to accommodate the students' varying needs and skill levels. The questionnaire contained 18 questions; each was further classified into one of three groups. According to Mawoli and Babandako (2011), collecting essential data is best suited for descriptive research. The researcher went to each of these schools in person to hand out the questionnaire she had created, gather the information she needed, and then get the data from the students who had volunteered to participate in the study. Responding to the questionnaire was divided into parts and outlined in more detail. The investigator went to a model school in order to collect some information. Before doing so, he or she made sure to get permission from the school's headmaster, principals, and headmistress.

The researchers did their collection of the data. It is worthy of praise that the professors worked together on this project. Students gave maximum time to finish the questionnaire. The researcher collected all the data while adhering to the allotted amount of time on each trip.

Data analysis is essential for the research thesis to drive the outcomes and conclusion effectively. As mentioned earlier, the information gathered through the instruments was evaluated, tabulated, and interpreted in light of the study's research objectives. The software, known as SPSS version 21 (Statistical Package for Social Sciences), was utilized because it contained the most appropriate math tool for calculating the mean score and the standard deviation.

The data for the study was acquired by having researchers travel to different locations. The pupils in the ninth and tenth grades of both public and private secondary schools were given the questionnaire to fill out. The researchers helped the kids from private and public schools fill out the questionnaire correctly and with relevant responses.

Data Analysis and Interpretation

This study assessed the variations in secondary English education perspectives and practices held by Urdu EFL students attending public or private schools. The evaluation and interpretation of the data obtained through questionnaires took place with the overarching objectives of the study remaining in mind at all times. Both an examination of the data and an explanation of the results may be found in the following:

Table 1

Respondents' Responses

Item No.	Mean Score		Standard Deviation	
	Public	Private	Public	Private
1	3.42	3.26	1.20	1.30

Item No.	Mean Score		Standard Deviation	
	Public	Private	Public	Private
2	3.07	3.31	1.25	1.42
3	3.05	2.91	1.19	1.27
4	3.41	3.67	1.19	1.27
5	2.91	2.59	1.25	1.28
6	3.30	3.29	1.19	1.23
7	3.36	3.31	1.25	1.29
8	3.80	4.16	1.07	1.09
9	3.32	3.29	1.20	1.19
10	3.75	3.95	1.12	1.18
11	3.58	3.54	1.21	1.32
12	3.12	3.44	1.32	1.38
13	3.55	4.03	1.07	1.02
14	3.51	3.81	1.25	1.31
15	3.41	3.56	1.16	1.05
16	3.58	3.59	1.22	1.28
17	3.51	3.65	1.15	1.24
18	2.77	2.43	1.31	1.43

Table 1 shows that the average score for students in public secondary schools is 3.42, with the standard deviation being 1.20. Students attending private secondary schools report a mean score of 3.26 and a standard deviation of 1.30. The majority of both groups favour lectures as their primary learning method. Students in public secondary schools have a slight advantage over students at private secondary schools when it comes to remembering content presented in an English lecture.

Item 2 claims that private secondary school students prefer lecture-based instruction more than public secondary schools, as evidenced by a discrepancy between their mean and standard deviation scores (3.07 and 1.25) and those of students at private secondary schools (3.31 and 1.42).

Item 3 expresses that "I do not remember written direction well" is "I do not remember written direction well." Results show that students in public secondary schools have more difficulty than those in private secondary schools when it comes to understanding and following written instructions (mean score: 3.05, standard

deviation: 1.19), while results for students in private secondary schools show the opposite (mean score: 2.91, standard deviation: 1.27).

Item 4: "If I hear something, I will remember it." The mean performance of students at public secondary schools was 3.45, with a standard deviation of 1.19. However, students at private secondary schools had a mean score of 3.67 and a standard deviation of 1.27. Students at private secondary institutions show more faith in their memory than their counterparts at public institutions.

The following line can be found in item 5: "English writing has always been difficult for me." Student performance in English writing is more challenging for those in public secondary schools, as evidenced by a mean score of 2.91 and a standard deviation of 1.25, compared to a mean score of 2.59 and a standard deviation of 1.28 for those in private secondary schools.

Item 6: "I would rather read and learn than listen and learn." Public secondary school students had an average score of 3.30 with a standard deviation of 1.19. Results from

students at private secondary schools showed a significantly higher mean score (3.29) and a lower standard deviation (1.23). Results demonstrate that public and private secondary school students are similar in how well they learn through listening.

Item 7 claims that public and private secondary school students are generally under the impression that their eyes tire sooner than they would want. The mean score for public secondary school students was 3.36, and the standard deviation was 1.25. In comparison, the mean and standard deviation for private secondary school students were 3.31 and 1.29, respectively. However, they fare better than their private high school counterparts in terms of eye and vision exams.

Students in private secondary schools gave this item a significantly higher mean score (3.80) and lower standard deviation (1.07) than public school students. The private secondary school student population, with a mean score of 4.16 and a standard deviation of 1.09, favoured a quieter classroom environment.

In item 9, we see that the mean and standard deviation for public secondary school students are 3.32 and 1.20, respectively. In contrast, those attending private secondary schools fall between 3.29 and 1.19. The findings indicate a marginal difference in achievement levels between pupils attending public and private secondary schools. After the break, they can both visualize the printed page.

With a mean and standard deviation of 3.75 and 3.95 for public and private secondary school pupils, respectively, item 10 draws comparisons between the two groups. It demonstrates that students in private secondary schools, unlike their public school counterparts, need assistance staying focused on their work when distractions like music or background noise are present.

Item 11 elaborates, "I prefer to see English directions written on a chalkboard." Public and private secondary school students have similar mean and standard deviation scores (3.58 and 1.21, respectively). They prefer being shown things on a whiteboard.

Item 12 shows that, on average, students at private secondary schools have a 3.12 and a standard deviation of 1.32, higher than public secondary schools' 3.12 and 1.32.

Item 13 shows that students at private secondary schools are more likely to agree that memorization is the most effective method of learning English. In contrast, students at public secondary schools had a mean score of 3.55 and a standard deviation of 1.07.

The statement, "I prefer obtaining information about English by reading about it," may be found in item 14. Let us compare the mean score of 3.51 and the standard deviation of 1.25 for students attending public secondary schools and compare it to the mean score of 3.81 and 1.31 for students attending private secondary schools. Students attending private schools are more interested in reading about English.

With a mean score of 3.41 and a standard deviation of 1.16 for students who attend public schools and a mean score of 3.56 and a standard deviation of 1.05 for students who attend private schools, it is clear that students in secondary education prefer to learn with visual aids. It is the finding that comes from Item 15.

Item 16 compares the average and standard deviation of students' scores from public and private secondary schools (3.58 and 1.22, respectively). Results show little difference between public and private school pupils' enjoyment of learning English by forming words and statements by hand.

Item 17 states, "I can remember the best learning English by writing things down" Public secondary school students scored 3.51 with a standard deviation of 1.15. Students

attending secondary schools in the private sector averaged 3.65 points out of four, with a standard deviation of 1.24. Compared to students attending public secondary schools, those attending private secondary schools emphasize writing more as a means of English language study.

In point 18, it is said that "I feel hesitate to tell other directions or instructions about roads." Comparatively, private secondary school students had a mean score of 2.43 and a standard deviation of 1.43. In contrast, those attending public secondary schools had a mean score of 2.77 and a standard deviation of 1.31.

Findings and Result

It was demonstrated that public and private secondary school students enjoy listening to lectures (3.42 and 3.26, respectively), which indicates that the lecture format is successful in both types of educational institutions. There is a marginal difference between the two groups, which suggests that students attending public secondary schools are likely to retain more English from classroom instruction than their counterparts attending private schools. It was observed that students who attended secondary schools that were privately funded had an average score of 3.07. In contrast, students who attended secondary schools that were publicly funded had an average score of 3.31. According to these findings, students attending private secondary schools prefer a combination of traditional classroom lecturing and education based on textbooks. According to the findings, students who attended public secondary schools had a mean score lower than those who attended private secondary schools (2.91), indicating that students who attended public secondary schools had more difficulty than students who attended private secondary schools with following written directions.

The average grade received by private secondary school students was 3.41, while the grade received by public secondary schools was 3.67. It demonstrates that students at prominent secondary schools have complete faith in their ability to remember everything they are told. The average score for students attending secondary schools in the public sector was 2.91, while the average score for private sector students was 2.59. According to these data, students attending secondary public schools had more trouble writing in English than students attending secondary private schools. The students who attended public secondary schools had a mean score of 3.30.

In contrast, the students who attended private secondary schools had a mean score of 3.29, which suggests that students at both types of institutions focus equally on growing their listening abilities rather than improving their reading comprehension. Students who attended secondary schools that were publicly funded received a mean score of 3.36, whereas students who attended secondary schools that were privately funded received a mean score of 3.31. The annual vision screenings required of students in the public secondary education system are met with high approval from those students. Their eye strain was noticeably more severe than students attending prestigious private high schools.

According to the researchers' findings, the average score that students in public secondary schools got was 3.80. In contrast, the average score that students were able to achieve in private secondary schools was 4.16. This research implies that students attending public secondary schools place a higher emphasis on calm study conditions than their private secondary school counterparts. It was discovered that public secondary school students had somewhat higher mean scores (3.32 versus 3.29) than private secondary schools (3.29). Because of this, when the reset takes place, the kids at both

schools can picture themselves turning the pages of books mentally. It was discovered that the average score of students attending public secondary schools was 3.75. However, students attending private secondary schools averaged 3.95, which suggests that they have difficulty concentrating on their work while music or other types of background noise are playing.

There was a marginal difference in performance between students attending public and private secondary schools, with the mean score for students attending public schools at 3.58 and the mean score for students attending private schools at 3.54. The directions written on the whiteboard are helpful. The findings indicated that the average score for secondary public school students was 3.12, while the average score for private secondary schools was 3.44. According to these data, private secondary school students prioritize reading about and committing to memory of English grammar in print more than their peers at public schools do. It is in contrast to the public school students. According to the findings, the average grade received by public secondary school students was 3.55, whereas the average grade received by private secondary schools was 4.03. Students attending secondary schools that are privately run are more likely to hold the belief that keeping English in their memory is the most effective way to learn the language in comparison to students attending secondary schools that are publicly funded. The average score for students attending secondary schools in the public sector was 3.51, while the average score for students attending private institutions was 3.81. According to these findings, private secondary school students are more likely than public secondary schools to favour reading about English to acquire knowledge.

The average score of those who attended a private secondary school was 3.41, while the average score of those who attended a public

secondary school was 3.58. Students in private secondary schools are more likely to employ a variety of audiovisual aids, such as models, authentic images, and posters, compared to their counterparts at public schools. It is because private schools have access to a broader choice of resources. Students attending secondary schools in public and private settings obtained mean scores that were, respectively, 3.58 and 3.59. The findings imply that, with a few exceptions, secondary school students of both types enjoy learning English by making up their own words and phrases, but there are some slight distinctions between the two types. A mean score of 3.51 indicates that students in private secondary schools are more interested in learning English by writing things down than their counterparts in public secondary schools, as seen by the difference in the scores between the two groups: 3.65 for students in public secondary schools and 3.51 for students in private secondary schools. According to the findings, the average number of points earned by students attending public secondary schools was 2.77, whereas the average number earned by students attending private secondary schools was 2.43. Comparatively, students attending public secondary schools are less likely to provide strangers with directions than those attending private secondary schools. The findings support the hypothesis that students who attend a high school that requires payment for their education become more self-assured and display less introverted behaviour.

Students attending private secondary schools place a greater emphasis on lectures and class discussions than they do on reading assigned textbooks. Generally, pupils enrolled in private secondary schools have a favourable opinion of their listening ability. Consequently, students of second languages rely heavily on auditory memorization to firmly establish critical notions. Public secondary school students may need help

with mastering the English language. Students in both public and private educational settings have the mistaken belief that learning English is a process that requires much time. When it came time for their assignments, private school students frequently opted to be in places with less background noise. They were easily distracted by the volume and the music; students from public and private universities enjoyed attending lectures. Students at both schools frequently use various multimedia tools, such as images and models, to supplement their learning. Students attending private schools found that reading books were the most effective way to increase their knowledge of the English language. Children attending either public or private schools express a similar preference for having their English instruction delivered as written instructions on chalkboards. Pupils

attending public and private schools are similar regarding the approach to learning the English language they find most compelling, whether through hearing, seeing, or touching.

Recommendations

Public school teachers are permitted to use technologically advanced pedagogical tools and strategies to help pupils develop their oral and written communication abilities. Teachers can help pupils learn English more effectively by requiring them to participate in various classroom activities. Instilling a sense of assurance in ESL students may help them learn the language more effectively. It is helpful for educators to gain insight into their students' preferred English learning methods to tailor their instruction to each student's needs.

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