Adapting EFL Teaching to Student's Learning Styles in some Secondary Schools in Beninese Republic

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ABSTRACT: This research aims at identifying both teaching and learning styles of Beninese EFL teachers and learners so as to examine the impacts of these styles on students' academic performance. Quantitative and descriptive research approaches have been used to collect data in 10 state-owned and private secondary schools through (2) types of questionnaire addressed to 20 EFL teachers and 200 students. In addition, a structured focus -group was organised with 12 EFL teachers to better understand their teaching style preferences as well as their impacts on their students'academic achievements The analysis of the data collected reveals that EFL students are different from each other in various ways; there is no standard teaching style and that a variety of technical and methodological resources is needed in the classroom so as to meet all learners' needs; a match in teaching and learning styles enhances students' motivation and achievement whereas a mismatch results in students' failure. In order to prevent any hindrance to EFL teaching and learning process, this study suggests that EFL teachers be aware of their students' learning styles and try to harmonize them to their teaching practices. It also recommends that government recruit enough professionally qualified EFL teachers and organize seminars and periodical trainings for them.

KEY WORDS: teaching practices, learning, styles, EFL students, performance.

INTRODUCTION

Most EFL teachers complain that their students are not doing well. Those complaints rise from students' poor output to their incapacity to speak English fluently. In this regard, teachers explore and experiment different teaching strategies sometimes in vain. But their failure to help students develop effective communicative abilities is not only due to teaching strategies used by them but also their inability to meet their students'needs. In addition, they should identify effective teaching techniques and their students' different learning styles so as to establish the link between them, and find out the match and the possible mismatch that may exist and design their activities accordingly. In this regard, Stitt-Gohdes (2003,p.69) states that "*when learning and teaching styles match, motivation and achievement of the students significantly improve*". Accordingly, for a quality education, learning and teaching processes should be monitored, how students learn information should be clarified and individual differences should be taken into consideration (Miyake & Friedman, 2012).

The process of education can be successful only when teachers are sensitive to these individual differences. Students' success will increase when teaching activities are planned by taking individual differences into consideration because thinking that all students have similar characteristics prevents their ability and success from appearing (Doğan, Yılmaz, Kabadayı, & Mayda, 2018 ; Karataş, Sır, & Celiköz, 2015).

In actual fact, teaching and learning English as a Foreign Language in Benin is becoming more and more complex; there are a number of students different learning styles in classrooms where they are taught together by teachers who are not aware of this complexity (Aragon, Johnson et al.2019). In fact, while a student may prefer to both hear and see, others may prefer to just see and so on. Therefore, for each student to find his way out, teachers are supposed to inquire about the learning styles of his students and conduct themselves accordingly since knowing students' learning styles will help teachers to know which teaching styles to use and which one to not use and this will positively impact on the learners' achievement.

This research work aims at examining the teaching styles of some secondary school EFL teachers and their students' learning styles in order to analyze their adaptability. This study attempts to explore the relationship between learning styles and students' achievements in EFL classes.

1.1. Significance of the Study.

This study is highly significant in the sense that it will help to reinforce EFL teaching and learning in Beninese context.. Adapting the teaching styles to learning styles is indispensable to the process of developing students 'effective communicative abilities. Moreover, this research is significant as it highlights both students and teachers' responsibilities in EFL classes. Teachers will find in the present study the criteria likely to help them identify their own teaching styles and those of their students so as to try

to devise ways and means accommodate for various learning styles in their classrooms. As such, teachers will teach in a balanced way, not favoring any learning styles to the detriment of others but presenting new information and materials in a number of ways that match learning styles since a mismatch between teaching and learning styles as held by Reid (1995), results in learning failure, frustration and demotivation.

1.2 Research Questions.

Three questions guide this research work.

1-What are the reasons for identifying and accommodating students' learning styles in EFL classes?

2-How can EFL students be motivated to be attentive and participate to classroom activities through teaching styles?

3-To what extent can teaching styles affect students' performances in EFL classes?

2. LITERATURE REVIEW

This section is related to related the different types of learning and teaching styles as well as the importance of identifying and understanding effective learning styles in EFL classes,

2.1. Defining learning styles

Different terms have been used in literature such as learning style, cognitive style, sensory preference, and personality types. Some of these terms, in some instances, have been used interchangeably, while in other occasions they have been differentiated (Cassidy, 2004). Learning style are defined as "the complex manner in which, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn" (James and Gardner, 2015: 20), while cognitive styles are defined as "an individuals' natural, habitual, and preferred way (s) of absorbing, processing and retaining new information and skills" (Reid, 1995: viii). Mortimore (2003) makes a distinction between learning styles and cognitive styles. He indicates that learning styles are seen more in terms of the strategies that learners use to deal with learning, and are considered to be less stable. On the other hand, cognitive styles are relatively stable. Thus, learning styles, as opposed to learner preferences, can be stretched with the passage of time. It is to be noted that the distinction between cognitive and learning style is not crystal clear as some authors employ cognitive style as a more general term that includes learning styles (Williamson and Watson, 2006).

2.2. Types of learning styles.

At school, students are taught together though each of them has his/ her own way to acquire knowledge. Researchers have investigated about the different ways students learn and put them into these categories: visual learners, auditory learners, kinesthetic learners, tactile learners, group learners and individual learners.

2.2.1. Visual learning style.

Visual learning style is the most frequently preferred learning style among students. Some authors (e.g. Oxford, 2001, as cited in Dörnyei, 2005) claim that about 50-80% people describe themselves as visual. Visual learners absorb information most efficiently through the visual channel. They like reading information, highlighting important parts in different colors, looking at objects or pictures and so on. These facts however, should not be overly generalized, since some authors (e.g. Kinsella, 1995, as cited in Dörnyei, 2005) point out that they might be overwhelmed with extensive written material. Moreover, they might require less verbal presentation of information through pictures, graphs, charts, films, videos etc. If large amounts of information are presented to them orally, their understanding can be raised with handouts, taking notes or other visual aids. Reid (1998) points out that they are successful at studying alone with a book.

2.2.2 Auditory learning styles.

Auditory learning style, according to some researchers (e.g. Reid, 1998, and Garrett, 1991, as cited in Alkhatnai, 2011) is the least popular among learners. It is also the most difficult way of learning. Auditory learners learn most efficiently through auditory input such as lectures, audiotapes, discussions, reading passages out loud, explanations and so on (Dörnyei, 2005). Reid (1987, as cited in Peacock, 2001) speculates that around 90% of secondary school teaching, which includes teacher-student talk and discussions, is directed towards auditory learners. Reid (1998) suggests that auditory learners should read out loud, or by moving their lips in order to remember information better. They can also make tapes, of themselves reading out loud, or others, and listen to them when studying, teach other students or talk with their teachers.

2.2.3 Kinesthetic learning style.

Kinesthetic learning style, according to Dörnyei (2005) refers to total body experience while learning. Students who prefer this style like walking around while learning, and find that helpful for learning new information. Because of this, they need frequent breaks, and if they sit motionlessly while learning, they become restless. Reid (1998) states that kinesthetic learners learn best when they can be physically involved, and actively participate in classroom activities and tasks. Various authors (e.g. Hinkleman and Pysock, 1992, as cited in Alkhatnai, 2011) claim that the best suited activities for kinesthetic learners should incorporate a combination of stimuli, such as role-playing, drama, acting, or, as Reid (1998) points out, an audio tape combined with an activity. Reid (1987) concluded that in all the studies she conducted on ESL students, kinesthetic modality was the most dominant preference.

2.2.4   Tactile learning style.

Tactile learning style is associated with learners who prefer learning through touch, Alkhatnai(2011). They prefer hands-on approach, and manipulation of objects, Dörnyei (2005). Tactile learners take pleasure in making collages, posters, building different types of models, and other forms of artwork. They also enjoy conducting lab experiments. This sensory preference is often mixed with kinesthetic modality, or the terms are used interchangeably, Alkhatnai (2011). Reid (1998) asserts that hands-on approach relates only to tactile modality, while kinesthetic modality preference refers to total body movement. Moreover, she advises tactile students to take notes, or write instructions to remember information, as well as to be physically involved in class related activities.

2.2.5   Group learning style.

Along with sensory preferences, Reid (1987) added two more learning style preferences: group and individual. Students that prefer group learning style, as Reid (1998) explains, prefer working with at least one other student or in groups of different sizes. They are more successful, and likely to finish tasks when working with others. The stimulation they receive from group work helps them to learn and understand new information better.

2.2.6   Individual learning style.

Students that prefer this modality, as Reid (1998) claims, learn best when they can work alone. They can focus, understand information, and make progress better when they work by themselves. Therefore, individual work in the language learning process suits them optimally.

2.3   Defining teaching styles.

As opposed to extensive literature on learning styles, Peacock (2001) notices that less has been written on teaching styles. He also observes that they have not even been defined. For the purposes of his study, Peacock defines second language teaching styles as "natural, habitual, and preferred way(s) of teaching new information and skills in the classroom." Peacock (2001).

Teachers have their own teaching styles that can be identified. Some authors (e.g. Oxford et al, (2001); Chu et al, (2006), as cited in Peacock, (2001) claim that teachers teach the way they learned or were taught, while others (Kinsella, (1995); Jordan, (1997), as cited in Peacock, (2001) suggest that teachers imitate the teachers they admired. Even though teachers may teach in a variety of ways, their teaching style depends on their preferred learning style (Goodwin, (1995) as cited in Alkhatnai (2011).

Reid (2005) stresses that teachers need to become aware of their learning styles i.e. teaching styles in order to cater to diverse learning styles of their students. According to Alkhatnai (2011), the idea of trying to accommodate for all learning styles has raised some problems. Some authors (e.g. Coffield et al, (2004), as cited in Alkhatnai(2011) state that it is hard to imagine teachers changing their teaching style to cater to thirty different learning styles.

2.3.1   Types of teaching styles.

Just as students have their learning styles, teachers also have identifiable teaching styles. This fact is no great revelations, since it has been recognized for centuries certain variations in the way teachers have approached their tasks. For this reason, Reid (2005) and Alkhatnai (2011) stress the importance of teachers' identifying their teaching styles. Many researchers have developed different classifications, as well as instruments to measure these styles.Grasha (1996) as cited in Alkhatnai(2011) categorizes teaching styles in the following groups:

2.3.1.1   The formal authority.

This is also known as the lecture style and involves sitting and listening to the instructor's speech about pre-assigned topic while the students take notes and memorize to the best of their ability what is being said. Teachers that prefer the formal authority teaching style, concentrate on providing and controlling the flow of information. Building a relationship with learners is, for those teachers, of secondary importance.

2.3.1.2   The Demonstrator or personal model teaching style.

This style is characterized by instructors' demonstration of what is expected from learners. The teacher is the model, and invites students to follow his or her example. Here, instead of using only a verbal lecture to give information and teach, this style coaches students using gateways like multimedia presentations, class activities and demonstrations.

2.3.1.3   The facilitator style.

It places the responsibility on students to take the initiative and achieve results. Teachers that use this style promote active learning and students' collaboration through group activities and problem solving. In contrast to the lecture style, teachers ask students to question rather than give them the answer. The goal is for students to develop a deeper understanding of the topic by using self-discovery and develop problem-solving skills.

2.3.1.4   The delegator style.

It tends to place much control and responsibility on the students. Here, students are asked to work independently or in groups, and manage different interpersonal roles. This style is used for school subjects that require group work, lab-based learning, or peer feedback. For example, science classes and certain language learning classes. The teacher becomes an observer to promote peer collaboration and encourage student-to-student learning.

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2.3.1.5.   The hybrid method.

This is an integrated teaching style that incorporates personal preferences, individual personalities, and specific interests into their teaching. It is popular in English, science, and religion classes because it is easy to incorporate extra-curricular knowledge into a developed, deeper knowledge of a particular topic.

2.4   The Importance of identifying and understanding learning styles.

Learning styles play a significant role in the lives of learners. When students recognize their own learning style, they will be able to integrate it into their learning process.

As a result, learning process will be easier, faster, and more successful. Another benefit of identifying learners' style is that it assists them in solving problems more effectively. The more successful learners at dealing with their problems, the better they will control their own lives (Biggs, 2001). Furthermore, understanding learning style helps learners in learning how to learn. Thereby, learners become more autonomous and accountable for their own learning. Consequently, learners' confidence will increase and teachers control over learners will lessen. At this point, learners become the center of the learning process and control their learning while teachers act as facilitators, Gilakjani and Ahmadi (2011). Another advantage of understanding learning styles is that it helps teachers to design lesson plans to match their students' styles. Matching is especially important when dealing with new or poor learners as they easily become frustrated at this stage of learning. In other occasions, mismatching might be convenient as to help learners experience new methods of learning and accommodate different ways of thinking and reflect on their own styles. However, mismatching should be treated with cautious as it may lead to learners' dropouts (Tuan, 2011).

Adapting teaching styles to learners styles help both teachers and learners in promoting interactive classes. They are essential tools that EFL teachers should use in classrooms to gain students' attention and maintain interaction. They also help teachers to talk less in favor of student talking time as it is the main purpose of learning context. The richness of the literature review has helped to understand a lot about EFL learning and the process to use to give learners the love of the language. Nevertheless, even though it seems beneficial to have teaching styles and learning styles match up, they are not the only predictors of students' achievement. There are other factors like age, education and motivation that make differences in what ways students like to learn. The point of learning styles and teaching styles is to find "the best ways for both students to learn effectively and teachers to teach effectively''.

3. METHODOLOGY OF THE STUDY.

This section is concerned with the research design. It includes the research design, the sample population, the data collection tools, the procedures of data collection and analysis.

3.1.   Research design

This study used both quantitative and qualitative research methods to identify the EFL teaching styles and the learning styles of the participants.In line with this research approach, two types of questionnaire were designed and sent to EFL 36 EFL teachers and 1000 students.

3.2   Sample population of the study.

The target population of this study were all the EFL beginner and intermediate learners and their teachers in the secondary schools of Ouidah in Atlantic region. In order to get data for the study, 1000 beginner and intermediate learners and 36 EFL teachers teaching in this region were selected to participate to this study.

3.3.   Data collection instruments.

Two (2) main instruments are used to collect data for this study; questionnaire addressed to EFL teachers and questionnaire to EFL students.

3.4.   Description of questionnaire for EFL teachers.

The questionnaire addressed to EFL teachers contained eight (08) questions described is presented as follows:

-the first question is about teachers' academic and professional qualifications

-the second question deals with teachers' teaching experiences.

-the third question is to know if teachers inquire about their students' learning difficulties, preferences and needs.

-the fourth question is to know the techniques and methods used by EFL teachers to know their students' learning difficulties, preferences and needs.

-the fifth question inquires about how teachers satisfy the needs of all their students;

 -the sixth question investigates teachers' teaching styles.

-the seventh question is to know the materials used by teachers in their classes.

-the eighth question is concerned with EFL teachers'perception of the roles and the importance of students'learning styles in EFL classes.

-the nineth question is related to the relationship between teaching styles and EFL students 'performances according to the participating teachers.

- the tenth question deals with how EFL teachers increase their students' participation in classroom activities through teaching styles?

3.5. Description of questionnaire for EFL students.

In order to get reliable information for this study, students were submitted to a questionnaire of ten (10) questions described as follows:

- the question n°1, I inquires about learners' level since the study involves EFL beginners which comprises students of form one and those of form two.
- the second question is to know whether students enjoy learning English or not.
- the question n°3 investigates about the reasons why students enjoy learning English.
- The question n°4 is designed to know students' learning styles
- question n°5 is set to receive students' preferences and the materials they want their teachers to use.
- The question n°6 brings the students to reveal when and how they want their teachers to evaluate them.
- the question n°7 is to know the way students want their teachers to motivate them.
- the question n°8 deals with how the students would like their teachers to deal with disciplined problems
- question n°9 deals with the students' expectation from their teachers
- the question n°10 inquires about the possible effects of mismatch between teaching and learning styles on learners.

3.6. Data collection procedure.

First of all, the researcher team went to the selected secondary schools and asked for the headmaster permission to meet EFL teachers. During this meeting, teachers were informed of the objectives of the research and those who were willing to participate gave their contacts Another meeting was a week later organized with these teachers in order to give them both student and teacher questionnaires. The participating teachers helped their students to fill in the questionnaire they distributed to them few minutes before the end of their class.

3.7. Method of data analysis.

The quantitative data derived from the questionnaires are analyzed. In order to answer the research questions, the descriptive statistics of frequencies and percentages have been used.

4. PRESENTATION AND DISCUSSION OF THE RESULTS.

This section is concerned with the presentation, analysis and the discussion of the data collected through the questionnaires.

4.1. Presentation and analysis of the results.

4.1.1. Presentation of Results of the questionnaires addressed to students.

The following are the students' responses to the questionnaire addressed to them. 888 out of 1000 sheets of student questionnaire were filled and sent back to the research team. The collecting data is 88.88% The results are presented through tables and graphics.

Table 2: Students' learning level.

| students' learning level	Frequency	Percentage
4ème	560	63.07
3ème	328	36.93
Total	888	100

It can be seen in this table that 63.07% of the sampled students are in 4ème(form3) and 36.93% of them are in 3ème (form4).

Table 3: Students'love for English learning.

Students' love for English learning	Frequency	Percentage
Yes	888	100
No	00	0
Total	888	100

Here, all the investigated students enjoy learning English language which is very positive.A number of reasons justify this choice as it appears in the following graphic.

Adapting EFL Teaching to Student's Learning Styles in some Secondary Schools in Beninese Republic
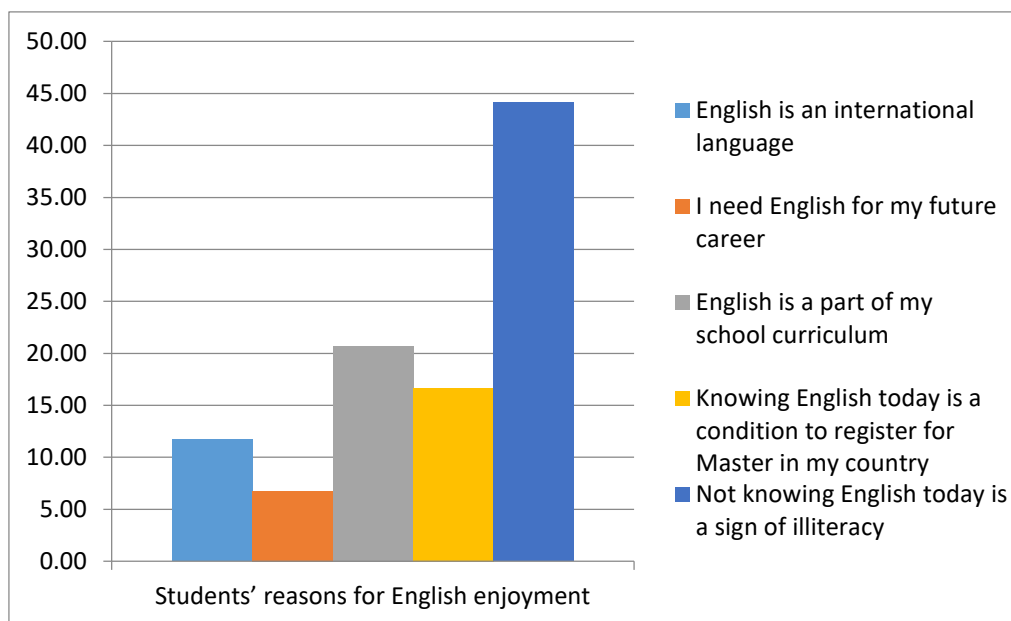
Graphic1: Students' reasons for English enjoyment.

In this graphic, 11.71% of the respondent students enjoy English learning because it is an international language; 06.76% of them enjoy learning it because they need it for their future career; 20.73% of them enjoy it because it is a part of their school curriculum; 16.65% of them enjoy it because knowing that language is a condition to register for Master in their country and 44.14% of them do so because not knowing English today is a sign of illiteracy. The students' love for English learning may also depend on the teaching materials used by their instructors as it is indicated in the following table.

Table 4: Teaching materials preference.

Teaching Materials students prefer	Frequency	Percentage
Textbooks only	160	18.01
Both textbooks and visual aids	356	40.09
Both textbooks and audio-visual aids	372	41.90
Total	888	100

The table above shows that 18.01% of the investigated learners prefer to be taught with textbooks only; 40.09% of them prefer both textbooks and visual aids and 41.90% of them prefer to be taught with both textbooks and audio-visual aids. As a result, students prefer to be taught with the materials that match most their learning styles. The types and conditions of evaluation can also guide EFL attitude towards English learning as presented in table5.

Table 5: When students prefer to be evaluated.

when students prefer to be evaluated	Frequency	Percentage
When my teacher needs marks	212	23.87
After a lesson	676	76.13
When my teacher is angry	00	00
Total	888	100

This table shows that, 23.87% of the investigated learners prefer to be evaluated when their teacher needs mark; 76.13% of them prefer to be evaluated after a lesson; but none of them prefer to be evaluated when their teacher is angry. So teachers should not evaluate their students when they are bad tempered. The students motivation preference is presented in the following table.

Table 6: Ways students want their teachers to motivate them.

ways students want their teachers to motivate them	Frequency	Percentage
By teaching you songs	348	39.19%
By using slogans	236	26.57%

By hands clapping	112	12.61%
By congratulating words or expressions	192	21.62%
Total	888	100

In this table, while, 39.19% of the respondent learners like their instructors teach them songs to motivate them, 26.57% of them prefer slogans whereas 12.61% of them prefer hands clapping and 21.62% of them prefer congratulating words or expressions. Therefore, teachers should identify the ways their students want to be motivated and behave accordingly in order to make them love learning English language.

Table 7. Ways students want their teachers to deal with discipline problems:.

ways students want their teachers to deal with discipline problems	Frequency	Percentage
By punishing you	156	17.57
By sensitizing you	732	82.43
Insulting you	00	00
Total	888	100

Table 7 shows that 17.57% of the sampled students want their teachers to punish them when they misbehave whereas, 82.43% of them prefer to be sensitized but none of them prefer to be insulted. For this reason, teachers should most of time, sensitize their students rather than insulting or punishing them in case indiscipline occurs.

Table 8: Students' learning styles.

Teachers' teaching styles	Frequency	Percentage
Visual	392	44.15
Auditory	56	06.30
Tactile	72	08.10
Kinesthetic	44	04.96
Group	144	16.22
Individual	180	20.27
Total	888	100

In this table, 44.15% of the sampled learners prefer visual learning style, 06.30% of them prefer auditory learning style; 08.10% of them prefer tactile teaching style, 04.96% of them prefer kinesthetic learning style; 16.22% of them prefer group learning style and 16.21% of them prefer individual learning style;20.27% of these students prefer to learn individually. Learning styles vary from a student to another.

**Table 9: Knowing whether teachers' styles always match the students' styles.**

Knowing whether teachers' styles always match the students'	Frequency	Percentage
Yes	572	64.41
No	316	35.59
Total	888	100

In this table, 64.41% of the learners declare that their teachers' learning styles match their learning styles which is not the case with 35.59% of them.
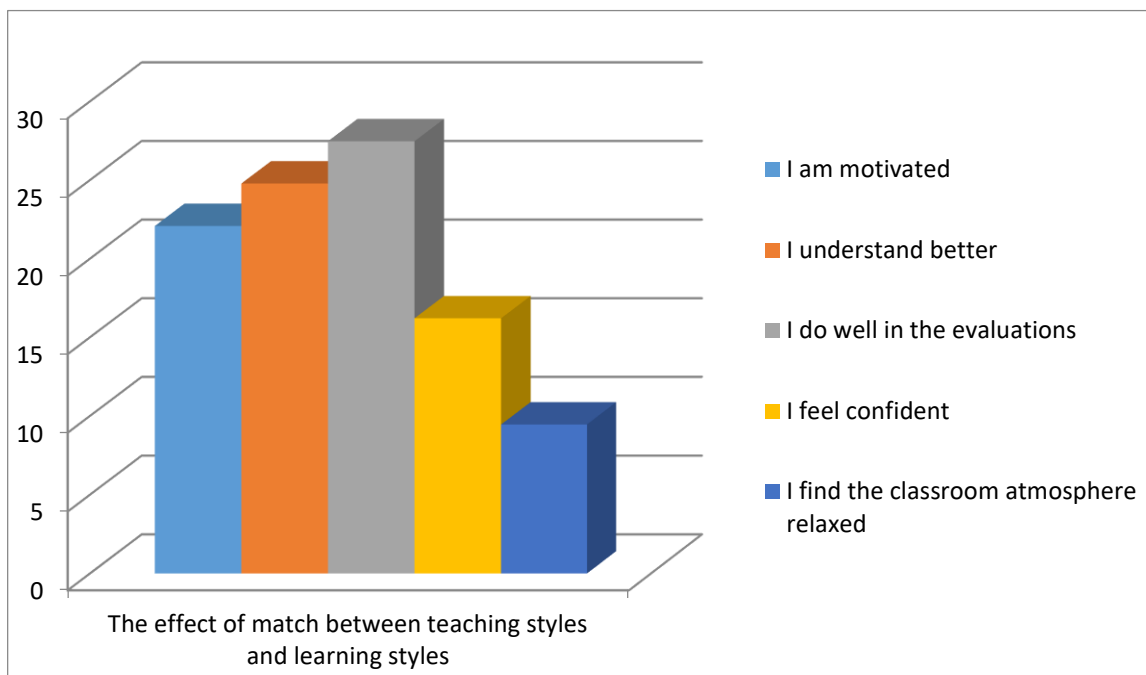
Graphic 2: T**he effect of match between teaching styles and learning styles**

The graphic above shows that when the teaching styles match the learning styles, 22.08% of the respondent learners are motivated, 24.78% of them understand better; 27.47% of them do well in evaluations; 16.21% of them feel confident and 09.46 % of them find the classroom atmosphere relaxed. So the match between teaching styles and learning styles is beneficial for students in many respects. The following graphic presents students' expectations from their teachers.
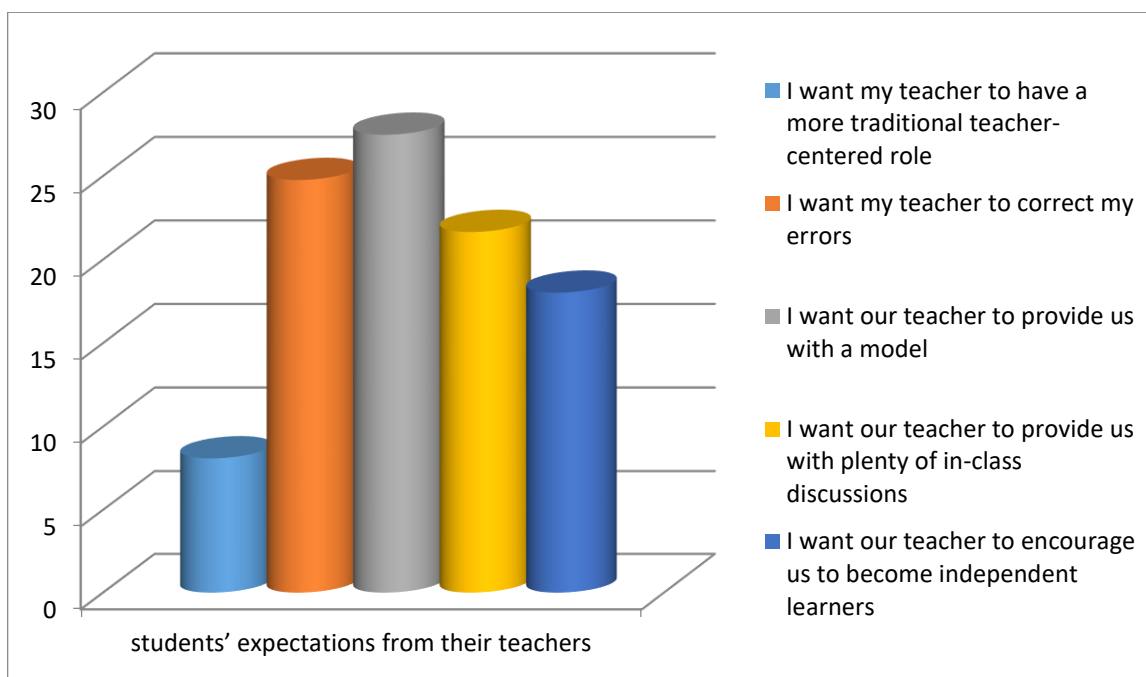
Graphic 3: Students' expectations from their teachers.

According to the graphic above 08.10% of the sampled students expect their teachers to have a more traditional teacher-centered role   whereas 24.76% of them expect their teachers to correct their errors and 27.47% of them want to be provided with model;21.65% of them expect to be provided with plenty of in-class discussions and 18.02% of them want their teachers to encourage them to become independent learners. Therefore, there is a close relationship between students' expectations and learning styles that teachers should try to identify and behave accordingly.

Table 10: Effects of Mismatch between Teaching and Learning Styles on Students' Achievement.

Effects of Mismatch between Teaching and Learning Styles on Students' Achievement	Frequency	Percentage
I feel bored and demotivated	312	35.13
I have difficultly to understand lessons	240	27.02
I lose interest in the lesson	196	22.07
I get poor marks in evaluations	140	15.78
Total	888	100%

In this table, when there is a mismatch between teaching styles and learning styles, 35.13% of the respondents students say that they are demotivated, 27.02% of them say that they understand with difficultly the lesson, 22.07% of them declare that they lose interest in the lesson and 15.78% of them reveal that they get poor marks in evaluations. So mismatch between teaching styles and learning styles negatively impact on students.

4.1.2. Presentation of teachers' responses.

Table 11: Teachers' qualifications.

Teachers' qualifications	Frequency	Percentage
Licence	04	44.45
Maitrise	03	33.33%
BAPES	01	11.11%
CAPES	01	11.11%
Total	09	100%

Through this table, 44.45% of the sampled teachers are teaching with Licence, 11.11% of them are teaching with BAPES; 33.33% of them are Maitrise holders and 11.11% of them are teaching with CAPES. The majority of them is not qualified to teach.

Table12: Teaching experience.

Teaching experience	Frequency	Percentage
0-5 years	04	11.11
5-10 years	24	66.67
10-15 years	00	00
Over 15years	08	22.22

In this table, 11.11% of the teachers have been teaching for a period comprised between 0 –5 years; 66.67% have been teaching for a period comprised between 5-10 years and 22.22% of them have been doing the work for 15 years or so. Only a few of them are experienced.

Table13: Whether teachers inquire about their students 'learning difficulties, preferences and styles or not.

| Whether teachers inquire about their students' learning difficulties, preferences and styles or not.	Frequency	Percentages
Yes	36	100
No	00	00
Total	09	100

This table 13 shows that all the investigated teachers (100%) inquire about their students' learning difficulties, preferences and styles, which quite normal and good.

Table14: Ways teachers inquire about their students' learning difficulties, preferences and learning styles.

Ways teachers inquire about their students' learning difficulties, preferences and learning styles	Frequency	Percentage
I submit them to a written questionnaire	28	77.78
I ask question them orally	08	22.22
Total	36	100

In this table, it can be seen that 77.77% of the sampled teachers inquire about their students' learning difficulties, preferences and learning styles, by submitting them to a written questionnaire while 22.22% ask them question orally. So, either of the two ways is acceptable.
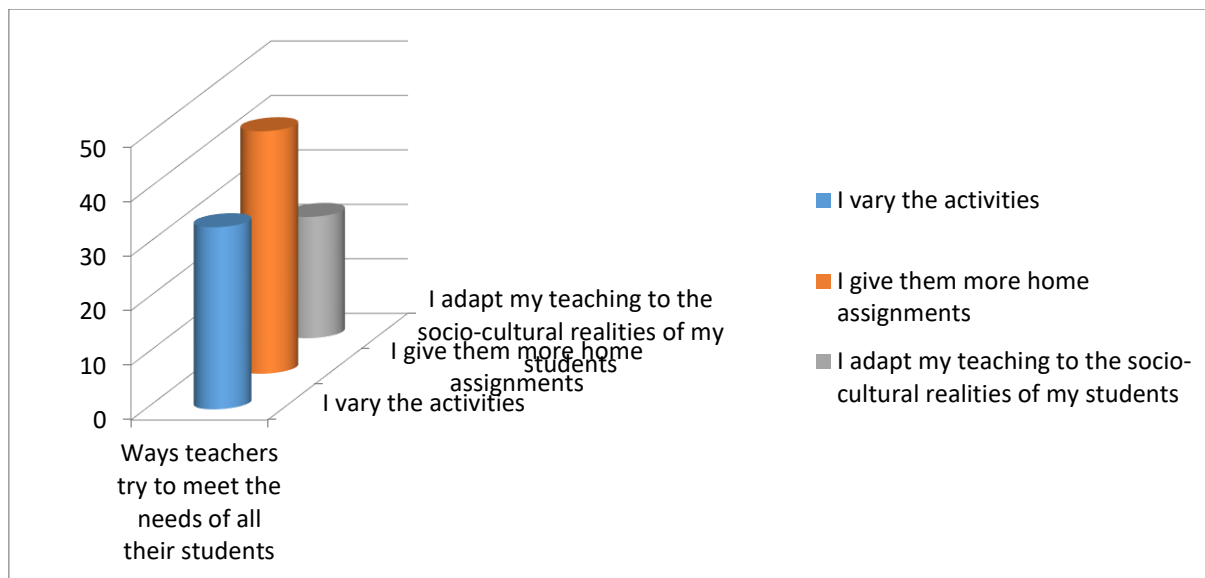
Graphic 4: Ways teachers try to meet the needs of all their students.

33.33% of the teachers try to meet their students' needs by varying his activities, 44.45% of them do this by giving their students more home assignments while 22.22% of them adapt his teaching to the socio-cultural realities of their students. Therefore, teachers have different ways to meet their students' needs.

**Table15: Teachers' Teaching Styles.**

Teachers' teaching styles	Frequency	Percentage
Visual	12	33.34
Auditory	00	00
Tactile	08	22.22
Kinesthetic	00	00
Group	08	22.22
Individual	08	22.22
Total	36	100

In this table, 33.34% of the sampled teachers use visual teaching style, none of them use auditory teaching style; 22.22% of them use tactile teaching style, none of them use kinesthetic teaching style; 22.22% of them resort to group teaching style and 22.22% of them use individual teaching style. Teaching styles vary from a teacher to another as learning styles.

Table16: Materials teachers use.

materials teachers use	Frequency	Percentage
Textbooks only	20	55.56
Textbooks and audiovisual aids	00	00
Textbooks and visual aids	16	44.4.
Total	36	100

This table shows that 55.56% of the sampled teachers use textbooks only and 44.44% of them use textbooks and visual aids. But none of them use audiovisual aids apart from the textbooks. A discussion with the teachers reveals that the non-use of audiovisual aids is due to lack of electricity.
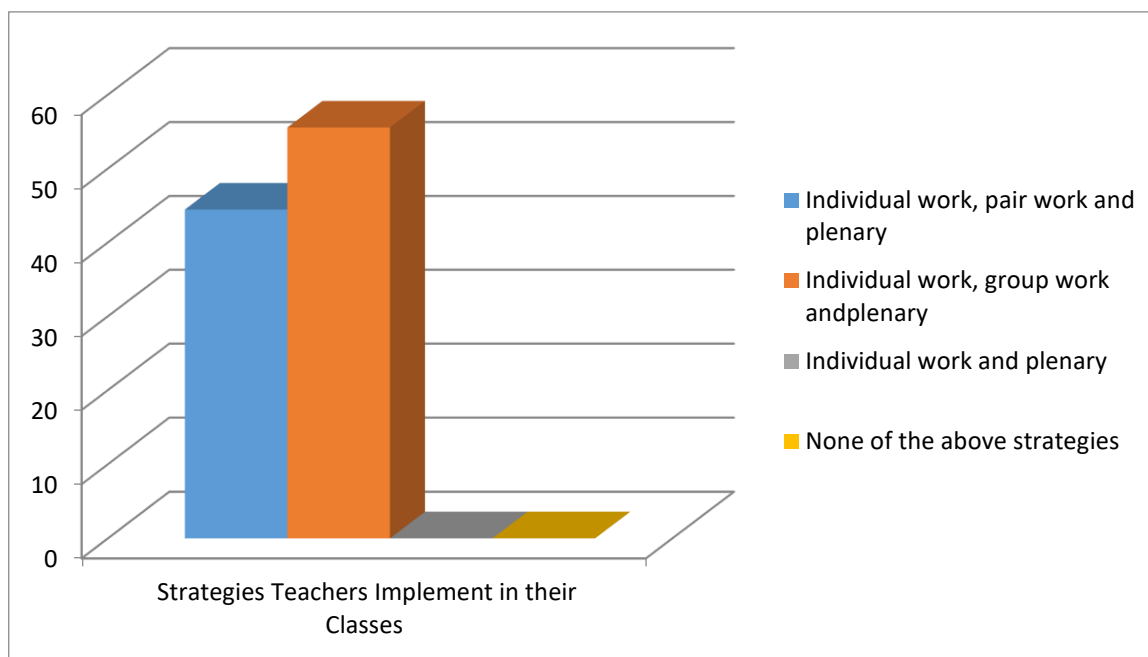
Graphic 5: Strategies Teachers Implement in their Classes.

In this graph, it can be seen that 44.44% of the investigated teachers submit their students to individual work first, then to pair work and then comes the plenary; 55.56% of them implement the individual work before the group work which precedes the plenary. However, nobody jumps from individual work to plenary. It is worth mentioning that either of the first two strategies is observed by the investigated teachers.

4.2. Discussion of Results.

This part of the work attempts to answer the research questions. The following points will be presented as the reasons for identifying and accommodating students' learning styles, the ways to motivate EFL students to be attentive and participate in classroom activities through teaching styles and the relationship between teaching and learning styles and students' achievement.

4.2.1. Reasons for identifying and accommodating students' learning styles.

Just as teachers have their own teaching styles, it is unquestionable that students have also their learning styles. This can be seen in table8, page20   where 44.15% of the learners have visual learning style, 06.30% of them have auditory learning style, 08.10% of them have tactile learning style, 04.96% of them have kinesthetic learning style, 20.28% of them have group learning style and 16.21% of them have individual learning style. So, identifying and knowing those learning styles is very necessary for teachers for many reasons. First, this will help the teacher know which materials to use in his classes since textbook only is not sufficient for the requirements of the existing learning styles. This finding is supported by Dunn (1979) who advise teachers to match instructional resources with students' characteristics, and expand their teaching styles in order to promote learning and decrease tension in the classroom. The results in table15, page 27 where some teachers (44.44% of them) use both textbook and visual aids are an illustration. Secondly, knowing the students' learning styles will help the teachers design practical activities according to the students' needs and preferences as well as giving them more assignments as mentioned in graphic 4,where 33.33% of the respondent teachers meet their students' needs by varying their activities; 44.45% of them do this by giving their students more home assignments and 22.22% of them do so by adapting their teaching to the socio-cultural realities of their learners. The idea of adapting teaching to the sociocultural realities of learners will lead Gardner (2015) to define intelligence as "*biopsychological potential to process information that can be activated in cultural setting to solve problem or create products that are of value in a culture*"

4.2.2. Motivating EFL Students to be Attentive and Participate in Classroom Activities through Teaching Styles.

Motivation in everything is a key to a successful achievement. Therefore, the findings in table 3 where 100% of the investigated students enjoy English learning are praiseworthy. Since their English enjoyment is submitted to various reasons, teachers' responsibilities are engaged to help them make their dream come true. In fact, teachers should motivate their students in English learning process and they should do this in accordance with their students' preferences and through attractive things. In this regard, Nawana (1981) declares that "*An educator who understands the theoretical basis for motivation will be a good motivational manager as the job of each teacher is to motivate the students*". Furthermore, he suggests that the teacher must know that for any given student, there is a unique or preferable motivational style. For example, some students (39.19%) as indicated in table 6, want their teachers to motivate them by teaching them songs; 26.57% of them prefer slogans while 21.62% of them prefer hands clapping

and 12.62% of them prefer congratulating words. In addition, teachers can motivate their students through the way they deal with discipline problems. In fact, considering the findings in table 7, where 82.43% of the sampled students want their teachers to sensitize them in case indiscipline occurs rather than punishing or insulting them, one can say that one way to motivate students is to sensitize them although the use of violence sometimes may be possible. Also, students' motivation comes from the materials teachers use. In practice, the use of textbooks only makes the teaching monotonous and more traditional and offers the teacher no possibility to make his teaching concrete which can result in boredom and demotivation. In table4, page 18, for instance,89% of the respondent students prefer that their teachers use both textbooks and visual aids and 93% of them prefer both textbooks and audiovisual aids since those materials are believed to make learning more concrete and interesting as supported by Dike (2019) who asserts that audiovisual resources do not only increase the motivation of the teachers and learners, but they also add clarity to the topic taught and make learning more interesting. These materials, according to Gordon Tatiana (2007),build learners' motivation and construct their interest in learning and play a vital role in developing an excited communicative context.

4.2.3. Relationship between Teaching and Learning Styles and Students' Achievement.

Considering the several studies focusing on learning styles and teaching styles, it is logical to inquire about the relationship between them and students' achievement. In this study, all the respondent teachers inquire about their students' learning difficulties, needs and preferences (table 13, page 25) which is totally good since knowing students' learning styles will guide the teachers to prepare their classes and give them directions for classroom presentation. This finding is supported by Lohri-Posey (2018) who holds that having an understanding of the learning styles preferences of students can provide effective learning strategies for teachers to use. In fact, matching teaching styles to learning styles, though not an easy task, is necessary for teaching and learning process. The reasons for that, on the one hand can be seen in graphic 2, 22.08 % of the respondent learners are motivated; 24.78% of them understand better; 27.47% of them do well in evaluations; 16.21% of them feel confident and 09.46% of them find the classroom atmosphere more relaxed. On the other hand and as indicated in table10, when mismatch occurs, 35.13% of the respondent learners feel bored and demotivated, 27.02% of them understand difficultly the lesson; 22.07% of them lose interest and 15.78% of them get poor marks in evaluations. From above, it is clear that a match in teaching and learning styles enhances students' achievement whereas a mismatch results in students' failure. This finding is supported by Felder et al,(2018) who claim that when there are mismatches between teachers' teaching styles and students' learning styles, students can become bored, inattentive, do poorly on tests, get discouraged about the class or even give up the class altogether. Inversely a number of researches support the view when learning and teaching styles match, motivation and achievement of students significantly improve (Stitt-Gohdes, 2001) So, to prevent any hindrance to teaching and learning process, both the teachers and students should be aware of their styles and try to harmonize them(Oxford. et al..2001). however, teachers' failure to match students' learning styles, sometimes, is not to blame since they are confronted with some difficulties like lack or absence of electricity and teaching materials as it is the case of some secondary schools of the area of this investigation.

5. RECOMMENDATIONS.

The following recommendations are addressed to the government and to the educational authorities so that they can take appropriate measures to facilitate EFL teaching/learning in Benin schools.

5.1. Recommendations to Benin Government.

It is clear that some efforts are made in Benin in the field of EFL teaching and learning. But, so much remains to do. Investigations throughout this research work reveal that there are very few teaching materials to facilitate the teaching and learning process. The lack of classrooms and qualified teachers is another problem. This situation leads to teachers' inefficient performance and in turn, to students' poor achievement. For that reason, the government should manage to insure the systematical training of all teachers.

In practice, in addition to the fact that some secondary school teachers are not qualified and experienced, most of them are part-time workers and therefore take up the teaching profession for the fact that they do not find anything better to do to make a living; which means that they are doing the job out of passion. For these reasons, the government should recruit sufficient qualified teachers to replace the retired ones and organize training for the non-qualified ones for them to have good knowledge of the strategies to use at each level of education.

5.2. Improving Teachers' Conditions.

Government should improve EFL teachers' living conditions especially their salaries that should be paid on time. By improving teachers' working and living conditions, beninese government will enable them to better their self-development and invest in their own academic and professional training .

5.3. The Need for effective teaching materials

The common remark is that most Benin secondary schools lack adequate teaching materials. Even the existed textbooks are insufficient to teach EFL learners. Due to students' parents' poor living conditions, government should provide materials to

schools including audio-visual materials in order to improve the teaching and learning process and train teachers for the appropriate use of those materials.These materials will help teachers to appropriately accommodate their students' learning styles.

5.4.   Recommendations to the school authorities.

Teachers' working conditions need to be improved. In fact, the number of students per class should be reduced (35 to 40 students per class at most). This will give teacher opportunities to have direct and personal contact with students during English lessons. Another advantage in having a reduced number of students in a class is that the teacher knows his/her students by their names rather than using the pronoun ''you'' to address them.

As for teachers' advisors, they should periodically check teachers' work in their respective classes. Schools' administrations and government are responsible for providing reliable and sufficient number of materials in all types, so that when teachers plan to use them, they can find them available.

CONCLUSION

The main objective of this research work is to explore the teaching styles and the learning styles and their relationship with students' achievement in EFL classes. The problem of EFL students' vocabulary mastery is worth mentioning since some of them end up their secondary schools without being able to communicate using English language.

To achieve my aim, the works of some scholars or researchers interested in teaching and learning EFL and the necessity to adapt the teaching styles to the learning styles have been explored. After that, surveys on EFL teachers and learners through questionnaires have been conducted in order to get their ideas and opinions on the importance of identifying teaching styles and learning styles. The gathered data revealed that teachers try their best to meet their learners' needs as far as English learning is concerned. Thus, they are aware of the importance of accommodating their students' learning styles. Through my investigations, it can be noticed that both teachers and students meet some difficulties due to the lack of teaching materials and electricity. But, teachers apply certain techniques to find their way out.
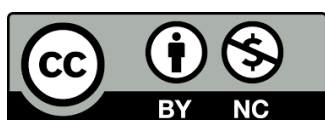
The use of various types of visual materials in teaching increases motivation of learners. When learners develop interest towards what they learn, they can actively engage themselves in any activities which in turn assist them to learn language meaningfully. Besides, I have addressed some recommendations to government, school authorities, EFL teachers and students to better conduct classroom activities in order to make EFL learners interested in those activities. In order to make English learning effective in Beninese context, the government should improve EFL teachers' living and working conditions and create a motivating environment for their learners.

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