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Abstract

The present research aims to investigate the effect of matching teachers' teaching styles with learners' learning styles on motivation to learn. It attempts to find ways that would promote learning and enhance motivation to learn English. To obtain this aim, a mixed method approach frames the study methodologically: a classroom observation, teachers' and students' interviews besides three different surveys. Two surveys are administered to two hundred fifty two (252) second year students FL stream in Biskra and one survey to six (6) EFL secondary school teachers. The findings indicate high frequency of mismatch between teachers' teaching styles and students' learning styles which influences students' motivation negatively at the beginning of the study. After the implementation of the integrated model of teaching and learning styles where teachers' teaching styles have been matched with learners' learning styles in terms of instructional materials and variety of classroom methods, students' motivation has increased. The attained results stress the importance of ameliorating class instruction in ways that would offer equivalent opportunities for all learners and respond to their needs and statistically highlight the positive impact of the integrated model of teaching and learning styles on students' motivation. The study concludes with some recommendations and pedagogical implications that endeavour to help improve EFL teaching and learning, as well as, it provides suggestions for how instruction could be diversified and appealing to the majority of learners.