Matching Instructor Performance and Learner Preferred Learning Styles in Developing Fluency

The Case of Tertiary Level at Nyala University

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Abstract

This study aims at students' views on the use of the foreign language as a means of communication and to show the importance of learning styles preferences to be matched with teaching styles performance in authentic situations to optimize communicative interaction among Sudanese EFL learners at tertiary level the case of Nyala University - faculty of Education - Western Darfur State - Sudan. To achieve the objectives of this study, the researcher used a questionnaire in order to address the study questions and objectives. One hundred and fifty employed students participated in the questionnaire. The Study found out that the students have positive views toward the using of the language as communicative means in various functions, contexts and authentic situations inside and outside the classroom. The study hypotheses, if learning styles is handled with care through effective teaching styles, and motivation is involved in speaking, the problem of lack of communicating fluently would be reduced.

Keywords: authentic situation; preferred learning styles; teaching styles; motivation and communicating fluently.

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1. Introduction

The ways in which an individual characteristically acquires, retains and retrieves information are collectively termed individual's learning styles. Mismatches often occur between the learning styles of students in a language class and the teaching style of the instructor, with unfortunate effects in the quality of the students' learning and on their attitudes toward the subject. This study defines several dimensions of teaching and learning styles thought, to be particularly relevant to develop speaking and outlines ways in which certain learning styles are matched to address best output of speaking skills.

2. This study is set to answer the following questions

1-What are the preferred learning styles of Sudanese EFL learners?

2-To what extend do learners face lack in speaking English Language?

3. Objectives of the Study

The primary goal of the study is to shed light on learning style as a means of optimizing speaking fluently and to show the importance of matching teaching and learning styles in order to develop oral proficiency of Sudanese EFL learners at tertiary level.

4. Literature Review

Students learn in a variety of learning styles such as: seeing, hearing, memorizing, reading, taking notes, visualizing, and reasoning among many others. How do these ways impact learning in a college classroom? This basic question underlies the vast majority of learning styles research. A sizable body of empirical research suggests that students learn best when they are taught in ways that match their way of learning this fact discussed widely by the authors in [13-16-18]). Does this mean that we should adapt our teaching to fit student learning styles? This study addresses that question to achieve the development of students speaking.

5. Different Interpretations of Learning Styles

The authors in [25] argued that there are three main styles are identified and described. They are the auditory learner, the visual learner and the kinesthetic learner. Many papers and books on improving learning abilities focus on these three types of styles. Individuals are generalized and classified according to these three types of styles. The three styles are briefly discussed below.

6. Auditory Learners

Auditory learners are learners who listen and learn. They digest information by simply listening. They are able to sit through long lectures easily and walk away from the lecture with valuable and important knowledge attained. The author in [16] indicates that auditory learner is a person who remembers things best when explained in words or written, also learned best from books and lecture.

Auditory Learner Characteristics

- Like to read to self out loud, good with grammar.
- Can't keep quiet for long periods.
- Is good at explaining, enjoys music.
- Is good in study groups, reads slowly.

Learning Suggestions

- Use word association to remember facts/lines.
- Record lectures, taping notes after writing them.
- Participate in group discussions.
- Rhythm and rhyme.

Visual Learners

Visual learners are learners who learn by sight. They are able to visualize the solution to a problem. They see it in their head like a photograph and are then able to write it down. They are not able to follow verbal instruction well and works best when there is a list of things to do rather than being told what to do. The author in [16] discussed that "the visual memory records that which comes to us through the eye, or, in other words, it is the avenue which helps you to remember all that you see". This quotation indicates directly to support visual aids because 60% of the population around the world is visual, a society of media, visual aids and digital. This researcher indicates to this in chapter one, when he supports the recent study with visual literacy technique to provide students with an excellent learning style matched with teaching styles.

Visual Learner Characteristics

- Good at spelling but forgets names.
- Needs quiet study time.
- Has to think awhile before understanding lecture.
- Ask teacher to diagram things out.

Learning Suggestions

- Make out line for every thing
- Copy what's on the board.
- Diagram sentences.
- Use flashcards.
- Color code, use highlighter, and circle/underline words.

Kinesthetic Learners

Kinesthetic learners are learners who learn when their body is active. They need movement to digest information. They learn from touching and experiencing for them rather than being told a theory and made to understand it. They tend to misunderstand instructions when presented orally or visually.

The table below succinctly illustrates the categorization of the three learning styles. This tabulation was adapted from. There is a concrete difference between each type of learning style, based on the learner's interpretation of experience as well as common comments the learner would make in regards to knowledge acquisitions. Flores, define Kinesthetic learner is person who innate kinesthetic memory, which things learned through feel and manipulation with concrete instructions and techniques.

Kinesthetic Learner Characteristics

- Takes break when studding.
- Can't sit still for long is fidgety during lecture.
- Does not have good handwriting.
- Like science/lab.
- Like role-playing, loves music.

Learning Suggestion

- Study in short blocks.
- Studying with others.
- Use memory games, flash cards to memorize.

Teaching and Learning Styles in Action

According to author in [2] "as well as students have different ways "learning styles" to learn such as seeing, listening, reflecting, acting, reasoning logically and intuitively, teachers also have various methods "teaching styles" Some deliver lectures, others demonstrate, explain or discuss; some focus on conventions and others on examples; some focus on memory and others on understanding.

Students perform and respond differently to the lesson's content, and the extent to which a particular learner learn is controlled, in some way, by the matching of his/her distinctive method to learning and the professor's distinctive method to teaching. It is claimed that serious incompatibility may appear between the teaching styles of the teacher, and the learners learning styles in a classroom, which may cause a disappointment with the lesson, demotivation and underperformance. By refer to discussion above the beneficial of teaching performance is to categorize learners into groups similar to their learning preferences. The other suggestion that teachers must be use deferent methods in the same classroom lecture. This procedures make learning testable and interesting. There is a broad array of models describing learning styles. The authors in [23] defined learning style as a way each individual prefers to learn. These models have been conceptualized by using external conditions and internal traits. The author in [3] argued that the most commonly preference include the instructional and

environmental preferences in which social interaction will be developed. Of particular interest in this study are teaching Instructional styles "methods and procedures" matched with learning styles according to students' preferences. These teaching instruction lead us to the theory of Jung as cited by the author in [3] who suggested that individuals perceive the world in two ways: sensory and intuitive. The sensory approach is the way individuals use their senses to observe, collect, and learn information from their environment. Intuition refers to the way in which individuals access memory, speculate and perceive information.

7. The Matching of Teaching and Learning Styles

Most of the researchers reported that students with learning preferences that match that of the instructor tended to have higher grades. In fact, the author in [23] suggest that many students can master easy information in the "wrong" learning preference for them, but they can learn more efficiently and rapidly when they use their own learning preference. The quotation mean that students master wrong information when teaching styles not match their preferences in the same time the degree of rapidly would be different when instructors match teaching with learning styles.

Miller and others as cited in [1] reported that "students' learning styles and achievement usually improved when the learning and teaching styles match" in other ways the authors in [13-14] indicate to the same ideas that the matching of teaching and learning styles develop speaking skills. Conversely, the author in [7] assessed the effects of matching instructor and student learning style to enhance learning and found no difference between college students who received learning styles matched with teaching styles and vice versa. This result with our respect to researcher is not guide us to specific understanding, because most of the linguists till now try to answer questions related directly to teaching performance and learning preferences.

The author in [8] investigated whether congruities between students' learning styles and instructors' teaching styles related to student satisfaction and found no statistical differences in the satisfaction of students whose learning styles were congruent to their instructors' teaching styles as compared to those students whose styles were not. We observe that most of the researchers support the important of matching teaching and learning styles in this literature.

Similarly, the authors in [4] also found no practical relationship between students' learning styles and teaching style. This finding is also supported by the authors in [5] who reported no difference between students grouped by learning style preference and those randomly selected for groups for a visual assessment activity at the college level. This suggests that using a preferred learning style results in no specific gains.

Yet, instructors still believe matching teaching to learning style will lead to positive outcomes. If it lead to positive outcome the researcher in this research try to find out the problems that faces students when they speak English language through matching teaching and learning styles.

Consequently, college professors are faced with the question of how to enhance learning and retention based on learning style information of their students if the literature has found that teaching study skills to enhance their learning strategies and purposeful grouping has mixed effects.

Pedagogical research assessing the utility of style matching is imperative, as using different teaching styles may not always work. Authors in [5] suggest that once instructors know their students learning styles, they can develop approaches, methods, and sequences that are likely to make learning more active and engaging for students. Now a days more educators suggest modern teaching style to enhance student's motivation to achieve positive outcome in teaching English as second and foreign language especially in Sudan.

Author in [1] further suggest that if teaching styles meet all learning styles, the purpose of using learning styles information is to expose learners to a variety of learning activities that may or may not match with their preferred learning style, but that will help them develop adeptness necessary to handle a range of different learning requirements. To date limited research has looked at other ways of evaluating the use and effectiveness of learning styles interventions through the use of a variety of instructional activities Using the categorization of learning styles by the author in [19-20] we developed four instructional activities that focused on a particular learning style type (visual, auditory, tactile, and kinesthetic).

The focus of this study was to describe the learning outcomes of homogeneous groups of students and their interaction with four different learning style type instructional activities. Designing active learning assignments that promote the use of diverse learning styles may enhance learning, student satisfaction, and retention of information discussed by the author in [21]. For example, the author in [18] modified the traditional lecture to engage students with differing learning styles and found that it enabled students to learn by their own strengths while providing opportunity for developing related strengths in other areas.

This study extended to evaluate the use of a four active learning instructional activities that focused on diverse learning styles. Specifically, we tested if students performed better on and preferred, assignments that matched their particular learning styles. Conversely, would students perform worse on the instructional activities that did not match their learning style preference? what is the preferred leaning styles to Sudanese learners ? Through this study the researcher hope to find an answer to these questions.

8. Correlation Between Learning Preferences and Teaching Performance

The authors in [17] drawing incompatibility between learning preferences styles and teaching preferences styles is likely to result in student boredom, discouragement, poor test performance, low motivation, shattered self-esteem, and decisions to quit the course or program. The disconnect between learning styles and teaching styles occurs across all disciplines, resulting in problems of low retention and graduation rates in U.S. schools. We propose developing a positive approach for matching student-teaching styles across all subject areas, which can have a powerful impact on learner/instructor satisfaction, potentially raising completion and graduation rates.

There is little debate in the Sudan that teaching and learning practices are in dire need of change. The concepts of learning preferences and teaching preferences include information processing, instructional method, interaction, and achievement. The concept of matching learning preferences and teaching preferences can help students respond more positively to instructional methods, and inform faculty about effective teaching practices. Aligning learning style and teaching style encourages better collaboration between faculty and student and

reduces classroom management issues, allowing more time for facilitation of learning by faculty and time on task by students.

9. Identifying Challenges

One of the difficulties institutions encounter in meeting learners' needs is the appropriate linking of student learning preferences with faculty instructional philosophies. Congruence between learner preferences and teaching preferences is an essential key. In every classroom, no matter the subject and no matter the delivery format (traditional or online), students will have diverse learning styles. The author in [10] maintains that alignment of learner and teacher preferences facilitates a greater chance of achieving desired learning outcomes. Several researchers in [-1-6- 9-10-15-22] believe that the alliance of learning and teaching styles plays an important role in empowering students to maximize their educational experience, to persist, and to complete.

In a recent study, the researcher explain the importance of linking teaching and learning styles to make an excellent outcome in teaching English as a second language in Sudan in the same time in which some ideas stated that there is little evidence that teachers should change their teaching style to match students' learning styles. Yet, best practices, fuelled by anecdotal evidence, empirical research, and student/teacher reports, are clear that consideration of learning styles is important for students. It is questionable that students would react favorably to a professor facilitating a teaching strategy with which he/she felt awkward. Traditional systems of course registration do not assist the matching of student learning preferences with teaching styles. The author in [9] maintained that all individuals are oriented to a preferred method of learning, and that confronted with accomplishing a best fit of teaching/learning styles, college students should, at the very least, choose a major compatible with their learning style. Another important consideration is that many faculty may not be comfortable with changing their teaching philosophy and/or adopting certain teaching methods for the purposes of responding to student learning styles. The author in [24] states that the fact for instructors is this: the way you learn is the way you teach because we believe that what makes sense in our own brain must make sense to everyone else. Consequently, even when armed with knowledge of students' learning styles, faculty, although willing, are often not prepared to alter teaching styles and frequently fall back on that which is familiar and comfortable. The fact that learners are not always aware of their learning preferences, or how to maximize their learning based on these preferences, presents another challenge. Learning how to facilitate their own learning in a postsecondary environment is an important skill for students to acquire. A necessary step in this process is self-awareness, whereby students have opportunities to recognize and make the most of their learning preferences. While the author in [11] indicates that there are many academic and non-academic factors that impact students' abilities to persist and complete their academic goals, research indicates that of the non-academic factors, academic self-confidence and achievement appear to have the strongest relationship to retention and completion.

10. The Study Methodology

The study used a questionnaire for the purpose of data collection. The detailed of the questionnaire as follows: the students questionnaire consists of 12 statements, it was divided into three parts. The following table gives a

brief summary about the students' questionnaire:

Table 1: summary of students' questionnaire (content of four sections) Section one:

1- How do students use their physical senses:

Measure by	The Learning Styles
Items (1-2-3)	Verbal

Section Two:

2- How do students deal with response memory records that come to them through eye?

Measure by	The learning Styles
Items (4-5-6)	visuals

Section Three:

3- How do students expose their self to learning situation through listening?

Measure by	The learning Styles
Items (7-8-9)	Auditory

Section Four:

4- How do students learn and remember things best?

Measure by	The learning Styles
Items (10-11-12)	Kinesthetic

Questionnaire Sample

The sample of this study included 150 students at Nyala University, Faculty of Education, English language Department, all the students spent more than 10 years studying English language at school and university.

According to the results in tables (2& 3), a number of 150 students from Nyala University English Language Department participated in the study,40 % were male and 60% were female as showed in table(2).60% of the students are visuals 26 auditory 10% are kinesthetic and the same are verbal learners.

Validity of the Tool

The researcher deemed that the questions and the responses language to the appropriate intentionality with the

flexibility in planning them within clarity about objectives and openness to various ways of achieving the responses. The questionnaire was validated by the jury of three assistant professors specializes in English language. They based their comments on the following criteria:

1. The clarity of the items, instructions and the statements.
2. The simplicity of the items, and how they related to the subject.
3. The language used

Options are provided especially for sample, an aptitude for asking good questions and listening carefully to the advice given by the policy makers and the open dialogue shared with some of them with researcher's willingness.

Table 2: Distribution the sample according to the gender.

Gender	Frequency	Percent
Male	60	40%
Female	90	60%
Total	150	100%

Tables 3: Distribution of the students according to their learning styles.

Students' Learning Styles	Frequency	Percent
Visuals Learners	90	40%
Auditory Learners	40	26.6%
Kinesthetic Learners	10	6.6%
Verbal Learners	10	6.6%
Total	150	100%

Reliability of the questionnaire

In statistics, reliability is the consistency of a set of measurements often used to describe a questionnaire. For the reliability of the questionnaire, the study used the split- half method: A measure of consistency where the questionnaire is split in two and the score of each half of it was compared with one another. The questionnaire was distributed to [150] students. The correlation formula was used to calculate the correlation between positive and negative answers (agree, strongly agree, disagree, and strongly dis agree).

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

The analysis shows that there was strong positive correlation between the answers given to the items asked was 67% positive.

Procedures

The student's questionnaire was distributed to them in their classes, then they were given enough time to response and fill the questionnaire according to their learning styles preferences.

11. Data Analysis

The student's questionnaire covers the various aspect that assist in developing speaking through the matching of teaching and learning styles of Sudanese EFL Learners at Tertiary Level, it include 12 items divided into four parts.

Table 4: Language form must be explained through direct instructions.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
90 (60%)	29 (19%)	6(4%)	17(11%)	8(5.3%)	150(100%)

The study showed that (119) 79.3% of the students questioned are agreed that language form must be explained when there is need for it. This emphasis that the use of communicative approach is helpful for the EFL learners. Whereas there were (25) 16% of the students questioned disagree about this statement.

Variable: Student's opinions about the extent of the importance of the language functions than the language forms.

According to what was showed in table (5) it seemed that (132) 87.9 agree that the teachers must correct the grammatical errors of EFL learners in order to avoid the process of imperfect learning as well as to enhance the

students accuracy of the language usage. This finding implies the necessity of concentrating on the language rules and sentence constructions so as to use the language appropriately in difference situations and for various functions.

Table 5: The teachers must correct the grammatical errors of EFL learners to avoid imperfect learning.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
125 (83.3%)	7 (4.6%)	13(8.6%)	2(1.3%)	3(2%)	150(100%)

Variable: Student's opinions about the extent of the importance of the language functions than the language forms.

Table 6: Teachers feedback must be focused on the appropriateness of language not language form of EFL learners.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
100 (66.6%)	12 (8%)	16(10.6%)	5(3.3%)	17(11.3)	150(100%)

According to the information showed in table (6) more than two thirds (112) 74.6% agreed that the feedback of the teachers must be focused on the appropriateness of the language rather than the language form. While (16) 10.6% of the students were not sure and (22) 14.6% of the students questioned were disagreeing, so this indicates that the importance of the language functions.

Variable: Student's opinions about the extent of the importance of the language functions than the language forms.

Table 7: The focus of the class must be in students' learning preferences.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
130 (86.6%)	14 (9.3%)	2(1.3%)	1(.66%)	4(4.6%)	150(100%)

Concerning the focus of the class must be in situational language most of the respondents (144) 95.9% agreed with the statement which indicates that the teachers must prepared the suitable materials to be learned that reflects the various form of the language that suits the learners and satisfy their desires in acquiring the language by using the language appropriately in difference situations. With the respect to the students' opinions about their extends of the importance of the language functions rather than the language forms, so the students views about the language forms must be explained when there is necessity for this explaining, the results showed that (119)73.3% agreed with this statement, and this indicates that the students prefer the communicative classroom rather than traditional classroom, which focused on reading and writing and ignored listening and speaking, also the survey showed that 125 (83.3% from the sample agreed that the teachers must correct the grammatical errors of the learners while they were using the language in order the imperfect learning of the language. Moreover two thirds of the students agreed that the teachers must focus on the appropriateness of the language not the language form, as well as the use of situational language method instead of using Grammar Translation approach. In addition to most of the students (130) 86.6% agrred that the focus of the classroom must be in situational language in which the learners need the creativity of the teachers for preparing the suitable items to be taught in the classroom that represent different situations of the language usage and this will be release by using communicative approach because We need to 'get real' about interaction and one way to do that is to promote integrated skills approaches such as whole language, cooperative learning, task-based learning, content-based learning or multiple intelligences. However, these kinds of language awareness building activities are supplementary to the real work of interaction in the classroom. We need to "get real" about interaction and one way to do that is to promote integrated skills approaches such as whole language, cooperative learning, task-based learning, content-based learning or multiple intelligences The author in [17] introduced the advantage of integrated skills approaches in eightfold:

1-It exposes English language learners to authentic language;

2-It challenges them to interact naturally in the language;

3-Learners rapidly recognize the richness of the English language.

4-Learners see that English is not just an object of academic interest nor merely a key to passing an examination.

5-English becomes a real means of interaction and sharing among people.

6-It allows teachers to track students' progress in multiple skills at the same time.

7-It promotes learning of real content, not just the dissection of language forms.

8-It can be highly motivating to students.

Variable: Students' attitudes towards the necessity of using context and authentic language.

Table 8: Students must be given opportunity for interaction and discussion.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
118 (78.6%)	22 (14.6%)	7(4.6%)	1(.6%)	2(1.3%)	150(100%)

The above table illustrates that 140 (93.3%) of the students agreed that the students must give opportunities for interaction and discussion with the teachers or with the students themselves during the lesson inside the classroom in order to improve their abilities to use the language in oral situation. Variable: Students' attitudes towards the necessity of using context and authentic language.

Table 9: Students must be encouraged to use the language outside the classroom.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
124 (82.6%)	13 (8.6%)	11(7.3%)	(5.3%)	Nil	150(100%)

More than four fifths of the students agreed that the teachers must encourage the learners for using the language outside the classroom and this can be done through interactions or activities of using the language outside the classroom.

Variable: Students' attitudes towards the necessity of using context and authentic language.

In the same respect, that 123(82%) of the students questioned agreed that performing activities outside the classroom will enhance the ability for EFL learners, and this represents in watching original films of the native speakers to show the real uses of the language in various contexts and authentic situations.

Variable: Students' attitudes towards the necessity of using context and authentic language.

146(97.3%) of the students prefer reading original English materials that help them to across English language culture and this can be done by reading English literature in difference stages of educations such as reading short stories and short novels as well as plays of English authors and play Wright.

Concerning overall attitudes of the students towards the using of the context and authentic language, we note that 140 (93.3%) of the students agreed that they must be motivated for using the language and interacting with the teachers and with their colleagues inside the classroom. Moreover 137(91.2%)of the questioned students

were agreed to be encouraged to use the language outside the classroom, in addition to 123(82%) of the students agreed with the process of watching films and videos are useful for EFL learners while(13.2%) were disagree with this statement . Furthermore146 (97.3%) of the questioned students were agreed that reading original materials are helpful for them, so the using of context and authentic language will promote the students' fluency which included with ability to:

1. fill time with talk [to talk without awkward pauses for a relatively long time]

2. talk in coherent, reasoned, and "semantically.

3. have appropriate things to say in a wide range of contexts

4. be creative and imaginative in using the language

Variable: Improve EFL student's fluency through the communicative activities.

Table 10: Watching original films and videos are useful for EFL learners.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
120 (80%)	3 (2%)	7(4.6%)	7(4.6%)	13 (8.6)	150(100%)

Table 11: Reading original English materials are helpful for EFL learners.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
140 (93.3%)	6 (4%)	2(1.3%)	Nil	2(1.3%)	150(100%)

Table 12: dialogue in English class must improve EFL learner's ability to use the language appropriately.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
125 (83.3%)	9 (6%)	6(4%)	6 (4%)	4(2.6%)	150(100%)

The above table illustrates that 134(89.3%) of the survey sample agreed with the tasks used in the classroom must improve EFL learners abilities to use the language appropriately and this indicates the importance of the activities such as: dialogues pairs and group works as well as conversations besides to discussions between the learners and the teachers or between the learners themselves which allow the students to use the language in school day.

Variable: Improve EFL student's fluency through the communicative activities.

Table 13: most of Sudanese EFL learner's lack speech act teaching styles.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
120 (80%)	11 (7.3%)	4(2%)	5 (3.3%)	10 (6.6)	150(100%)

More than four fifths 131(87.3%) of the questioned students agreed that most of Sudanese EFL learners lack speech act strategies, while 4 (2%) were not sure, and 15(9.9%) disagreed with the statement, so this indicates that most of Sudanese EFL learners do not aware about the strategies of speech act which include: how to request, how to order, how to condole, how to apologize, how to refuse and even how to thanks how to invite and how to Promise politely.

Variable: Improve EFL student's fluency through the communicative activities.

Table 14: communicative activities are very useful for EFL learners.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
127 (84.6%)	5 (3.3%)	8(5.3%)	7 (4.6%)	4 (2%)	150(100%)

133(87.9%) of the students agreed that the communicative activities are very useful for the EFL learners, while 11(6.6%) were disagree that the communicative activities are useful, thus this indicates the practical of the language by the learners will help them to be fluent persons and teachers must motivate the learners to perform this activities.

Variable: Improve EFL student's fluency through the communicative activities.

Table 15: The teachers must teach the learners how to communicate with people.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
100 (66.6%)	11 (11.3%)	14(9.3%)	20 (11%)	5 (3.3%)	150(100%)

Based on the information of the above table 111(77.9%) of the questioned students agreed that the teachers must teach the learners how to communicate with people using the target language, so this can be done through several activities, while 14(9.3%) were not sure, 25(14.3%) were disagree and this shows that the necessity of communicate class room.

Regarding overall students attitudes about Improve EFL student's fluency through the communicative activities, the researcher notes that 134(89.3%) of the survey sample agreed with the tasks used in the classroom must improve EFL learners abilities to use the language appropriately and this indicates in addition to 131(87.3%) of the questioned students agreed that most of Sudanese EFL learners lack speech act teaching styles preferences, while 4 (2%) were not sure, and 15(9.9%) disagreed with the statement, furthermore133(87.9%) of the students agreed that the communicative activities are very useful for the EFL learners, while 11(6.6%) were disagree that the communicative activities are useful, and 111(77.9%) of the questioned students agreed that the teachers must teach the learners how to communicate with people using the target language, so this can be done through several activities, while 14(9.3%) were not sure, 25(14.3%) were disagree and this shows that the necessity of communicate class room. So that all these results indicate that Improve EFL student's fluency through the communicative activities will be performed through many ways in which the teachers will play an essential role for performing it, also communicative techniques can develop productive, receptive and interactive skills in students that are necessary for effective communication. Activities with listening and reading, aim at developing in students skills of receiving information. Activities with speaking and writing develop in students skills of producing information as well as communicative techniques aim to develop students' communicative competence. To communicate effectively, the students are involved in different kinds of activities that require practicing various skills to understand their peers and make themselves understood by others.

Result

Matching teacher and learner styles and linking instructor performance and learner preferences:

(1) Empower more effective learning specially in the oral proficiency.

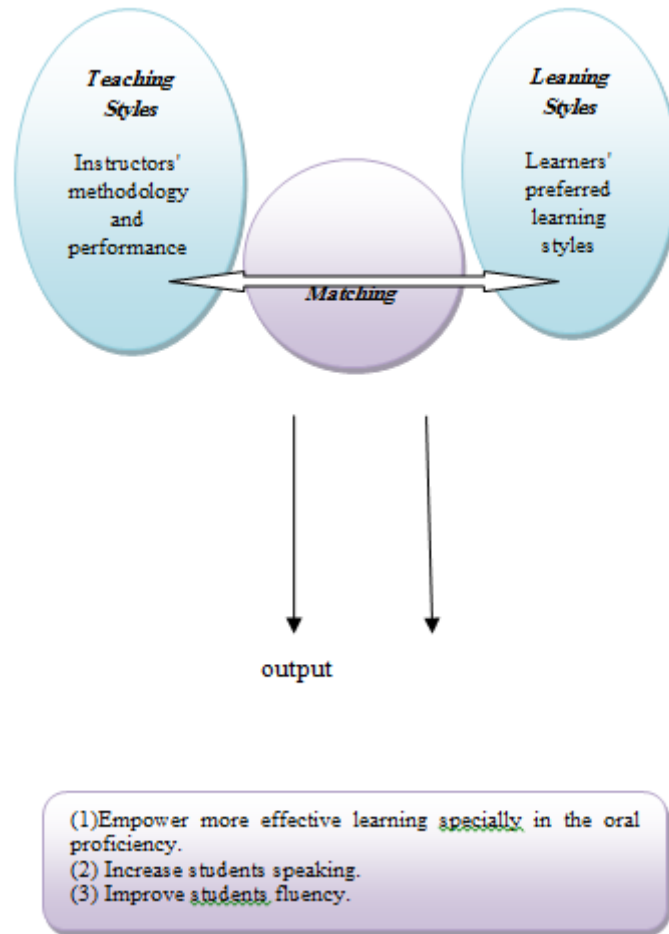(2) Increase students speaking.

(3) Improve students fluency.

Figure 1: The figure shown the recursive relationship between teaching and learning styles

12. Conclusion

Our results suggest that Instructors need not feel pressured to match teaching styles to learning styles but may enhance learning by using diverse styles. Instead our results suggest that designing instructional activities that allow learners of every learning style to engage in active learning sometime during the semester (4 instructional activities) can have positive effects on learning outcomes and satisfaction. Having different activities that focus on different learning styles did not significantly affect learning or efficiency in learning the material of any specific group. However, the results support previous findings. In the same time authors in [21] suggest that designing active learning assignments that promote the use of diverse learning styles may enhance learning, student satisfaction, and retention of information. Although there were no significant differences in grades by learning style preference or instructional activity, all students received high grades in the course.

Students with different learning styles clearly preferred activities that matched their learning styles but the match did not influence how they performed on the assignments. Students identified activities that matched their primary learning modality as the easiest. This findings further support the ideas of author in [17] who suggested that modifying the traditional lecture to engage students with differing learning styles in different instructional

activities enabled students to learn by their own strengths while providing opportunity for developing related strengths in other areas.

Our results do not imply that using different teaching styles is unimportant, but instead suggest that revising your teaching style is not necessary. Designing curriculum that incorporates active instructional activities during the semester can increase educational outcomes and satisfaction for all students.

This study provides preliminary information to set the stage for more extensive investigations of this nature. Future studies should evaluate the use of the four instructional activities in a variety of teaching styles and in a variety of disciplines to evaluate active learning and satisfaction. There are a number of limitations to this study that may account for the lack of a relationship between grades and groups. We acknowledge that we had a small number of students and very unequal group sizes that lowered the power of the planned contrasts. Furthermore, some of the assignments had aspects (e.g. writing as part of the tactile assignment) of other learning modalities making it difficult to analyze whether the students responded to the questions appropriately. This confounding of learning styles is perhaps the biggest problem in designing studies of this nature. Nonetheless, student ratings of satisfaction with the assignments and previous research recommend that instructors continue to incorporate assignments that meet diverse learning styles in order to create active learning in the classroom. This should result in higher student satisfaction and less passive learning from students in large lecture-style classrooms.

13. Recommendations

In the light of the results of this study, the researcher would like to make the following recommendations to improve the Sudanese English spoken language.

1. English spoken language must be taught through using good teaching materials, techniques, tools and equipment such as language laboratory, video and CDs.
2. Teachers should try to create a positive atmosphere to reduce the classroom interaction.
3. They should help to minimize their students' preferred learning styles.
4. They should try to use different teaching styles inside the classroom to avoid boring lessons that not matched students styles.
5. They should inform their students according to their learning styles to improve speaking fluently.
6. We need to fulfill the lack of the target language environment with modern textbooks.
7. There should be presentations as well as English societies for students to practice speaking.
8. Teachers must give the student opportunity to make real conversation inside the classroom.
9. There should be English language cafes for students to practice real conversations in a relaxed atmosphere.
10. The teacher talking time should be far less than the students talking time to avoid lecturing.

All the above mentioned recommendations have emphasized the importance of matching instructor performance and leaner preferred learning styles in developing fluency.

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