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(IJEPC)**www.ijepec.com**THE MEDIATING EFFECTS OF ESL STUDENTS' LEARNING
STYLES IN THE RELATIONSHIP BETWEEN LECTURERS'
MOTIVATIONAL STRATEGIES AND STUDENTS' SPEAKING
ANXIETY AMONG VOCATIONAL COLLEGES STUDENTS IN
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DOI: 10.35631/IJEPC.955018**This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)****Abstract:**

The investigation sought to explore the mediating role of Students' Learning Styles (SLS) in the relationship between Lecturers' Motivational Strategies (LMS) and Students' Speaking Anxiety (SSA). A quantitative approach was utilized in the research through the distribution of self-administered questionnaires via a survey method to gather data from participants. A sample of 274 students from six Vocational Colleges in Sarawak for the academic year of 2021/2022 was selected using a simple random sampling technique. The research instruments included Lecturers' Motivational Strategies derived from Dornyei and Cheng's (2007) Taiwanese research, Grasha-Riechman's (1996) Students' Learning Styles, and Students' Speaking Anxiety adapted from Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). Data analysis was conducted using IBM-SPSS version 25.0 and IBM-SPSS-AMOS version 24.0 on the information collected from the field study to test the mediating effects of SLS. The results revealed that SLS mediated the relationship between LMS and SSA. Through the findings of this study, it had implied that by relying on motivational teaching strategies to address students' speaking anxiety in ESL classrooms might not be sufficient without taking into account their different learning styles. The implications of the research proposed that English lecturers in Vocational Colleges in Malaysia need to also recognize the diverse learning styles of students while undertaking the MPU 2222 English for Communication course in English as a Second Language (ESL) classrooms. The contemporary era has witnessed a transition in educational practices from the traditional teacher-centered approach to more student-centered methodologies, underscoring the importance of innovative

teaching techniques that cater to the diverse needs of learners. Consequently, a profound comprehension of students' learning styles is imperative for educators, particularly language educators, in order to aptly select suitable teaching approaches.

Keywords:

English as a Second Language, Lecturers' Motivational Strategies, Students' Learning Styles, Students' Speaking Anxiety, Mediating Effects

Introduction

Focus on learning has shifted from conventional teacher-centered to student-centered. Hence, teaching methods used to support and encourage learners must be given due attention (Abouzeid et al., 2021). Efforts have been made in educational settings to identify the influential factors in learning such as individual differences to implement necessary measures for improvement. Very often, learners' distinct preferences in learning, referred to as learning styles contribute to disparities among learners, which in turn, might affect their educational performance (Baneshi et al., 2014). Therefore learning style preference is a major internal factor affecting learning outcomes (Sarabi-Asiabar et al., 2015). The learning style is the unique physiological method by which individuals perceive, process, approach, evaluate, and retain information (Nasir et al., 2021). Thus, recognizing students' learning styles has become pivotal in education to enhance performance, increase engagement, reduce learning duration, and improve the outcomes. In these regards teachers who assume all students have same cognitive abilities and learning styles are likely to err when choosing the most suitable teaching method for their lectures. Therefore, identifying each learner's specific learning style could help teachers to develop teaching approaches that better match their students' individual preferences (Kashoob et al., 2022). This alignment, in turn, could enhance students' communicative skills and make their learning experiences more enjoyable and effective (Carranza-Marchena, 2019; Mauludin, 2021; Al-Kha'zaleh & Mohammed, 2020). Conversely, mismatches between teaching strategies and students' learning styles may hinder their speaking proficiency (Zarmida, 2023). Hence, it is crucial to emphasize the importance of teachers accommodating diverse learning styles to prevent students from experiencing low achievement and negative attitudes toward both the subject matter and the teacher (Yotta, 2023). Essentially, just as learners vary in their approaches, so too must teachers diversify their teaching methods. Effective teaching necessitates flexibility, creativity, and accountability to meet the individual needs of each learner (Tulbure, 2012).

While the research has explored the vital role played by Students' Learning Styles in students' academic achievement, a gap exists in understanding the dynamic role played by this factor in mediating the relationship between Lecturers' Motivational Strategies and Students' Speaking Anxiety within the specific context of Vocational Colleges in Sarawak. Hence, this study aims to address this gap by examining the mediating role played by Vocational Colleges students' different learning styles in English as a Second Language (ESL) classrooms and doing so it could provide valuable insights for English lecturers at Vocational Colleges in Sarawak, by emphasizing the importance of recognizing students' various learning styles in influencing their engagement in communicative activities during the MPU 2222 English for Communication course. Merely relying on motivational teaching strategies to alleviate

students' speaking anxiety in ESL classrooms might not suffice without considering their diverse learning styles.

Literature Review

Learning Styles: An Overview

Learning, considered a crucial and prevalent pursuit, has consistently been a primary focus of educators with an interest in comprehending the process of individual learning. According to Cassidy (2004), the performance and learning outcomes of individuals are attributed to their approach towards learning situations. Recent decades have seen a surge in research concerning students' learning preferences, resulting in various proposed definitions and classifications of learning styles. Keefe (1991) defines learning styles as a blend of psychological, cognitive, and affective factors that impact how learners perceive, engage with, and react to the learning environment. James & Gardner (1995) view learning styles as individuals' reactions to different educational settings. Learning styles are defined in a variety of ways, including: unique behaviours that serve as indicator of how a person learns from and adapts to his or her surroundings, as well as providing hints as to how a person's mind processes (Gregorc, 1979) ; an individual's preferred approach to organizing and presenting information (Riding & Rayner, 1998) and a reflection of concern with the cognitive style in a learning situation (Riding & Cheema, 1991). The consensus here is that there exists a multitude of learning styles.

Due to the great attention towards learning styles, several models and scales have been put forward to ascertain the manner in which a student acquires knowledge. Some of the prominent models are discussed below:

Table 1: Models related to Learning Styles

Models	Contents
Kolb Experiential Model (1984)	A four-state hypothetical learning cycle: concrete experience which favours experiential learning; abstract conceptualisation where there is a preference for conceptual and analytical thinking in order to achieve understanding; active experimentation involving active trial-and-error learning; and reflective observation where extensive consideration is given to the task and potential solutions before there is any attempt at action
Dunn & Dunn Learning Styles Inventory (1978)	The model is represented through five stimuli, which are environmental, emotional, sociological, physiological and psychological
VARK Learning Style Model (1987)	VARK learning style model classifies the students to four different modes. The modes based on different senses, namely visual, aural, reading, and kinaesthetic (Othman & Amiruddin, 2010)
Riechmann & Grasha's Style of Learning Interaction Model (1974)	Focus on learner preferences but introduces social and affective dimensions to the measurement of style. The three dimensions described by the model are: avoidant-participant; competitive-collaborative and dependent-independent. The model incorporates the belief that style

is, to some degree, fluid, and will alter according to the learning situations

Despite the different models of learning style, the present study used Grasha-Riechman learning style model as the study is interested to investigate how the students interact with their teachers, peers and the course content itself (Grasha, 1996) in English as a Second Language (ESL) classrooms, as being emphasized in the syllabus of MPU 2222 English for Communication course (*Syllabus, English For Communication Course*, 2021)

Grasha-Riechmann Students' Learning Style Scale

The concept pertaining to Grasha-Riechmann Students' Learning Style Scale (GRLSS) was introduced in previous research by Grasha, highlighting the necessity of addressing students' learning needs to improve teaching and learning processes. In collaboration with Sheryl Hruska-Riechmann, the Grasha-Riechmann Student Learning Style Scales were formulated to identify and classify such preferences (Hruska-Riechmann & Grasha, 1982; Grasha, 1990). This assessment tool delineates various learner styles including Competitive (engaging in competition with peers), Collaborative (valuing collaborative learning), Avoidant (showing disinterest or feeling overwhelmed in class), Participant (actively participating in class activities), Dependent (relying on structure and support), and Independent (preferring autonomous learning). Similar to teaching styles, learning styles are viewed as a unique combination or profile inherent in each student. Certain students may exhibit a stronger inclination towards one style over others, with dominant qualities being more observable in class. Therefore, in order to optimize teaching and learning processes, educators need to cater to the specific needs of students as learners (Grasha, 1995). Notably, Grasha and Riechmann (1996) stand out for their holistic approach towards learning styles, encompassing not only cognitive aspects but also social interactions. They define learning styles as the various roles students undertake in their interactions with peers, instructors, and course materials (Grasha, 1996). Their model is based on students' reactions to classroom activities, emphasizing the social and emotional dimensions of learning styles such as attitudes towards learning and interactions with teachers and classmates. This perspective underscores the significance of communicative and interactive elements of learning styles within the classroom setting (Baneshi et al., 2014).

Past studies

Dörnyei (2001: 28) defines motivation strategies as techniques designed to encourage goal-related behaviour, suggesting that nearly any influence a person encounters can impact their behaviour. One crucial factor in motivating L2 learners is the role of teachers (Dörnyei, 1994; Tanaka, 2005). It is widely acknowledged that teachers significantly influence their students' motivation to learn (Richards, 2003; Sawyer, 2007). Research by Cents-boonstra et al. (2021), Faqih (2023), Al-Munawwarah (2018), Usman & Anam (2023), Andres (2022), Han (2024), Ahmad et al. (2018), Al-Obaydi (2020), Hayati et al. (2021), Ezech et al. (2021), Öztürk (2019), and Boonma & Swatevacharkul (2020) supported the idea that when teachers implemented motivating strategies such as Appropriate Teachers' Behavior, L2-related values, Promoting Learner Autonomy, Recognizing Students' Effort, Creating a Pleasant Classroom Climate, and Designing Stimulating Learning Tasks, these approaches could positively influence students' learning experiences in English as a Foreign Language (EFL) classrooms, regardless of their learning styles. The findings from these studies indicated that various motivational strategies could have systematic and lasting positive effects on students' L2 learning, including increased

class participation, enthusiasm for learning the language (Cents-boonstra et al., 2021; Faqihi, 2023; Al-Munawwarah, 2018; Usman & Anam, 2023; Andres, 2022; Ahmad et al., 2018; Al-Obaydi, 2020; Hayati et al., 2021; Ezeh, 2021), and the promotion of independent learning styles (Öztürk, 2019; Boonma & Swatevacharkul, 2020; Han, 2024). Nevertheless, previous research findings (Samad et al., 2021; Nepali, 2023; Fatimah et al., 2019; Amoah & Yaboah, 2021; Zarrinabadi et al., 2021; Benaskeur & Lebcir, 2023; Gistituati & Refnaldi, 2019; Maulidur et al., 2019; Minh & Ngoc, 2023; Wael et al., 2023) had also demonstrated that by employing different motivational strategies, it could ameliorate the students' speaking anxiety problems in EFL classrooms, encouraging them to express themselves freely without minding their mistakes during the oral communicative activities (Samad et al., 2021; Nepali, 2023), attributing their students' failure in the speaking tasks to the effort that they put in rather than their ability (Zarrinabadi et al., 2021; Benaskeur & Lebcir, 2023).

In addition to motivating teaching strategies, there is another crucial factor that could significantly impact how students engage in speaking activities in EFL classrooms and that is students' learning styles. Previous research (Sejati, 2019; Shakoor, 2020; Samad, 2020; Rafique, 2018; Safa & Afzalimir, 2021; Naibaho, 2019; Yusnimar, 2019; Minh & Ngoc, 2023) indicated that various learning styles such as participative, avoidance, independent, dependent, collaborative and competitive could affect students' speaking anxiety. This was because each student had a preferred learning style (Fritz, 2002), and according to Grasha (1996), an individual's learning style encompassed personal attributes that influenced how a student acquired knowledge, interacted with teachers, and peers, and participated in learning experiences. When students participated more actively in class activities, it often helped them to become more confident in speaking English (Sejati, 2019). Conversely, passive learning styles could hinder their oral skills development, leading to shyness, nervousness, and a lack of confidence (Shakoor, 2020). Moreover, research has also indicated that English speaking proficiency was correlated with autonomous learning whereby the students made their own study plan to improve their English and they know their own learning style and using it effectively. On the contrary, learners with lower speaking grades reported being less independent than those with better English-speaking proficiency (Minh & Ngoc, 2023).

To address the speaking anxiety issues in English as a Second Language (ESL) classrooms in the context of Vocational Colleges in Sarawak, it is utmost important to understand the interdependence relationship between Lecturers' Motivational Strategies, Students' Learning Styles and Students' Speaking Anxiety. However, by relying solely on motivational teaching strategies to address students' speaking anxiety in English as a Second Language (ESL) classrooms may not be enough if their diverse learning styles are not taken into consideration. This notion is supported by studies done by Carranza-Marchena (2019), Mauludin (2021), Zarmida (2023), Al-Khaza'leh & Mohammed (2020) and Yotta (2023).

Based on the studies done by Carranza-Marchena (2019), Mauludin (2021) and Al-Khaza'leh & Mohammed (2020), it could be inferred that alignment between teaching strategies and students' learning styles had significantly influenced the students' academic achievements. When instructional approaches were tailored to meet students' learning preferences, there was a notable enhancement in students' language proficiency, particularly in speaking skills. This tailored approach not only boosted students' confidence and satisfaction in using English but also facilitated improvements in vocabulary, pronunciation, and fluency (Carranza-Marchena, 2019). Additionally, Mauludin (2021) study had also yielded the same results as

mentioned whereby by highlighting and acknowledging students' diverse learning motivations in English for Specific Purposes classes had created a supportive and engaging learning environment. Students exhibited a stronger preference for instructional methods that prioritize enjoyment and comfort in the classroom. Therefore, educators should prioritize assessing individual motivations and classroom dynamics before selecting appropriate teaching strategies. When teachers' teaching strategies and methods such as promoting risk taking, encouraging collaborative learning and prompting the students with questions that matched the students preferred learning styles, the students would be highly motivated and this eventually could boost their self-confidence in learning the language (Al-Khazaleh & Mohammed, 2020). Conversely, studies done by Zarmida's (2023) and Yotta (2023) had presented a different results from the research done by Carranza-Marchena (2019) and Mauludin (2021) and Al-Kha'zaleh & Mohammed (2020), whereby their studies had discovered that mismatching between teaching strategies and students' learning styles could negatively impact students' speaking proficiency, leading to challenges in pronunciation, vocabulary usage, and grammar accuracy (Zarmida, 2023). Moreover, when most of the teachers did not use appropriate instructional aids that may fit the students' learning preference as well as the lessons they were presenting, it could eventually result in low achievement, inattentiveness, or negative attitude towards the subjects and the teachers (Yotta, 2023).

Based on the studies above, to the best knowledge of the researcher, no research work has been done to put the three variables together, namely Lecturers' Motivational Strategies (LMS), Students' Learning Styles (SLS) and Students' Speaking Anxiety (SSA), particularly to investigate the dynamic role played by SLS in the relationship between LMS and SSA. Even though research done by Carranza-Marchena (2019), Mauludin (2021), Zarmida (2023), Yotta (2023) and Al-Khaza'leh & Mohammed (2020) delved into the matching and mismatching issues between teaching strategies and students' learning styles, but their focus was more on oral proficiency and academic achievement issues rather than students' speaking anxiety issues in ESL classrooms. Hence, this study serves as a research gap to augment the local literature pertaining to speaking anxiety issues in ESL classrooms, in the context of Vocational Colleges in Sarawak.

Research Design

This study employed quantitative approach through survey method. In the survey method, the researcher will obtain the information from the respondents by mailing the questionnaire to the respective Vocational Colleges in Sarawak. Respondents are then asked to answer the questions based on the information needed by the study. Nevertheless, this study will apply cross-sectional research where the data from the field will be gathered from the target population only once during the same period (Sekaran & Bougie, 2016; Cohen et al., 2007) from 21 February until 11 March 2022 for the Academic Year 2021/2022 throughout the six Vocational Colleges in Sarawak, using the self-administered questionnaires. The self-administered questionnaire will be given to the randomly selected respondents to respond at their own convenience without bias, prejudice, threat, influence, or pressure from any parties (Awang, 2012).

Sample

The respondents are selected using simple random sampling method from the sampling frame which is the list of the first year Diploma students from cohort 2021, consisting of 555 students studying at the six Vocational Colleges in Sarawak. Based on Krejcie & Morgan (1970) table,

for the population of 555 in this study, the number of respondents required is 226. However, according to Salkind (2012), it is advisable to increase the sample size required by 40% to account for the non-responders. Hence, by taking account the increment of the 40% based on the sample size required, this study will obtain a sample size of 316 for the data analysis. From the total of 316 questionnaire, 274 questionnaire were returned representing 86.7% of the sample randomly chosen for this study and the response rate was considered high (>80%) (Clark & Creswell, 2015). Hence the data analysis was carried out on the 274 respondents of this study.

Instruments

The instrument for this study consists of four sections. Section A is the demographic background of the respondents for this study. Section B comprises 27 items on Lecturers' Motivational Strategies, adapted from the instrument used by Cheng & Dörnyei (2007) in their Taiwanese study. Meanwhile, Section C constitutes 38 items on Students' Learning Styles adapted from Grasha-Riechmann (1996) Students' Learning Style Scale. As for Section D, in order to measure the Students' Speaking Anxiety among the Vocational Colleges' students in Sarawak, 21 items were adapted from Horwitz et al. (1986) Foreign Language Classroom Anxiety Scale (FLCAS) instrument. All the constructs in this study will be measured on a 5-point likert scale ranging from 1=Strongly Disagree to 5=Strongly Agree with the given statement for each construct. George & Mallery (2003) offered the following rules of thumb in gauging the level of reliability: (1) above 0.90 was excellent (2) between 0.80 and 0.90 was good (3) between 0.70 and 0.80 was acceptable (4) between 0.60 and 0.70 was questionable (5) between 0.50 and 0.60 was poor (6) below 0.50 was unacceptable. In general, the values of the reliability for the whole instrument was above 0.90, indicating the reliability of the instrument was considered excellent.

Method of Analysis

The present study employs Structural Equation Modelling (SEM) method for data analysis to investigate the mediating effect of Students' Learning Styles in the relationship between Lecturers' Motivational Strategies and Students' Speaking Anxiety. A mediating effect arises when a third variable or construct intervenes between two interconnected constructs. The concept of mediating effects serves to underscore the distinction between direct and indirect impacts. Direct effects denote the association that connects two constructs through a single directional arrow. Conversely, indirect effects encompass relationships that entail a series of connections with at least one intervening construct. Hence, an indirect effect constitutes a series of two or more direct effects (compound path) and is depicted graphically by multiple arrows. The provided diagram (Figure 1) illustrates both a direct effect (A --> C) and an indirect effect of A on C in the form of an A --> B --> C sequence (Hair et al., 2019).

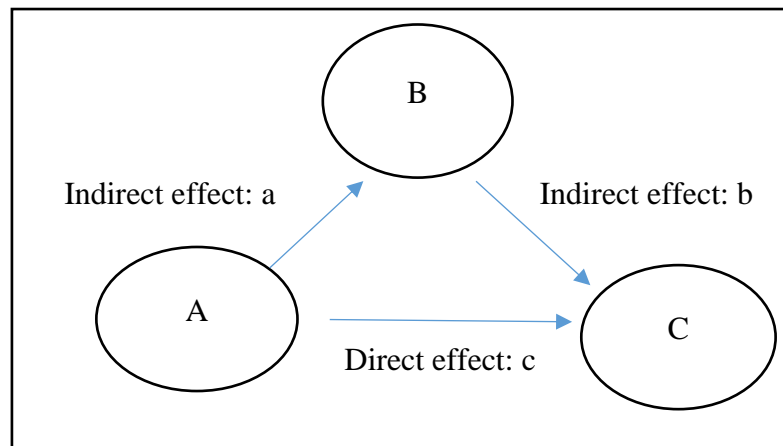


Figure 1: The Indirect Effects of B in The Relationship Between A and C

The mediation effect of variable B in the above relationship occurs only if both hypothesis testing for the indirect effects (a and b) are statistically significant. If neither hypothesis a nor hypothesis b is significant, or both a and b are not significant, the mediation effects do not exist in that model. On the other hand, there are different circumstances for the direct effect hypothesis c . If the hypothesis for direct effect c is also significant, then the type of mediation will be partial mediation. However, the mediation type will be full mediation if the hypothesis for direct effect c is not significant (Awang, 2015; Awang et al., 2018; 2023; Hair et al., 2019).

Results

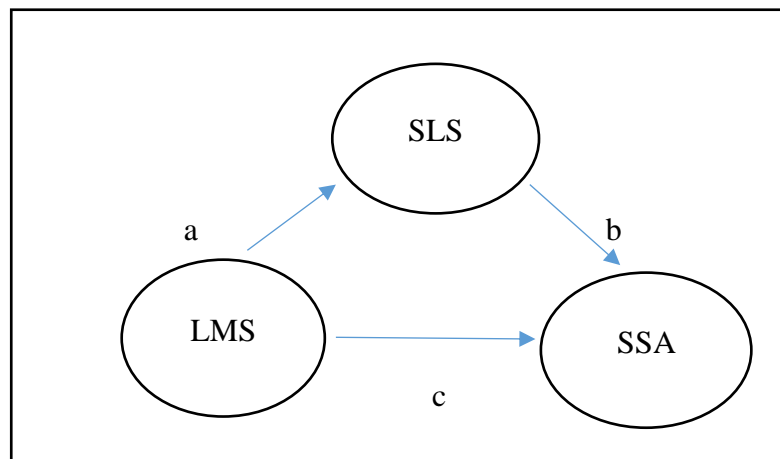


Figure 2: The Indirect Effect (LMS → SLS → SSA) Represents the Mediating Effect of SLS Construct in The Relationship between LMS and SSA

Testing the mediation effect of SLS

1. The indirect effect a (between LMS and SLS) is significant (.651)
2. The indirect effect b (between SLS and SSA) is significant (-.551)
3. The direct effect c (between LMS and SSA) is significant (-.172)
4. Both a and b are significant, we conclude the mediation occur
5. Hence partial mediation occur since the direct effect c is also significant

Based on Figure 3, the mediation effect of SLS occurred since both a and b were significant (Hair et al., 2019). Nevertheless since the direct effect of c was also significant hence the type of mediation in this model was partial mediation (Awang et al., 2018; 2023).

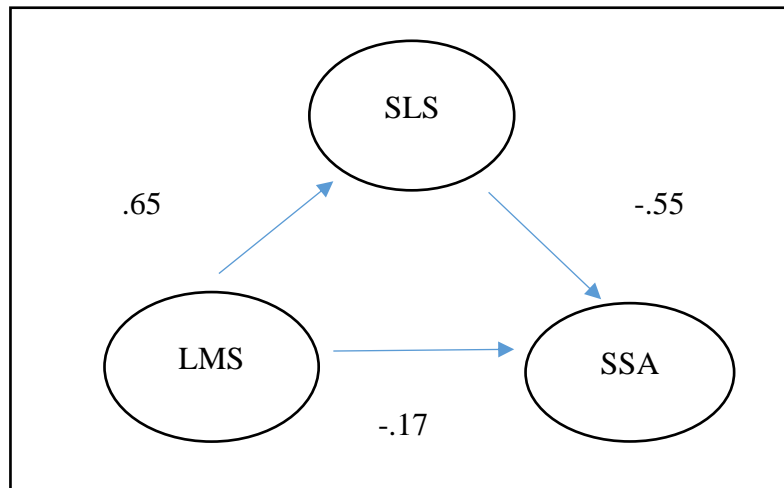
Mediating Analysis Effect

Figure 3: Analyse the Mediating Effect of Students' Learning Styles (SLS)

Table 2: The Text Output for Model in Figure 3

Construct	Path	Construct	Standardized β	P-value	Results
Students_Learning_Styles	<--- Lecturers_Motivational_Strategies		.651	***	Significant
Students_Speaking_Anxiety	<--- Students_Learning_Styles		-.551	***	Significant
Students_Speaking_Anxiety	<--- Lecturers_Motivational_Strategies		-.172	.028	Significant

Figure 3 and Table 2 presented the path analysis from LMS to SLS and SLS to SSA which were both proven to be significant at $\beta = .651$ and $\beta = -.551$ respectively. These had indicated that mediation effects occurred in the model. Nevertheless, this type of mediation was termed as partial mediation since the direct effect from LMS to SSA was also significant at $\beta = -.172$ with p-value at 0.05 (Fisher, 1925).

Bootstrapping To Confirm the Mediating Test

After the hypothesis test for mediation is completed, and whether partial or full mediation occurs, researchers need to validate the test results through a resampling procedure called Bootstrapping (Raza & Awang, 2020a; 2020b; Awang et al., 2018, 2023; Rahlin. et al., 2021;

2022; 2023; Abdul-Rahim et al., 2022). Researchers can choose the number of bootstrap samples between 500 to 5000, bootstrap confidence interval between 90% to 99%, and bias-corrected confidence interval also between 90% to 99%.

From the bootstrap results, researchers can determine the significance of mediation along with the type of mediation that occurs. To validate the results of conventional mediation testing procedures, this study employs the Maximum Likelihood Estimation (MLE) bootstrap procedure. The study uses 1000 bootstrap samples with a 95% bootstrap confidence interval and a 95% bias-corrected confidence interval (Awang et al., 2018, 2023). The bootstrap results are presented in Table 3.

Table 3: The Summary of Bootstrapping Results

Bootstrapping Value	Indirect Effect (axb)	Direct (c)
Bootstrapping Value	-0.359	-0.172
Probability Value	0.002	0.036
Results on Mediation	Significant	Significant
Type of Mediation	Mediation exists since indirect effects is significant Partial Mediation since the direct effect is also significant	

The study found that the bootstrap results for the mediation test were consistent with the results of conventional procedures whereby there was a mediating effects of SLS in the relationship between LMS and SSA. Therefore, the study could conclude that SLS mediated the relationship between LMS and SSA, and the type of mediation was partial mediation.

Discussion

Based on the findings of the study, Students' Learning Styles (SLS) were identified as a mediator in the relationship between Lecturers' Motivational Strategies (LMS) and Students' Speaking Anxiety (SSA). The type of mediation was partial mediation since the direct effect remained significant even with the mediator included (Awang, 2015; Awang et al., 2018; 2023). This suggested that while LMS did not directly influence SSA, it did so indirectly through SLS. The study's results suggested that in Vocational Colleges in Sarawak, when students attended the MPU 2222 English for Communication course in English as a Second Language (ESL) classrooms, addressing students' speaking anxiety solely through motivational teaching strategies might not be adequate without considering their varying learning styles.

These findings were consistent with earlier research, emphasizing the critical role of SLS mediation (Carranza-Marchena, 2019; Mauludin, 2021; Zarmida, 2023, Yotta, 2023; Al-Kha'zaleh & Mohammed, 2020). They highlighted how aligning teaching strategies with students' learning styles could notably improve learning outcomes and academic performance, especially in speaking skills like vocabulary, pronunciation, and fluency (Carranza-Marchena, 2019). Similarly, Mauludin (2021) also found out that recognizing diverse learning motivations among students in specific English classes created a more enjoyable learning environment, stressing the importance for teachers to assess individual motivations and classroom dynamics before implementing their strategies. Nevertheless, the findings of this study were also corroborated by research done by Al-Kha'zaleh & Mohammed (2020) indicating that when the teacher strategies and methods matched their students' preferred learning styles, the students would be more motivated and increased their self-confidence in learning the language. On the

contrary, Zarmida's study (2023) had suggested that mismatches between teaching strategies and students' learning styles might impede students' speaking abilities, leading to errors in pronunciation and grammar. This underscored the significance of educators accommodating a variety of learning styles to prevent academic underachievement and negative perceptions of students towards both the subject and the teacher (Yotta, 2023). In essence, just as learners vary in their approaches, teachers also need to diversify their teaching methods. Effective teaching demands flexibility, creativity, and accountability to meet the diverse needs of individual learners (Tulbure, 2012).

Conclusion

In conclusion, the pedagogical implications of the findings in this research are linked to the students themselves, where English instructors teaching at Vocational Colleges in Sarawak should consider the varying learning styles of the students enrolled in MPU 2222 English for Communication course in English as a Second Language (ESL) classrooms. The educational landscape of the 21st century has transitioned from traditional teacher-centered approaches to student-centered ones, underscoring the necessity for innovative teaching methodologies that can accommodate and stimulate the individual differences among learners (Abouzeid et al., 2021). Consequently, given the diverse learning styles of students, educators, particularly language instructors, need to comprehend the learning styles of their students to select the most suitable teaching methodologies (Awang et al., 2017). It is common knowledge that the effectiveness of the teaching-learning process depends not only on the pedagogical methods employed by teachers but also on the learning styles of students. By acknowledging the various learning styles of students, their motivation to learn will flourish through the utilization of techniques that resonate with their individual preferences, consequently influencing their academic accomplishments (Gohar & Sadeghi, 2015). Recognizing and comprehending the learning styles of students is a crucial skill for educators as it aids in pinpointing and resolving learning challenges among students, thus enhancing their capacity to learn effectively (Baykan & Naçar, 2007). Therefore, insights into learning styles can assist educators in recognizing the unique attributes that each student brings to the learning environment, guiding the formulation of purposeful and structured learning experiences that either conform to or diverge from students' preferences, depending on the educators' objectives for their students (Jaleel & Thomas, 2019). Conversely, neglecting students' learning styles could impede their academic advancement (Hilgersom-Volk, 1987). Hence, understanding learning styles is a fundamental aspect of managing classroom instructional strategies (Jaeger and Freeman, 2007). Educators should adapt a variety of pedagogical approaches across all facets of instruction to cater to the requirements of diverse learners. In actuality, students exhibit higher motivation to learn when their learning styles align with the teaching strategies of their teachers, resulting in enhanced academic performance (Miller, 2001). Adapting the array of learning styles among students into a conducive learning environment will empower them to excel in their academic pursuits (Jyoti Sarin et al., 2021).

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