The Impact of Learning Styles on the Development of Students' Oral Skills: First-Year Students as a Case Study

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master* in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: ………….

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Dedication

It is with the deepest gratitude and warmest affection that I dedicate this dissertation to my mother and father whose love and support enabled me to reach such success.

To my lovely sister Nawel, to my dearest brothers Miloud and Yasser.

To my fiance Abdallah who supported me to complete this work.

To my companion and dear Wafaa who helped and supported me at all time.

To my lovely friends Chorouk, Imen, Amina, and Sara.

Abstract

The present work aims at exploring and studying the role of learning styles on the development of students' oral skills. The researcher chooses the first-year EFL students at the University of Saida to be the case study. To make the research reliable, the researcher uses one research tool; a questionnaire which is directed to the students; the questionnaire was directed to (40) first year students in the English department. The objectives of this research are to discovering the different types of learning styles and to know if these styles can help students develop their oral skills. The data obtained through the research tool are analyzed by both quantitative and qualitative methods. After analyzing the data collected from the research, the main findings show that their learning styles developed their speaking skill, in addition to this the students showed that listening skills have a great benefit in developing oral skills.

Keywords: learning styles, oral skills, EFL students, listening skills.

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EFL: English as a Foreign Language

LMD: license Master Doctorate

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General Introduction

Language is one of the main ways of communication between people, it is either spoken or written and both types have their skills. Among the types of communication skills, oral skills are the most widely used means among individuals; to develop this skill, we need to find ways to strengthen and improve them. As a way to develop oral skills, we found that learning styles and listening have a significant impact on developing these skills.

Speaking is one of the productive skills that students must master in learning a language. They should be able to express their opinion to others because of speaking. They should also be able to express their feelings through speaking. For students to express their opinion without hesitation or fear, they must use all methods and means to develop their oral skills. The adoption of learning styles in developing oral skills will be the best and most appropriate solution because learning styles are of great importance in developing, enhancing, and improving speaking skills. This importance lies in the different means that characterize all kinds of learning styles whether visual, auditory, or kinesthetic, each of which has a significant impact on the process of improving oral skills.

The present dissertation aims to discover the effect of learning styles on oral skills. Besides, it aims to explore the attitude of first-year students in the English department at Saida University towards learning styles and if these styles may positively affect and improve oral skills. Our topic also indicates that we chose to study.

EFL learners face several problems at the speaking level, so the researcher seeks to show the function of learning styles in enhancing students' oral skills by answering the following questions:

1/ How do learning styles help students to develop oral skills.

2/ What are the types of learning styles and how does it affect the development of oral skills.

3/ How does students' auditory impact their oral skills.

The questions put forward prompted the following hypotheses, which are in accordance with questions stated above:

1/ Learning styles help students to develop their oral skills by using the means for each style.

2/ the three learning styles, which are the visual style, the auditory style, and the kinesthetic style; which have a significant impact on developing oral skills.

3/ The auditory style have a major impact on the development of students' oral skills.

Testing these hypotheses and checking to what extent they are true, the researcher's sample will be first-year students in the department of English at saida university, and thus this case study collected quantitative and qualitative data from a questionnaire distributed to students.

Towards the realization of our objectives, the researcher designed the research in three chapters:

In the first chapter, we expose the most important concepts that are related to our theme (the impact of learning style on the development of students' oral skills). The research will deal with definitions related to each of the different learning styles, with a focus on their impact on developing students' oral skills. It also takes a look at the listening skills, teaching strategies of listening.

The second chapter is devoted to the research methodology. This chapter will contain a sufficient explanation regarding the research tool used (the questionnaire), as well as the research sample that will answer the questionnaire (first-year English students), in addition to the type of research. That helps in shaping this work and giving it more academic weight.

 In the third and final chapter, the students' questionnaire data, which were collected through two quantitative and qualitative tools, will be analyzed to obtain honest results. We can call this chapter the fruit of our research.

Chapter one: Review of Literature

1.1. Introduction

Most students suffer from fear and shyness in speaking, but their use of their learning styles may develop their oral skills. This chapter will tackle the different learning styles, listening skills/ competencies, teaching strategies of listening skills, to discover the impact of learning styles on the development of students' oral skills.

1.2. Definition of Learning Styles

Learning styles can be defined as a set of personal styles that enable the individual to acquire the necessary skills and information for their learning, and these styles (visual, auditory, and kinesthetic learning style) will show to what extent of the individual's response to knowledge.

Learning style is how students begin to focus, process, internalize and remember new and difficult academic information.

(Harmer, 2007: p.10)

Learning style is a form of learning that students use enthusiastically in the learning process. In short, students will enjoy this information and absorb it in their way. Also, every student has different learning preferences during the learning process.

(Harmer, 2007: p.10)

1.2.1. Visual Learning styles

Visual Learning is a type of learning style in which the student prefers to use everything that is pictured such as pictures, drawings, maps, etc to communicate ideas.

1.2.1.1. Visual learners

Visual learners benefit from the use of images, movies, colors, and other visual media to help their learning. They always say " show me" when they want to learn something new. They enjoy reading books and absorbing information through images and words. They are more engaged when they utilize colors and pictures to learn.

Visual learners like to learn by watching others. They have a strong visual memory and like to learn through charts, graphs, maps, posters, and presentations. When describing or recalling events or objects, they frequently utilize hand gestures, and they frequently glance up when processing or remembering information.

(Harmer, 2007: p.13)

1.2.1.2. Features of Visual Students

Visual Learners learn best when information is displayed visually in the form of an image or design (information they can see or read), they support instructors that use visual aids such as video, film, and maps. They need to see the teacher's body language, scan everything, loves reading, paying more attention to the ambient than to the teacher, watch the teacher's lips, daydream during the lecture, dislike doing oral presentations, and have poor articulation.

1.2.2. Auditory Learning style

Auditory Learning is the ability in reserving information through hearing/listening; this means that auditory learners learn through hearing or listening to things.

1.2.2.1. Auditory Learners

Auditory learners learn by listening. They benefit from discussion, seminars, interviews, hearing stories, and listening to audio recordings, because they have a strong auditory memory. As an example; they enjoy repetition, series, and when remembering memories, they appear to tip their heads back and use level eye movements.

(Pritchard, 2017: p.44)

Auditory learner enjoys giving oral presentations. They like talking, debating, and explaining things. They would rather get an oral test or assignment than a written one. They generally become vocalists and dominate the discussion when discussing activities. (Harmer, 2007: p.16)

1.2.2.2. Characteristics of Auditory Learners

Auditory learners are great listeners; they benefit from listening to lectures, they like to chat (they're talkative), they like to talk to themselves, they enjoy music, And learn best when information is presented, they read aloud (it is essential to speak information in order to understand it), also they enjoy classes with active community discussions. Frequently have poor handwriting and may have difficulty spelling in written work.

1.2.3. Kinesthetic Learning style

Kinesthetic Learning is learning through moving, doing, acting out, and touching. Kinesthetic learning depends on the movement of the entire body to process new information or to obtain information.

1.2.3.1. Kinesthetic Learners

Kinesthetic learners tend to learn by hands-on activities. They are excellent at remembering events and associating thoughts or physical exercise with memory, field trips, manipulating items, and other realistic, first-hand experience. They have a hard time staying still and need frequent breaks from classroom activities.

1.2.3.2. Features of kinesthetic learners

 Kinesthetic learners like to learn by doing. They have the ability to remember events and link feelings or physical experiences to memory. They enjoy physical exercise, field trips, manipulating items, and other hands-on experiences. They also struggle to keep still and require frequent breaks in classroom activities.

(Pritchard, 2017:p.45)

1.3. The impact of Learning Styles on the development of student's Oral skills

Many students have a fear of speaking because of their limited vocabulary, for this reason; they prefer silence rather than making mistakes. To solve this problem will be used their learning styles to develop their oral skills.

1.3.1. The impact of visual learning style on the development of students oral skills

Using a visual learning style can be one of the easiest ways to help students develop their oral skills, through the use of illustration, pictures, shapes, films, chalk, and all kinds of visual objects to convey the message. Sometimes students tend to have fun things like watching movies, and this will support them to learn the language more and encourage them to speak it and make it easier for them to master it because by watching movies they will get to know a lot of things in terms of shape and name. Also, the teacher who uses visual aids will enhance their acquisition of new words, for example, the presentation of the lesson in the form of a video that makes them care more because students get bored of routine things.

1.3.2. The impact of auditory learning style on the development of students oral skills

Some students have confusion in speaking because of their limited vocabulary, and they find it difficult to convey the message completely. To solve this problem; the auditory learning style will be used because of its essential role in developing oral skills. Auditory learning style has a very important effect in that it improves oral skills, as it develops the ability to understand, help acquire new vocabulary, perceive changes in meaning, recognize the manner of pronunciation..., Therefore, neglecting to listen in studying leads to serious harm in speaking.

1.3.3. The impact of kinesthetic learning style on the development of student oral skills

The student is oriented towards education and has the desire to obtain knowledge and vocabulary and learn many skills that enable him to acquire the language, including speaking, and for this kinesthetic learning style will be applied to help develop the skill of speaking. To stimulate the student to speak, kinesthetic aids can be used, designing games (language exercises) to develop the student's ability to pronounce sounds and distinguish correctly such as; sounds imitation game, the game of knowing the sounds, the game of signals…etc, where there is a type of students who do not realize the importance of explanation, but rather rely on their senses and not on their minds to perceive things. Therefore, the application of the kinesthetic learning style for this category will be very useful for developing oral skills.

1.4. Listening skills

Listening skills are the ability to comprehend what the speaker is saying, it is a linguistic skill that allows the listener to give the speaker their undivided attention and concentration in order to understand and analyze the message, and it is regarded as a form of language communication.

Listening is the ability to recognize and understand what others are saying. This involves understanding the speaker's accent or pronunciation, grammar and vocabulary, and mastering its meaning.

(Tsabet, 2017: p. 05)

1.5. listening competencies

Learners develop skills and methods for listening to input from a variety of sources and speakers for particular reasons in a variety of circumstances.

1.5.1. Specific competencies:

-Students can pay attention to gain, comprehend, perceive, and convey knowledge by listening intently.

-To complete several activities, learners can listen to and respond to instructions.

-Learners can use skills and techniques from the listening phase to improve their understanding of listening- to content.

("what are competencies q competencies describe the students",2021)

1.6. The teaching of Listening

Teaching students listening skills may be a bit difficult for both teachers and students, and therefore in order to teach English as a foreign language, attention must be paid to the listening skills.

1.6.1. Listening as Comprehension

Listening as comprehension is the common way of thinking about the nature of listening. Indeed in most methodology manuals listening and listening comprehension are synonymous.

From this point of view, it is assumed that the main function of listening is to facilitate the understanding of spoken speech. (Richards, 1983: p. 03)

1.6.2. Listening as Acquisition

The speech is temporary, as the listeners are good at speaking to extract the meaning from the message, then use bottom-up and top-down processing, and teaching them strategies will lead to an increase in the effectiveness of the listeners.

1.6.2.1. The bottom-up processing

The bottom-up model of language processing involves the listener paying close attention to every detail of the language input. Bottom-up refers to the stage of the aural comprehension process where the "heard" language is decoded, moving from sounds to words to grammatical relationship to lexical meaning. (Morly,2001 :p. 74)

1.6.2.2. Top-Down processing

The ability of the listener to bring prior information to bear on the job of understanding the "heard" language is known as the top-down aspect of listening. This internal resource contains a database of prior information as well as global expectations regarding language and the world. (Morly,2001 :p. 74)

1.7. Listening Strategies

Listening is shown to be successful through the strategies the learner use, as these strategies represent how the learner deals and manages it, listeners can also learn effective ways to deal with listening.

1.7.1.Cognitive strategies

Mental activities ensure that inputs are understood and stored in working memory or long-term memory for remembered later.

1.7.1.1.Comprehension process: The process of comprehension related to the processing of linguistic and non-linguistic input.

1.7.1.2.Storing and memory process: Related to storing linguistic and non-linguistic inputs in working or long-term memory.

1.7.1.3.Using and retrieval processes: Related to accessing memory, and to be ready for output.

1.7.2. Metacognitive Strategies:

Metacognitive strategies are those conscious and unconscious mental activities that direct cognitive strategies.

1.7.2.1.Assessing the Situation: Address inventory of surrounding circumstances by assessing an individual's knowledge, available internal and external resources, and position limitations before engaging in a task.

1.7.2.2.Monitoring: Determine the effectiveness of the task and engage in it.

1.7.2.3.Self-evaluating: Determine the effectiveness of the individual after engaging in inactivity.

1.7.2.4. Self-testing: Self-testing to determine the effectiveness or absence of language use. (Richards, 1983:p. 11)

Succeful listening can be looked at in terms of strategies the listener makes use of when listening. Listening has two types of strategies; cognitive strategies and metacognitive strategies. Cognitive strategies; those mental activities related to understanding and storing entries in working memory for retrieval. Metacognitive strategies; those conscious or unconscious mental activities that perform an executive function in managing cognitive strategies.

1.8. Conclusion

Some students use all learning styles to be able to develop their oral skills, some rely on one style, and this may be useful in developing oral skills, or may constitute an obstacle to developing speaking skills. During this chapter we focused on learning styles first, then how to teach listening secondly, after that, we dealt with the impact of learning styles on the development of students oral skills, which is the topic of the research, where concluded that learning styles have a significant impact on the development of oral skills.

Chapter Two:
Methodology and Data Collection

2.1.Introduction

This chapter form deals with the research methodology and tools that help us conduct and enrich this study. In this chapter, we will explain the method used in addition to the research tools as we have used one tool in this research, which is the questionnaire. The questionnaire was given to a sample of students of the English department of Dr. Moulay Taher University of saida. This is in order to collect sufficient data to achieve the specific objectives of scientific research.

2.2. Research Design

This study uses the descriptive case to collect data. This study adopts both quantitative and qualitative methods in order to collect the necessary information to answer the research questions.

The quantitative approach allows us to collect a large amount of data from first-year English students in a short period.

Qualitative because it is best suited to describe detailed data and obtain it directly from informants. Qualitative research allows researchers to obtain descriptive information about variables that are not easy to evaluate through experimental research.

2.2.1. Descriptive Research

The researcher used descriptive research in the current study in research design because it is the most appropriate and because it helps in describing the people who participated in the current study in an accurate manner, the aim of this type is to describe first-year students and separates the different learning styles and their impact on the development of oral skills.

2.2.1.1. Descriptive Research (Questionnaire)

At this level, the researcher had a conversation with the first-year students of the English language, where we gave them a questionnaire to answer the questions that help the researcher in the study.

The goal of this phase is to find out the most used style and to find out if the style chosen by students might help them to develop their oral skills, and this is the main reason that we seek to know in the current study.

2.3. Research Methods

In this study, we used only the questionnaire, and because the study depends and requires a mixed research approach, we collected quantitative and qualitative data.

2.3.1. Quantitative Research

The process of collecting and interpreting numerical data is known as quantitative research. It can be used to look for patterns and averages, make predictions, test causal linkages, and extrapolate.

 (Bhandari. 2020)

In the current study, the researcher used the quantitative method to measure and analyze the data collected from the students' questionnaire. The quantitative method helped the researcher obtain information regarding the impact of learning styles on the development of students' oral skills at Dr. Moulay Taher University in Saida.

2.3.2. Qualitative Research

 Qualitative research includes obtaining and assessing non-numerical data such as text, video, or audio to better comprehend concepts, views, or experiences. It can be used to get a deeper grasp of a topic or to generate new research ideas.

(Bhandari. 2020)

The qualitative research method is an exploratory descriptive method through which the researcher aims to find the answer to questions such as 'how' and 'why' because it focuses on developing the initial understanding of research and is not limited to statistics.

2.4. Sample Population

Before mentioning the sample population which was used in this research work, one should first explain what does it mean?

The researcher can not conduct his study on the whole community, and accordingly, the researcher tends to choose a representative sample of the community in order to focus on it in their study and then generalize the result to the research community.

The sample is a subset of the statistical community and its purpose is to obtain information related to the research community by selecting a certain number of people and generalizing.

In this present research, the questionnaire targeted first-year English students at Dr. Moulay Taher university. The questionnaire was distributed to 40 participants. The students were randomly taken from the total of first-year students, with no regard being given as to their age, gender, or social status. The age of the students we chose was between 18 and 40, we found 38 students aged between 18 and 25 and only two students between 25 and 40. The sample was mixed between males and females, where we found 29 females and 10 males, by the way; the number of females in the English language department is more than the number of boys. The main goal behind dealing with this sample is to discover whether the students were using their learning styles or not.

2.5. Research Tool

In this research, the researcher used only one type of research tool. The type used in this study is a student questionnaire in order to investigate the students' opinions and background information regarding the topic.

2.5.1. Questionnaire

A questionnaire is a method of data collection that takes a short time, not exceeding two hours. A questionnaire is one of the most widely used tools because it is a low-cost technique compared to other methods of data collection, and because it allows the researcher to collect

data from a large group of respondents, it is also a reliable technique that includes privacy and anonymity of the participants.

A questionnaire is one of the instruments utilized by the researcher. The first section of our questionnaire is about personal information such as age, gender, and so on, and its objective is to identify the characteristics of the sample population.

The second section consists of nine questions, the questions differ between closed questions where students have multiple choices and open questions where students are free to answer however they want.

2.6. Limitation of the study

In this research work, we faced many problems and obstacles, the biggest obstacle we faced was coronavirus, in addition to other obstacles, including the following:

2.6.1. Time constraints

Due to lack of time, we were only able to utilize the questionnaire as an acceptable tool for obtaining clear insights. As previously stated, the questionnaire was sent to the students of first-year English degree in Dr. Moulay Taher University.

2.6.2. Lack of trustworthiness

Utilizing a questionnaire as a data-gathering method does not always guarantee the integrity of respondents' responses. Some students may or may not take the questions seriously.

2.6.3. Pedagogical constraints

The University lacked several resources that may have exposed the usage of assistance in practice more effectively.

2.6.4. Coronavirus obstacle

The corona epidemic was the biggest obstacle we faced in this work, due to the preventive measures imposed by Algeria. We had to communicate with the supervising professor only via e-mail, and this formed a problem for us because we did not understand several things in the research. Our communication via the internet was not enough and did not give us the opportunity to explain everything we wanted. In addition; we had to conduct the questionnaire via the internet, and we found it difficult to answer because it took us a lot of time to be able to get the answers from the students.

2.7. Conclusion

This chapter is related to the basic steps of designing the current work. We have seen the tools used to collect data and presented the research methodology, which is tools for collecting qualitative and quantitative data. We also discussed the type of research; which is descriptive research, the description of the research tool; which is the questionnaire, and the description of the research sample; which is first-year LMD students of English language at Dr. Moulay Taher University in Saida.

Chapter Three: Data Analyses

3.1. Introduction

Through this chapter, we try to find out if learning styles have an impact on the development of students' oral skills or not. This chapter focuses on the data collected from the research tools, as well as the conclusion is drawn from our investigation, to explain the results of answering the questionnaire and then explaining the responses to the questionnaire.

3.2. Students' questionnaire

The researcher used the questionnaire as a tool for data collection. The questionnaire contained important questions through which; the researcher wanted to know the opinion of the students regarding the use of learning styles in developing oral skills and whether they help them in that or not. The researcher also sought through the questions to know the correct way that helps them to develop oral skills.

3.2.1. Analysis of questionnaire

The questionnaire was given to 40 first-year students in the department of English in saida state. The students' answers had a great benefit in this work because their opinion is important and is part of this research. Through the answers, the questionnaire was analyzed as follows:

 Section one: Personal information

 Question 1: Gender

The first question related to the gender of the students (males, females). It seems that the English language department includes more females than males.

 Table 1

learners gender

Options	Participants	Percentage
Male	10	74%
Female	29	26%
Total	39	100%

Figure 1

learners gender
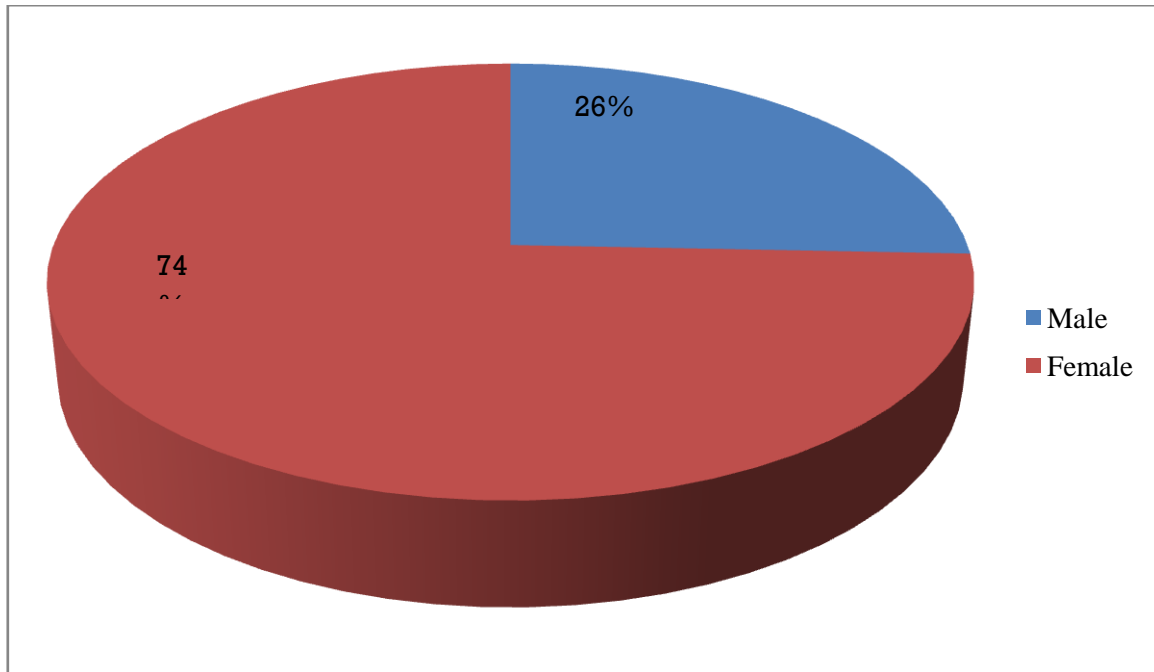
According to the result, we can see that the number of males is much lower than the number of females. The percentage scored by males was only (26%), for females the percentage scored was (74%). One participant did not answer the full question, this means that 39 participants answered it from 40 participants.

Question 2: Learners' age

The second question is related to the age of students, we have set the age from 18 to 40; this is because we know that university covers all ages, meaning it is possible to find a first-year student who has 40 years old, and this is what we will see in the analysis.

Table 2

Learners age

Option	participants	percentage
18-25	38	95%
26-40	02	5%
40 and above	00	00
Total	40	100%

Figure 2

Learners age
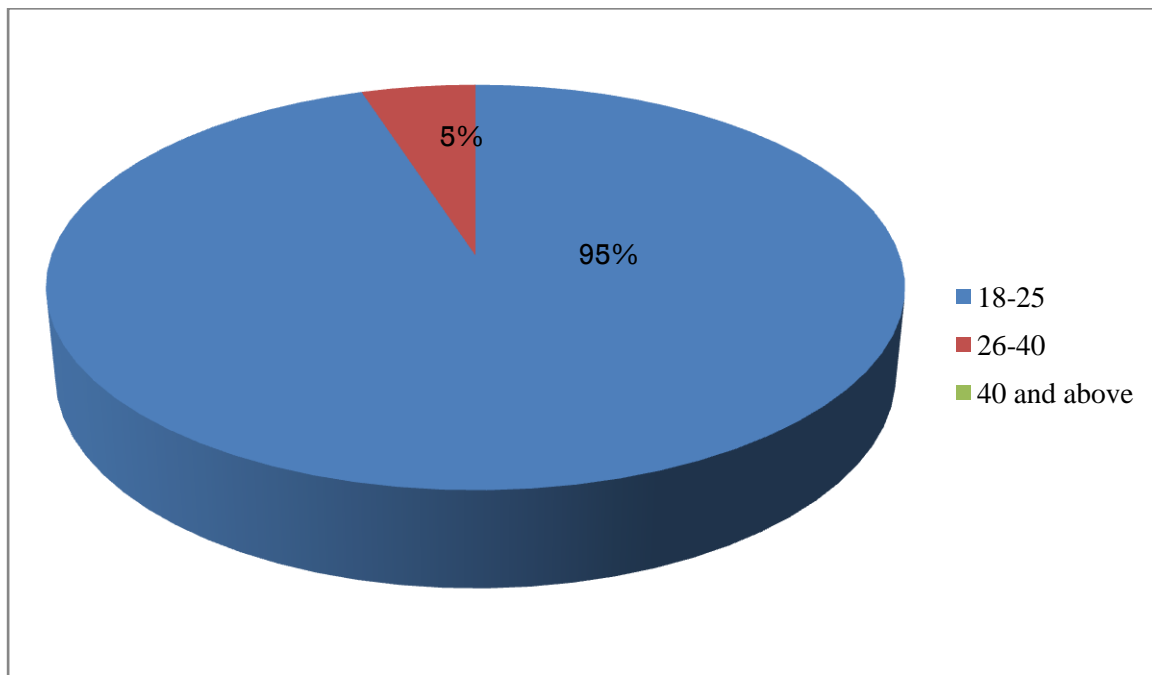
From the table and the graph; it can be seen that the range of students' age varies, with the majority of students age (95%) ranging between 18-25. Students whose age ranges between 25-40 years old scored 5%.

Section 2: learning style and ability

Question 3: do you like it?

The third question is related to what do the students prefer, either reading English books, listening to music or watching English films. The aim of this question is to find out the type of style that students have indirectly because the question contains some of the features of learning styles.

Table 3 Favorite skill

Option	Participants	Percentage
Reading English books	16	40%
Listening to music	25	62,5%
Watching English movies	27	67,5%
Total	68	100%

Figure 3 Favorite skill
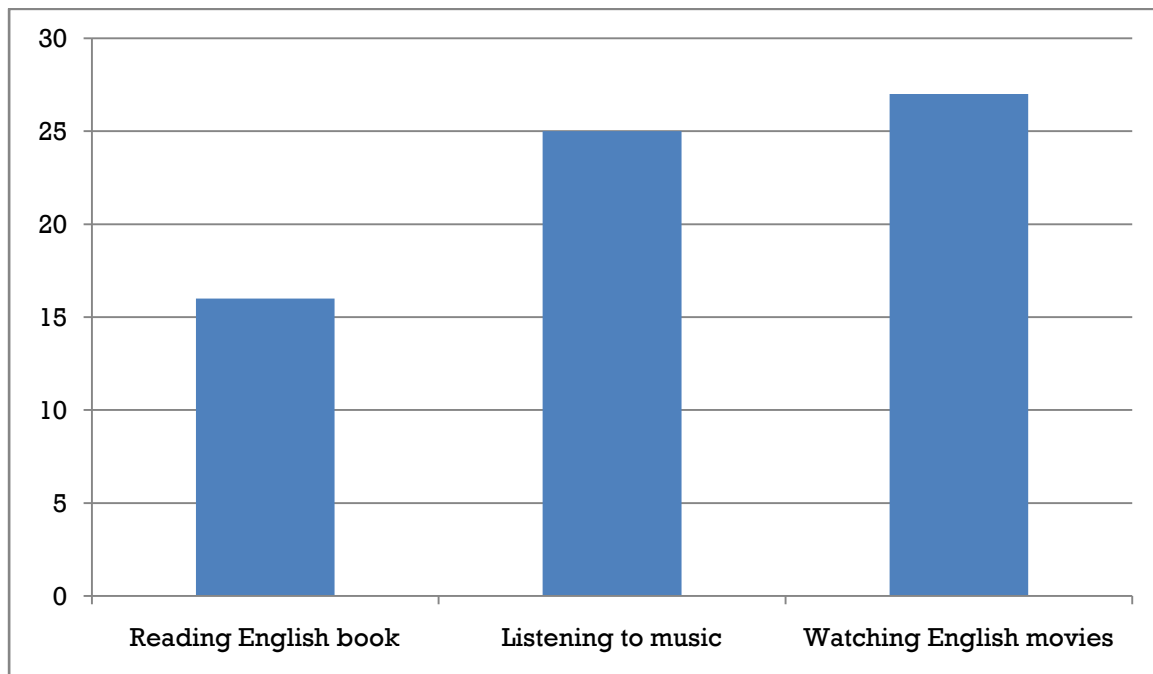
From the previous result, it is clear that English language students who prefer watching English movies, as their percentage was estimated at 67,5%. Also, the percentage of students who prefer listening to music was close to the percentage of watching English movies, as their percentage was estimated at 62,5%. The lower percentage obtained by students who read books was estimated at 40%.

 Question 4: evaluate yourself according to speaking skills

The fourth question aims to know the level of students in speaking English, and this is a very important question in our research work.

Table 4 Evaluation in terms of speaking

Option	Participants	Percentage
Excellent	29	20%
Good	08	72,5%
Bad	03	07,5%
Total	40	100%

Figure 4   Evaluation in terms of speaking
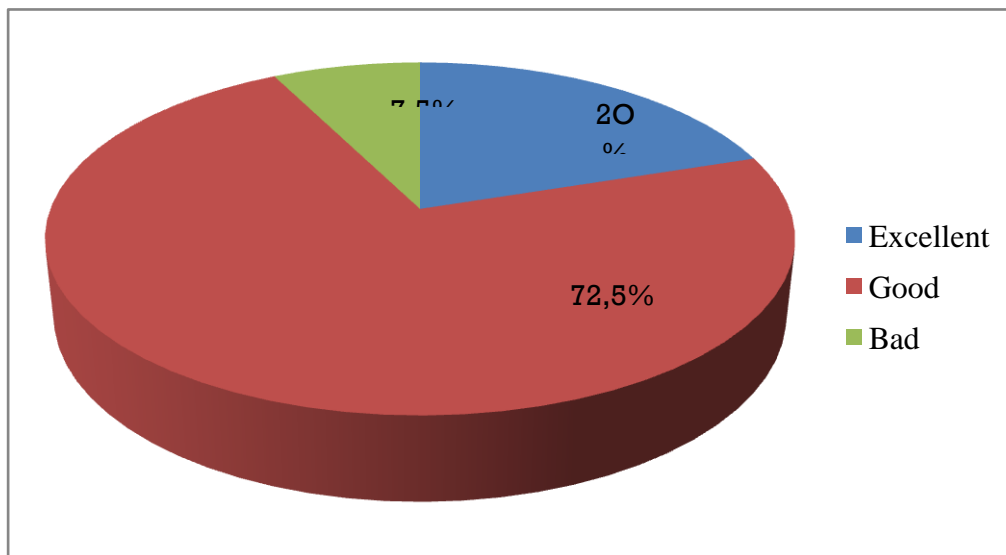
Through the figure shown above, we noticed that the majority of students can speak the English language because answer with (good), where their percentage was 72,5%, as for the students who excelled in speaking, their percentage was slightly lower, their percentage was 20%. As for those who consider themselves weak in speaking, their percentage was estimated

at 7,5%. Through this observation; we concluded that the English language department is mixed in terms of the level of speaking. It seems that there are those who study the English language and have weakness in speaking but in a small percentage.

Question 5: Evaluate yourself according to listening skills

The fifth question is related to the listening skill, and the aim is to know the level of the students in this skill and if they are interested in it or not.

Table 5 listening skill assessment

Option	Participants	Percentage
Excellent	16	41%
Good	20	51%
Bad	03	08%
Total	40	100%

Figure 5   Listening assessment
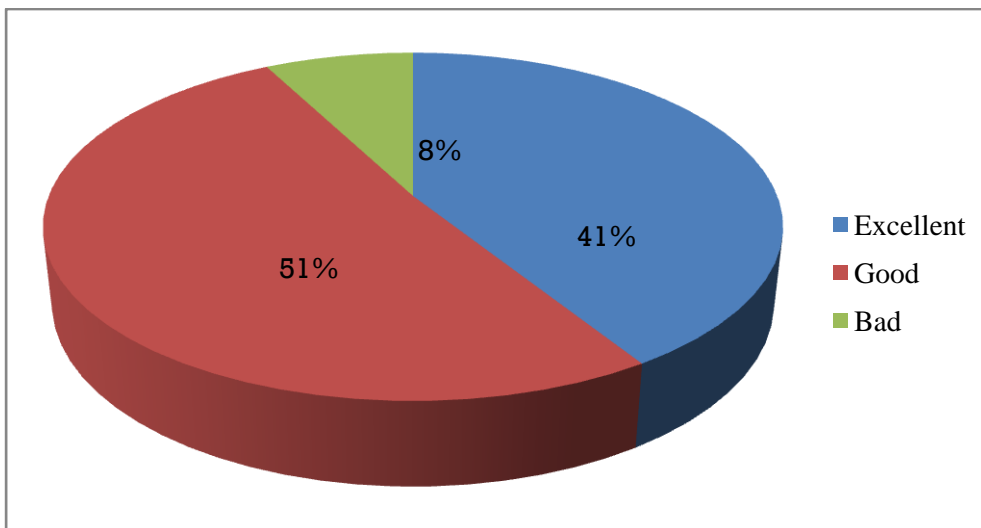
By answering the question (05), it becomes clear that first-year students are distinguished by good listening, this is good and very beneficial because listening is the basis for developing

speaking skills. The highest percentage of students who chose the second answer (good) was 51%, and for excellent students in speaking skills, they got a score of 41%, the lowest percentage obtained by students with listening impairment was 8%.

Question 6: Evaluate yourself according to reading

The sixth question is related to the reading skill, through which we aim to know the level of students in this skill.

Table 6   Evaluation in terms of reading

Option	Participants	Percentage
Excellent	23	35%
Good	14	57%
Bad	03	08%
Total	40	100%

Figure 6   Evaluation in terms of reading
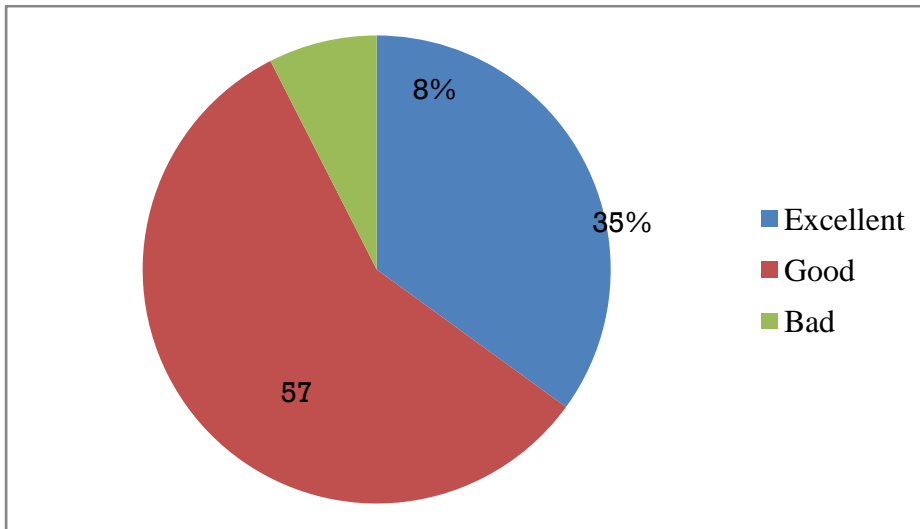
Through the previous figures, the percentage of students who were good at reading was 57%, while regarding the excellent students, their percentage was 35%, just as there were students who were good and excellent in reading; we also found a percentage of students who were not

interested in reading, as their percentage was 8% and as a conclusion, it shows us that the majority of English language students have been able to read.

Question 7: Which method do you prefer to follow while doing tasks?

The seventh question relates to the students' preferred method when doing tasks. We have assigned them three options; working individually, in pairs, or in groups. The aim of this question is to know the learning style of the students indirectly by asking a question that contains the features of some learning styles.

Table 7   The preferred and adopted method of performing tasks

Option	Participants	Percentage
Working individually	19	47,5%
In pair	12	30%
In groups	09	22,5%
Total	40	100%

**Figure 7**   The preferred and adopted method of performing tasks
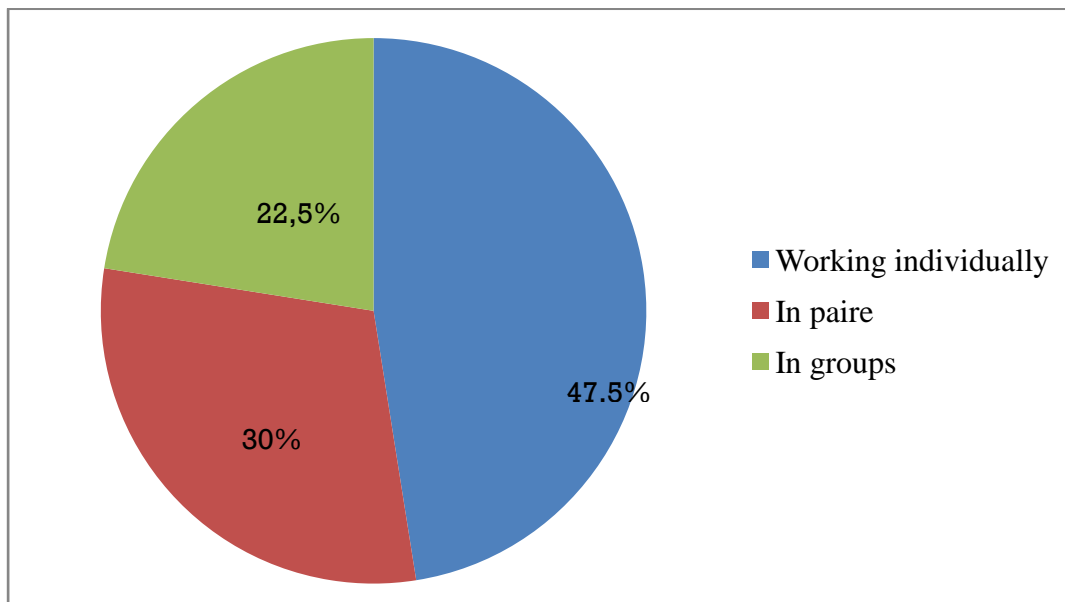
Through the previous table and results, it is clear that the majority of students prefer to work individually while doing tasks, as their percentage was 47%. For those who like to do tasks in pairs, their percentage was 30%. There are also some students who prefer to work in groups, and this is a feature of the auditory style, their percentage was 23%.

Question 08: What is your learning style?

The eighth question is related to knowing the most used styles among the three learning styles that we talked about in this work, which are; visual learning style, auditory learning style, or kinesthetic learning style among English language students.

Table 8 learning styles

| Option	Participants	Percentage
Visual learning style	27	69,2%
Auditory learning style	17	43,6%
Kinesthetic learning style	05	12,8%
Total	59	

Figure 8 learning styles
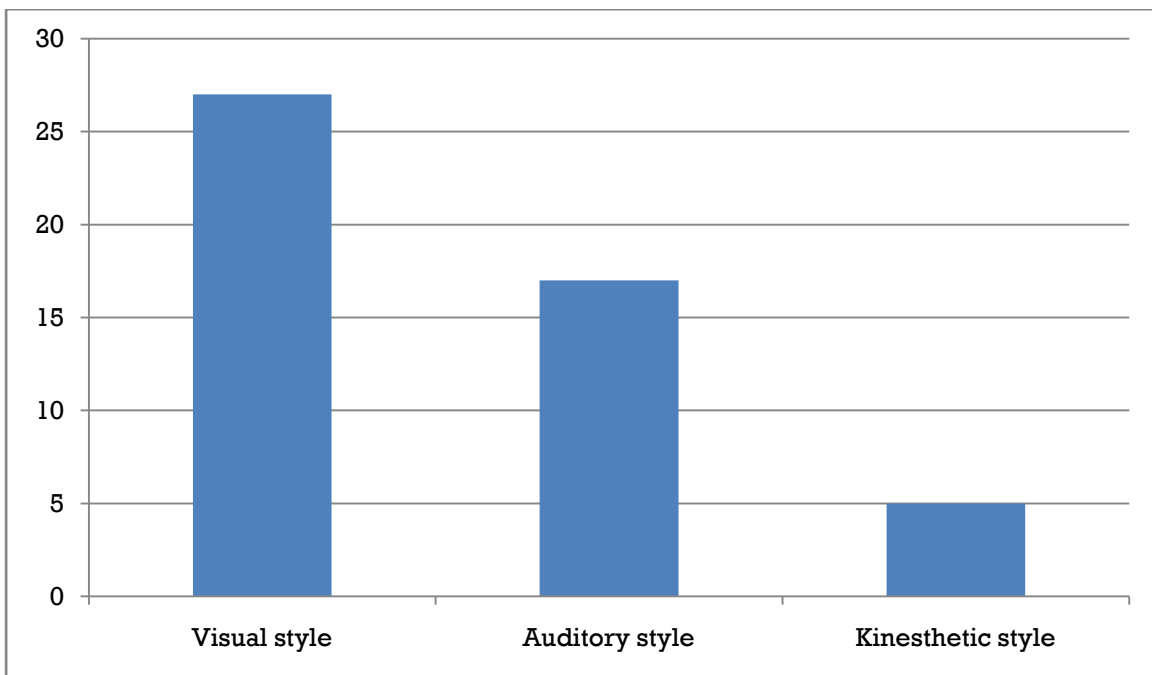
Through the table and graph, we show that the most used style among students is the visual learning style, as their percentage was 69,2%. The second style of choice was the auditory learning style; the percentage of this choice rate was 43,6%, and the style that got the least percentage in terms of selection was the kinesthetic learning style; the percentage scored was 12,8%. It seems that the majority of students have a visual style, and for this reason, we find that there are few who speak English fluently.

Question 09: Does your style help you develop your oral skills?

The objective of the ninth question is to find out if the students' styles may help them develop their oral skills or not. This is the question that we need to answer in our research work.

Table 9   learning style used to help developing oral skills

Option	Participants	Percentage
Yes	27	69%
No	05	13%
May be	07	18%
Total	39	100%

Figure 9   learning style used to help developing oral skills
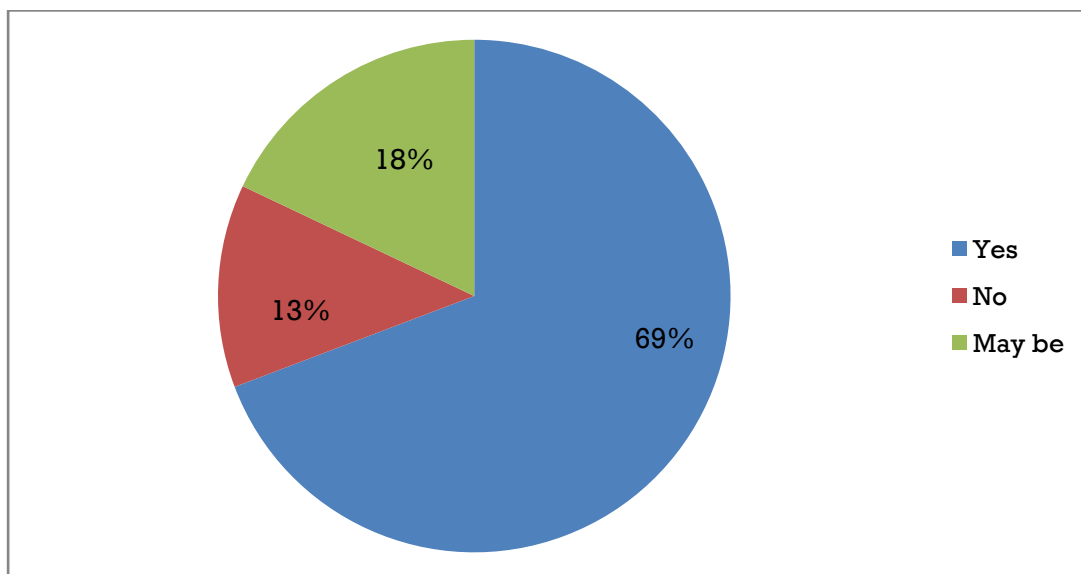
Through the table, we noticed the largest percentage 69% was for students who said that their styles help them in developing their oral skills. Some students answered (maybe), meaning that they are not sure if their styles help them or not, and their percentage was 18%. For the students who answered (no) in the sense that their styles do not help them, their percentage was 13%, it seems that these students do not speak much English. In this question, 39 participants answered it from 40 participants.

Question10: Can different learning styles help students in the development of their oral skills?; if yes, how?

The objective of the tenth question is to find out if the students depend on more than one style and how the different learning styles affect them and if they help them in developing their oral skills.

Table 10   the impact of learning styles on the development of oral skills

| Option	Participants	Percentage
Yes	36	95%
No	02	05%
Total	38	100%

Figure 10   the impact of different learning styles on the development of oral skills
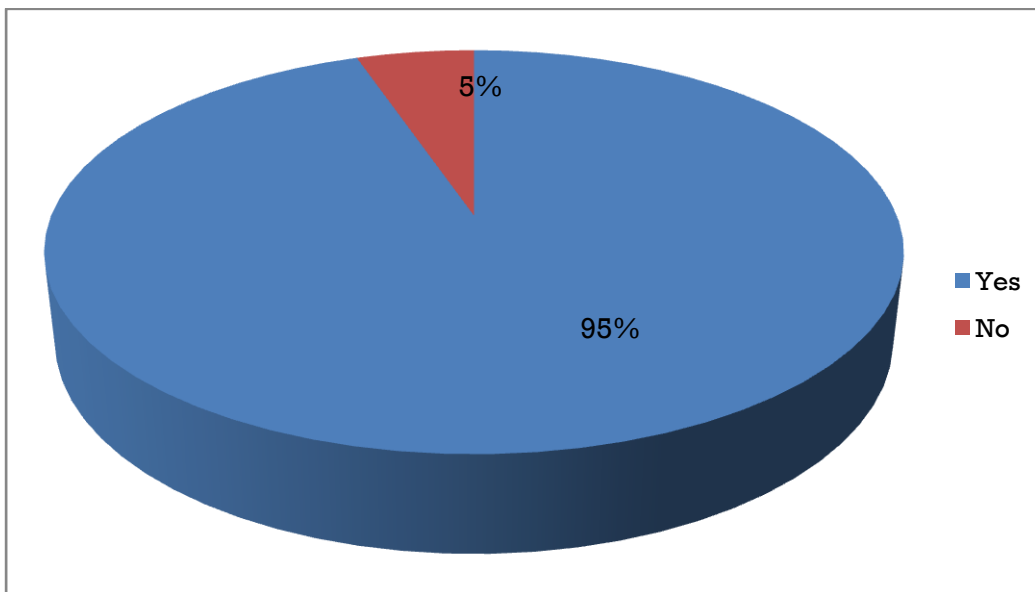
Through the previous graphic and result, we noticed that the majority of students chose the answer (yes), their percentage was 95%. We allocated space to justify the answer. If it was (yes), we found different answers. Some participants commented that different learning styles give opportunities to develop oral skills, and some commented that each style has advantages and these features help to develop speaking quickly, almost all the answers were close in meaning. Also, there was 5% of the participants denied that different learning styles developed oral skills, and their answer was (no). In this question, we got only 38 answers, which means that 38 participants answered this question, two participants left it blank.

Among the answers; we chose some of them, and they are as follows:

Yes, it gives multiple choices to enhance the chance of development.

Of course, different learning styles will boost their development concerning oral skills.

Yes, to develop the English language you need to use all learning styles.

Yes, different styles can make a great development in the field of speaking.

Question 11: In your opinion, what is the best way concerning oral skills developing

Through the answers to question 11, which includes the participants' opinion on how to develop oral skills from their point of view, the answers were very close, that the majority of the participants answered that listening helps to develop the oral skills, and there were some answers from which the participants explained that talking with others also help with reading, watching movies and listening to English music. In this question, we allocated a large space to left the participants to express their opinion with satisfaction, but out of the 40 participants, we found 37 participants who answered a question.

3.3.Discussion of results

 Our research work aims to improve students' oral skills by using learning styles. The result of the investigation shows that English language students in the English department of Dr. Moulay Taher University; are interested in using the learning styles and it improves their

speaking skills. This is maybe due to the fact that they have found that these styles ensure that they enrich and enhance oral skills, and many believe that learning styles can be a solution to many problems they face in speaking. However, the success of using these learning styles depends on the experience of teachers in guiding students on how to use and exploit these styles. The answers to the student questionnaire leave no doubt about the importance of learning styles in developing oral skills. The results of the questionnaire also revealed towards improving oral skills in learning English as a foreign language; listening is useful for the main reason that helps them both in connecting their pronunciation and knowing how to pronounce words correctly, and this will positively affect the development of students' oral skills.

3.4.Suggestion and Recommendation

English is the first language internationally that allows us to communicate on a global level because it is the most widespread language in the world for communication. Nowadays, mastering the English language is very important, as it opens the doors to many career options. Mastering the English language helps to share ideas with different people at the international level and increases knowledge, that is why we must develop our oral skills so that we can master this language.

It is clear that speaking skill is an important skill when learning the English language, but students face many problems that prevent them from being qualified to speak English. Among the problems they suffer from, we find; they're feeling ashamed of their classmates when they make mistakes, their lack of confidence due to their limited vocabulary, negative evaluation and reprimanding by teachers, and other problems. These problems make a barrier for students to speak fluently, and to overcome this phenomenon; a solution must be sought to make learners motivated to develop their speaking skills, and as a solution to this problem, learning styles must be used and applied. Based on this, we recommend the following:

For teacher

The teacher must search for a solution to make learners motivated and interested in oral skills, and therefore the teacher must alert his students from the beginning to exploit their learning styles to solve speaking problems because some students do not have any idea about learning styles, so awareness towards this topic will be a useful solution for learners. Also; during the activities provided by the teacher, it should be different so that all students have different

styles, meaning that each student has his style of study; so the diversity of these activities will be another solution, printed for the benefit of the learners, for example; the activities include visual, audio and kinesthetic tools; and it would be better for the teacher to know the style of each student so that he can deal with them on that basis. In addition, the teacher must pay attention to the listening skill; because of its great benefit in developing oral skills. The teacher should also provide them with encouragement and support for students to eliminate the problem of tension and shyness from speaking in the class.

For students

The smart student does everything he can to master the English language because he is fully aware of the value of this language because of its great benefits. Students should use everything they have to develop their oral skills. Some many ways and methods address the problems and obstacles that stand in the way of speaking fluently. Among these we have our learning styles; every student should make use of these techniques and realize how important they are in enhancing and improving oral skills, it is also necessary to listen a lot; listening is also a means of developing speaking, and speaking English should not only be restricted to studying but should be communicated outside through social media or even with friends.

3.5.Conclusion

In this chapter which is the practical part of the research, the data was collected through a learner's questionnaire, analyzed, and discussed. We conclude from the findings of this practical part that the first-year English language students at Dr. Moulay Taher University are aware of the impact of learning styles on the development of students' oral skills. The findings show that the most used style among students is the visual learning style, and the least used is the kinesthetic style. The result also showed that learning styles had a clear impact on the development of students' oral skills.

General Conclusion

General Conclusion.

General Conclusion

Oral skills are among the four most important skills in the learning and teaching process of foreign languages. Without oral skills, we will not be able to do anything, as it is the only way that makes us express and explain all feelings inside us. But oral skills were not able to take the required position, as this skill is somewhat marginalized in teaching foreign languages, in the sense that there is interest in developing it, even though it constitutes the basic basis for learning a foreign language, and for this reason, we find that its development is somewhat difficult. In order to be able to develop the students' oral skills, we conducted this work, which provides for the application of learning styles because it contains many benefits in developing oral skills. We have explained the impact and the importance of these styles in developing speaking skills.

This research work has been divided into three main chapters. The first chapter deals with a literature review; where the researcher began by explaining the learning styles and showing the three styles (visual, auditory, and kinesthetic learning style) and what distinguishes each type. Then we discussed the impact of the three styles on the development of students' oral skills. The listening skill were also highlighted, as the researcher knew it and mentioned how to teach this skill. we touched on this skill in our research because it has a great benefit in developing oral skills. Without forgetting that we have cited the views of different scholars in some of the previously mentioned elements.

The second chapter deals with the research methodology for this current research. In this work, we relied on the use of qualitative and quantitative research tools to collect and analyze data. The questionnaire was given via the internet to a group of 40 students of mixed genders (males and females) from the first year of English language at Dr. Moulay Taher University in Saida.

The third and final chapter contains data analysis and explanations. In this chapter, the researcher discussed and analyzed the result of the questionnaire, which was presented in numbers and discussed literally. The result of the questionnaire revealed that (69%) of the students their learning styles help them to develop their oral skills, also (95%) of the students confirmed that the different learning styles would enhance and improve oral skills.

General Conclusion.

 In the light of what was mentioned; oral skills are very important in communication. Most students find it difficult to improve their oral skills. A good teacher should do anything to make those students love learning English and they should try all possible means of learning styles. Moreover; it is a great way to arouse students' interest, motivate them and their confidence, communicate and have fun. These important styles should not be neglected. In the end; The process of making this work was a great experience for me as researcher.

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Appendix

Questionnaire

Dear students,

I am gathering information that is relevant to my research paper concerns the impact of learning styles on the development ofstudents' oral skills. Can you please help me carefully and honestly answering those questions below by putting an X in the correct answer?

I appreciate your help.

Section One: Personal information

1- Gender:
a- Male
b- Female

2- Age between
   a- 18 and 25
   b- 26- 40
   c- 40 and above

Section two: Learning style and ability

3- Do you like it?
   a- Reading English book
   b- Listening to music
   c- Watching English movies

4- Evaluate yourself according to speaking skills
   a- Excellent
   b- Good
   c- Bad

5- Evaluate yourself according to listening skills

    a- Excellent

    b- Good

    c- Bad

6- Evaluate yourself according to reading

a- Excellent

b- Good

c- Bad

7- Which method do you prefer to follow while doing tasks

    a- Working individually

    b- In pair

    c- In groups

8- What is your learning style?

    a- Visual learning style

    b- Auditory learning style

    c- Kinesthetic learning style

9- Does your style help you develop your oral skills?

    a- Yes

    b- No

    c- Maybe

10- Can different learning styles help the students in the development of their oral skills? if yes, how?

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11- In your opinion, what is the best way concerning oral skills?

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Thanks in advance.