Language Development and the University Students' Learning Styles: Implications for Testers and Teachers

Masoud Cheraghi
Department of Foreign Languages, Yazd University, Yazd, Iran
masoud_cheraghi@yahoo.com

This paper reports on the results of assessing EFL learners' language performance and their learning styles. The purpose of the present study is two-fold, to investigate the strategies university students use in learning English and to evaluate their language development in terms of these strategies. The Kolb's Learning Style Model and its Index of Learning Styles (K-LSI) questionnaire were used in order to classify the students' preferences based on four dimensions (Diverger, Accommodator, Converger and Assimilator). Data were collected from Iranian EFL learners at Yazd University. Eighty six undergraduates were assigned to two groups at intermediate and advanced levels of language proficiency using the second version of Quick Oxford Placement Test. Through conducting a series of ANOVAs and Chi-Square tests, a significant main effect was found for learning style, the students' proficiency level and gender. The results clearly indicated a significant relationship between students' learning strategies and their achievement scores. There was also a significant relation between learning style and gender. The findings of this study are hoped to have implications for language teachers and testers to improve the process of learning by matching the teaching style with the students' learning style for males and females.