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**A CASE STUDY OF SENIOR STUDENT OF ENGLISH DEPARTMENT AT
ALBERONI UNIVERSITY (AU)**

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1. Introduction

My main intention of selection the subject for my case study from the English department of Alberoni University is due to that fact that I have been teaching various English language courses there. I have taught Ahmad Farhad my case study subject and I have a deep understanding of his character. Thus, I have selected him purposively from the senior English class. He also showed his eagerness to be selected as the subject for the case study. Furthermore, Farhad comes from a moderate and educated family, and he was born in his province kapisa, Afghanistan. He has graduated from Mir Masjidi khan high school from Kapisa. His parents are Persian native speakers, and his mother has graduated from kapisa teacher training college. Currently, his mother is teaching in Ushturgram female high school. Farhadalso attended English coursesin our neighboring countries for two years.

Moreover, his pronunciation of the words in his speech made me to have him as my case study subject in order to conduct further studies with regards to his personality and his background education. Similarly, the purpose of this report is to provide broader information about subject of case study in more details. Farhad is a senior student at English Department of Alberoni University. He was born in Kapisa, Afghanistan, and he did not go to school for some years due to the conflict and the aggression of Taliban onto his province. So, presently he is 20 years old and he is busy with his studies at Alberoni University. Likewise, he went to Pakistan and he had been there for three and half years because of the conflicts and wars in order to do something for living alongside his family. He is living with a small family in Kohistan districtin Kapisa province with his parents and his one brother and two sisters. His brother is the eldest and went to Europe lately due to the fact that instability and lack of job opportunities forces people to leave the country and find hope elsewhere. Even though, his mother is a school teacher, and his father works as a farmer in fields. Besides, two of his sisters are students therefore the only salary that his mother gets is not adequate for living. Farhad has an electronic

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shop in the nearby market in order to be of a minimal support to his family and afford his studies expenses.

As mentioned above, he was in Pakistan for three and half years, and he had encountered many challenges. The consequence of being in a non-native country, he faced with language complications because the teachers most of the time spoke in Pashto and English, unfortunately, he was unable to understand what they spoke. Despite of the fact that, he tried his best to learn Pashto and English in order to find hope in his language problems. The area where he lived with his family there were not Persian speakers to communicate with him and this is because he faced with excessive challenges. He could not understood other people who spoke in Pashto and Urdu in Pakistan.

2. Methods

My participant is the student of English Department of Alberoni University who has encountered many problems during his learning the language time. For the gathering of the data from my case study subject, I used numerous instruments, such as questionnaire, face to face interview, and digital recordings. Hence, the data collections has been a great assistance to me in order to collect the exact data regarding my case study subject. The data collections techniques help the researchers to collect enough of data (Creswell, 1994). Different types of interview, such as semi structure interview might be a substantial help to me because I used for language learning history so, I was obliged to ask follow up questions within the interview. For more clarification. I recorded his speech in order to transcribe for deep understanding of the case study. During the interview, I noted some keywords and key points that he used in his speech. Thus, I forwarded the questions to my respondent and I explained the purposes of the questions to him accurately.

Furthermore, the first section of the questions about language learning history that was about 14 open-ended questions. The data collected in 10 minutes with follow up questions. I explained him with details the four part questions. firstly, about language history with multiple questions in order to go deep in respect with family background information and I made efforts to give him a thorough explanations of those questions that he somehow seemed confused and I provided him a thorough clarifications to him in order to answer appropriately. The language history section only discusses in terms of his education and the challenges that he faced in learning the language.

In addition, the second part of the questions is about his learning style and his personality in order to know more deeply that what kind of learning style he has. The data collected in ten

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minutes with follow up questions. I explained him with details this part. I made efforts to give him thorough explanations of those questions that he somehow seemed confused and I provided him thorough clarifications to him in order to answer appropriately. Similarly, in his oral language sample I used a recorder in order to record his speech and I asked him about learning English in Afghanistan. Finally, the last part is about his written language sample in order to know the level of his written language proficiency and his organization skill, grammar, and the vocabulary. To conclude, I have applied the abovementioned methodologies in order to better achieve the analysis of Ahmad Farhad's language learning appropriately.

3. Findings

3.1. Language Learning History

Farhad is twenty years old boy who was born in Kohistan, Kapisa in Afghanistan. He went to school in Kapisa. Then they went to Pakistan in 1380 during conflict in the era of Taliban regime. Farhad stayed in Pakistan for three and half years and continued his education there and he took English course just for three months. Farhad left the English course after three months because of some economic pressures. During three and half years, Farhad worked hard alongside his elder brother in a company for three and half years. After that three and half years, he came back to Afghanistan and started his school from grade ninth and he completed his education in Mir Masjidi High School in Kapisa province. Then he succeeded to join Alberoni University in 1393, and he is a senior student in the English department.

Farhad grew up in an educated family and lives alongside his parents and siblings in Kapisa, Afghanistan. While he was born in an educated family, but unluckily right in the middle of the war in the country his family moved from one place to another place of the neighboring provinces because of some social and economic problems in Kpisa and other nearby provinces. His parents are educated, his father completed his school education in Kapisa province. After graduation from school he had no chance to work in the governmental offices. After some years, his father started to work in the fields because farming was best of occupation for him. Although, Farhad's mother has finished her school studies in Nassaji Female High School in Kapisa and she joined teacher training college and got a degree in Persian language after two years. Then she joined school as a teacher. Now she is a teacher and she teaches Persian (Farsi) subjects in Ushergram Female High School in Kohistan, Kapisa, Afghanistan.

Farhad is Persian speaker, he also knows Pashto, Urdu and English. He started to learn Pashto in informal ways, such as to acquire from the society where he lived in Pakistan. There he tried to learn Pashto because most of the people around him were Pashto speakers and on

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that time he did not know a word in Pashto. So he faced up with lots of challenge when he needed to buy something, he could not communicate with people. As he mentioned that he used gestures when buying the goods from the shops. In Pakistan he worked in a company and those who were around taught him Pashto language. As he said that sometimes his friends mocked at him when he pronounced some Pashto words inappropriately, but he tried to learn. for the first time when he spoke in Pashto his addresseescouldn't understand him what he was talking about. He did not take any course in Pashto language, but he learned Pashto from the environment where he lived in. Similarly, he learned Urdu without any attending to courses in Pakistan. According to Farhad, there were his relatives that knew Pashto, Urdu and English well and they informally taught him how to talk with people and how to meet his needs in Pashto, Urdu, and English.

He lived with his elder brother in Pakistan and as he said that he watched too many Urdu movies and learned Urdu from Indian and Pakistanis movies. Then he decided to leave Pakistan and he returned to Afghanistan. When he was in Pakistan he acquired Pashto and Urdu languages, however, he could attend English course for few months and then left due the economic barriers.

Several reasons has great impact whether or not second language (L2) learners are able to perceive and produce the L2 accurately. Some of these factors are experiential, such as the learner's age at the time of L2 acquisition (Halliday, 1985).According to Farhad, a friend of him helped and taught him some English. For instance, in every evening they went to sightseeing together and he had an English notebook and each day he taught him some speaking through sentences and vocabularies. A word, or sentence pattern has necessarily to be met several times for getting memorized (Lightbown&Spada, 2006).In this way he was familiarized with English language. After returning to Afghanistan and took formal English class and also he learned English at school where he finished his school education.

According to Farhad, he learned English very fast in Pakistan and when he communicated with his friends they told him that in short period of time he learnt with good accent. In Afghanistan hejoined English course and continued learning English for long period of time until he graduated from one of private courses and he got a diploma from that course. Now he is learning Academic English Alberoni University. This is in line what Krashen (as cited in Lightbown and Spada, 2006) supported this stand that age affects EFL learning because early exposure to language instructions constantly resulted in better performance.

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Corbett (2003) founded that adult native Chinese and French speakers learning English in Canada may retain a slight foreign accent in order to maintain group affiliation with their native language and culture. Farhad was learning English after the appropriate age for learning language he had crossed the critical period. For this reason, he could not learn native accent as much as possible. For instance, in many cases he pronounced the words inappropriately. Learning strategies are “techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information” (Chamot, 1987, p. 71).

As a senior student he is a good speaker in English language. He speaks very clearly and fluently with small errors in grammar. Farhad is the boy who tolerated and passed very difficult situations in his life period this is because he was born in a country where the fire was on and some of his valuable life career was spent overseas. Taking refuge to a foreign country made him very strong and he faced with many difficulties. Beside of all these problems he learned English very well because when he communicated with his classmates and when I ask him questions, he answers me in a well-versed English.

Finally, Farhad is 20 years old now. His native language is Dari, and he is senior student of the English department of Al-beroni University. He speaks three languages, Persian, Pashto, and English, and he believes that learning a language is very important particular national and international languages

3.2.Learning Styles and Personality

People know better that each person has a kind of learning style and it is different from person to person. Learning styles are those ways in which people can learn through using them. Everyone has a mix learning style this is because there are some people that learn a language by writing and speaking which is called output learning style. Although, there are a large number of people who learn a language while they speak and read and so on. Herewe explain the learning style and personality of our case study subject who is currently studying English language and literature in the English Department of Alberoni University. learning styles is the manner in which individuals perceive and process information in learning situations(Brown, 2000).

In order to explain Farhad’s style and personality, I preferred to use the questionnaire which is created by myself. There are thirty questions at all three parts. For language learning history I made eighteenopen ended questions and for the learning style and personality I made tenquestions, and one question for oral language sample and one question for written language sample. Before asking questions from my subject case study, I gave him five minutes in order

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to review the questions, and get readiness for the questions. The first part of questions were open ended question. Besides, for more clarification, I asked him follow up questions during the interview.

According to questionnaire that is responded by him, I found that he has visual learning style and auditory learning style this is because the score of 21 points or more in a modality indicates a strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicate the modality which boosts the primary strength. For instance, a score of 23 in the visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. similarly his second highest score indicated that he is an auditory learner.

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's nonverbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. Visual learners learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from loudly reading in the classroom and may not have a full understanding of information that is written (Ahmadi, 2011).

Moreover these types of people will use phrases such as, tell me and will be best able to perform a new task after listening to instruction from a person. For example, Farhad was speaking and explaining the question that I gave him during the interview, and he was happy to talk about it as well as selecting the best option he got interested to in adding some other options for the questionnaire which was interesting for me. He added that there were no opportunities for him at school to improve learning because there was only speaking and lecturing and the students were like passive learners.

3.3. Oral Skills Assessment

I conducted an interview with Farhad, a student of English Department in Al-beroni University (AU) about his language learning experience particularly in oral language. This interview lasted for about thirty minutes. He explained the picture of his passed life and meanwhile I recorded his voice. The main goal here is to explain his language learning oral skills abilities and capabilities. It is focusing on three main problems about his strengths and weaknesses in grammar, pronunciation, and vocabulary. According to interview that I had with my subject I realized that his level of proficiency is intermediate because during the interview I observed him that he made mistakes in some areas.

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Farhad has used different types of grammar points in his explanation about learning English in Afghanistan. He has used several tenses such as, past simple tense, present tense, and future tense. He used the simple present tense very well. For example, I go to school. She goes to school every day. They come to the class every morning. “In private courses teachers busy with businesses” Farhad said. However, he has some problems in past tense in terms of using irregular verbs. For instance, he used the irregular verbs in many cases this is because he did not know the correct usage of regular and irregular verbs. He used most of the time that “they payed the money for learning English”. In this sentence he used payed instead of paid. And this is because he had some problems in past simple tense especially in regular and irregular verbs. Writers make two frequent errors with irregular verbs. According to Simmons (19970, learners either add an incorrect ed to the end of an irregular verb or accidentally interchange the simple past and past participle. In addition, he does not understand the difference between regular and irregular correctly. He often used edat the end of irregular verbs, but I think that he may have made mistake in this section because it was his lack of knowledge in understanding the grammatical points. In summary, Farhad has used variety of tenses especially past tense and grammatical points in his oral skills which have had some errors and mistakes especially in the irregular verbs. Therefore, my suggestion for Farhad is in order to solve his problems in incorrect use of regular and irregular verbs he should practice more on list of irregular verbs and he also should study some regular verb rules. One reason could be the influence of the first language because in his native language all the verbs change similarly. This kind of mistakes gradually rectified through regular exposure to the second language (Lightbown&Spada, 2006).

Moreover, he has some pronunciation errors and mistakes which is very essential to be considered. And this problem might be the lack of his knowledge in English phonetic, it means that he did not know about correct sounds in English language. In most cases he pronounced the words incorrect. For instance, he cannot differentiate between the word “pupil”/pju:pl/ which means student or part of the eye. He always pronounced “people” /pi:pl/ as like pupil. Also he sometimes used Ahhh or in some other cases he repeats two phrases. For example, “in this case in this case” said Farhad. Also he made mistakes in preposition as well. For instance, sometimes he used the word “form”instead of “from”. So it was his problems in pronunciation that he could not know that which one is the correct one. For example, he said that “they are form of Afghanistan” But he is a talented students in his class. Therefore, this is because of he has some problems in phonetic and phonology as a means, lack of his knowledge made him to pronounce the words incorrect. Therefore my suggestion to him is that to solve his pronunciation problems he should work on phonetic symbols in order to learn the correct

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sounds in International Phonetic Alphabet (IPA). Similarly, I suggest that he should watch native English speakers' communications.

Farhad has used variety of vocabulary words about learning English in Afghanistan. He used enough words and his sentences were meaningful in order to communicate with other people around him. For example, he used different words in different terms about learning English in Afghanistan, such as presentations, private and governmental universities, teachers' level, and students' levels. In spite of that, he also used some words about learning English in Afghanistan that were incorrect in ordering. For example, usually he used that "I have an eating". Or "Ahmad thinks Mariam may have an eating". Learning vocabulary is a complex process. The students aim to be reached in learning vocabulary process is primarily their ability to recall the word at all and to recognize it in its spoken and written form (Vojtkova, 2006). Moreover, he used some other words which are incorrect. For example, he used, "challenge" instead of "problem". The incorrect choices show that he has some information and ideas about these words, but he does not know where to use them properly. Based on his speaking, he believed that he could use words correctly and the word choice was correct for him. However, the listener may get confuse in respect to his word choice. I suggest him that in order to solve his incorrect word choices he has to memorize lot of vocabulary and for solving the problem he should check the correct usage of the words in dictionary.

In sum, Farhad is a pre-intermediate level of English student who can explain and describe very well. he used different types of tenses in his interview mostly he used from irregular verbs. He is a confident student who talks bravely. However, he has problems in pronunciation which he pronounced some words incorrectly. Similarly, he has some problems in word choice vocabulary as well as in preposition.

3.4. Written Skills Assessment

As I conducted an interview with my subject Farhad who is a pre-intermediate student of English Department at Alberoni University (AU) about his language learning experience in general and written language skills in particular. This interview lasted over five minutes. He explained short information about his family. During this interview I recorded his voice for more authentic and understandable information about his background knowledge. The main goal is to explain Farhad language learning written skills abilities. Here, I am going to explain the following three steps separately: information about his grammar, pronunciation, and vocabulary.

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Farhad has used individual writing points about his family background information. In terms of grammar, he used different tenses in his writing points about his family. Such as present perfect tense, past tense, past progressive, and simple present tense. In some cases he made mistakes in grammatical points, such as in simple past tense. For example, he used that “my father was passed away”. This sentence is incorrect so, he should use that “my father passed away”. In this sentence Farhad made mistakes in simple past tense, in fact he does not know about his errors while he writes the information about his family he made it. The tenses in English language are sometimes challenges not only for the learners of English as a foreign language, but also for the native speakers of English language themselves (Aidaroo, 2015). It is common that sometimes students made mistakes or errors while writing even teachers made mistakes or errors in grammar but it does not mean that they do not know any. In addition, Farhad also made mistakes in present progressive tense. For instance, he wrote that “my brother lives abroad now”. Instead of this sentence he should write that “my brother is living abroad now”. This sentence also clarifying that these mistakes and errors made by him unconsciously. I think that this problem is his lack of knowledge in grammar tenses. I suggest to Farhad that he should study some grammar books especially simple past tense and present progressive and for more clarification he should ask from grammar teachers for explanation of the lesson.

Furthermore, he has some other written errors and mistakes which is very crucial to be considered. This errors might be the lack of his knowledge in word choice points it means that he use in his writing instead of the word “death”used “did”. According to Lightbown and Spada (2006), using vocabulary builds communication and transferring ideas, and it is not important even if we place them in inappropriate order because the purpose of using vocabulary is to communicate. For instance, “my father was did” he said. In spite of this during interview while I asked him some oral questions he was very good at pronunciation skills. Sometimes he pronounce the words like native speakers. For example, the word “better” he pronounce like British speakers. However, I suggest him in order to solve his problems in written he should follow the rules in grammar and in word choice. Although, I suggested him that there is an audio with the text which clearly discussed about learning correct written like native speakers and some writing techniques.

Farhad used different kinds of vocabulary in his written skills about short information his family. He used quite enough vocabulary regarding to his information about his family. For example, he used different words in order to give information about his family, such as educated, abroad, encouraged, and passed away. For instance, used that I grew up there in 15 years. In addition, he explained a variety of words which were about education and life of his family in correct ordering as well. However, he faced with some problems in terms of using

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correct vocabulary. For instance, Farhad used the word ‘big’ instead of ‘older’ or my ‘big brother’ instead of ‘older brother’ he said. These incorrect choices show that he has some information and ideas about these words, but he does not know where to use them properly. A mistake can be self-corrected, but an error cannot. Gass and Selinker (1994) mentioned that errors are “systematic” likely happen regularly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not. I believe that when a student make mistakes he/she can recognize that he/she made it but in errors students do not know about their errors. I suggested him that in order to resolve the problems that he has in using vocabulary, he should read and follow the rules about correct usage of vocabulary. For instance, there is a book by the name of learn authentic vocabulary he should read that book and also he should follow the rules. Moreover, Farhad had some problems in terms of the organization of the sentences. For example, he changed the places of some words. Like after his death of my family in charge of my brother.

In sum, Farhad is a pre-intermediate student of English Department in Alberoni University (AU) about his language learning experience in general and written language skills in particular. He has the strength points in grammar, pronunciation, and vocabulary and some weakness points in those three; grammar, pronunciation, and vocabulary as well. He has used individual writing points about his family background information. He used different tenses in his writing points about his family. Such as present perfect tense, past tense, past progressive, and simple present tense. , he has some pronunciation errors and mistakes which is very crucial to be considered. This errors might be the lack of his knowledge in pronunciation points it means that he use in his pronunciation instead of the word ‘death’used ‘did’. He used quite enough vocabulary with respect to his information about his family

4. Discussion and teaching implication

Teachers should create a good atmosphere in teaching classrooms in order to teach students more effectively. A good environment is needed for students to learn the language properly. As I evaluated my subject through interview and questionnaire I found that Farhad had lots of social and psychological problems in different countries such as, Pakistan and Afghanistan. Social factors can effect on students learning language in the classroom. Psychological factors plays an important role in language learning and teaching classroom that might motivate and demotivate students for learning the language. Learning style, personality, oral and written language provide adequate information in order to examine the language learning process.

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Social factors effected Farhad learning language when he was teenager in Pakistan. Farhad's family decided to send him school to in Afghanistan when there were conflicts in the provinces. As he said most of the time he suffered from the environment where he lived with his family. This issue psychologically and socially effects negative on his learning process. As krashen hypotheses explained that if the affective filter is low than less the barrier are. In other words, the better condition the better to be conducive to learning. I motivate such student intrinsically because intrinsic motivation can effects most on students learning language. Also intrinsic motivation increased students' self-confidence. For example, participating in a sport because you find the activity enjoyable or I suggest to student to solve the word puzzle because student find the challenge fun and exciting. According to Winter & Delong (2002), that intrinsic motivation can be long-lasting self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishment. I suggest to use good compliments and reinforcements to such student, for example, when he reads the lesson a teacher should use the words such as, good and excellent.

. According to Schumann (1976), social distance keeps learning away from the environment where the target language is spoken. Farhad was faced with social interaction problems. There was no one to communicate with him in order to increase his speaking abilities in Urdu and Pashto. To motivate such type of students, I suggest to keep practicing on speaking and make conversation with other students. For example, I give him more chance in conversation and sometime, I persuade him by giving rewards. Although, sometime I suggest to use from extrinsic motivation. Because most people suggest that intrinsic motivation is best, but it is not always possible in every situation. Extrinsic motivation can be a useful tool. For example, extrinsic motivation can be used to get student to complete a work task or school assignment in which they have no internal interest. For example, for good grade, for awards or to win scholarship. According to Ryan & Deci (2000), extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. I increase his intrinsic motivation by saying good words such as good, very good, and excellent randomly.

It is shown that my participant is an auditory and visual learner. Such kind of learner learn best. Auditory learners' best learn through listening like lecture, discussion, and tapes (Gilakjani, 2011). Visual learning is a teaching and learning style in which ideas, concepts, data, and other information are associated with images and techniques (William, 2011). For

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such student, I suggest to read and listen to native speakers in order to improve his pronunciation, fluency and accuracy, and to learn the correct word choice.

In addition, he made mistakes and errors in his written language. For example, he used “ed” in most irregular and regular forms of the verb. In order to solve such kind of problem. I suggest him to study the rules of regular and irregular verbs, and I suggest him to read and practice the spelling of irregular and regular verbs. Farhad’s oral English is better than his written English. This is because he has practiced oral language more than written language. In other words, he has spent most of his time interacting in English, and he has had very less time to write. For his oral correction, I think ‘clarification request’ should be used. This is because he talks very fast, and the teacher can ask for clarification of meaning when he talks. Furthermore, I suggest that total physical response (TPR) and task-based language teaching should implement for this learner. There should be a variety of activities such as group work, pair work, and individual work for this student.

The students aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form (Vojtkova, 2006). Moreover, Farhad used some wrong words orally in his conversation which are incorrect. For example, he used, ‘challenge’ instead of ‘problem’. Based on hi speaking, he believed that he could use words correctly and the word choice was correct for him. For such kind of student I suggest him to listen for native speakers’ videos, episodes, and English movies and should listen to the English audio with its text. For example, he should play one segment for 5 minutes then he should repeat the same segment for 3-4 times. Then he should listen to the audio and see the text in the same time.

In conclusion, as I assessed my participant, I found the following factors such as, social and psychological factors that somehow effects his learning English language In terms of Farhad;s strengths and weaknesses. Regarding his strengths, I can say that he is a very hard-working student and always puts his best efforts to do all the required tasks and responsibilities both in his personal and academic life. He constantly evaluates himself in order to know what area of English he needs more improvement. In addition, he always takes the risk to give presentations, to participate in class discussions, to talk in public. He also has the habit if note-taking in the class which is a good learning habit and so on. In addition to these strengths, he has some weaknesses that need to be improved. One of his weaknesses in writing is that he puts ‘edor ‘d at the end of the verbs in which the the verb is irregular . In oral language, he sometimes breaks the rule of subject-verb agreement. He sometimes fails to use frequency adverbs in their suitable position which is after subject. In addition, in order to solve his

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problem he should practice more. These problems are developmental because he will gradually rectify the mentioned problems in his oral speech.

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