

**Investigating the English Learning Styles
Used by Iraqi EFL Learners**

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Abstract

This study aims to investigate the extent to which EFL students use English learning styles (Visual, Auditory, Tactile, Social) according to Bloom's taxonomy levels (Remember Knowledge, Understand Comprehension, Apply Application, Analyze, Evaluation, and Create Synthesis). The participants were 95 female students from the Department of English at the College of Education for Women, University of Anbar. The researcher selected randomly 8 female students to represent the pilot sample. A questionnaire was used to collect the data, the study is a survey research design. The findings revealed different patterns for how students learn at different levels. For remembering things, tactile learning style, like writing, is most used. When it comes to understanding, Auditory Learning Style, like listening, is more used. For applying what they've learned, Visual Learning Style, using pictures and diagrams, is more used by students. But for analyzing and evaluating information cognitive level, all learning styles scored below average. This means there's room for improvement in how we teach these skills. It's clear that students have different ways of learning styles, and we need to find better ways to support them in their learning journey.

Keywords: English learning styles, (Visual, Auditory, Tactile, Social), Bloom's taxonomy, (Remember Knowledge, Understand Comprehension, Apply Application, Analyze, Evaluation, and Create Synthesis).

دراسة أساليب تعلم اللغة الإنجليزية المستخدمة من قبل متعلمي اللغة الإنجليزية كلغة أجنبية

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مديرية تربية الانبار - محافظة الانبار - العراق

المستخلص

تهدف هذه الدراسة إلى معرفة مدى استخدام طلاب اللغة الإنجليزية كلغة أجنبية لأساليب تعلم اللغة الإنجليزية (البصري، السمعي، اللمسي، الاجتماعي) وفقاً لمستويات تصنيف بلوم (تذكر المعرفة، فهم الفهم، تطبيق)

التطبيق، التحليل، التقييم، وإنشاء التركيب). بلغ عدد المشاركين 95 طالبة من قسم اللغة الانجليزية في كلية التربية للبنات جامعة الانبار. وقد قام الباحث باختيار 8 طالبات عشوائياً ليمثلن العينة التجريبية. تم استخدام استبانة لجمع البيانات، وكانت الدراسة عبارة عن تصميم بحث مسحي. كشفت النتائج عن أنماط مختلفة لكيفية تعلم الطلاب على مستويات مختلفة. لتذكر الأشياء، أسلوب التعلم عن طريق اللمس، مثل الكتابة، هو الأكثر استخداماً. عندما يتعلق الأمر بالفهم، فإن أسلوب التعلم السمعي، مثل الاستماع، هو الأكثر استخداماً. لتطبيق ما تعلموه، يستخدم الطلاب أسلوب التعلم المرئي، باستخدام الصور والرسوم البيانية. ولكن بالنسبة لتحليل وتقييم المستوى المعرفي للمعلومات، سجلت جميع أساليب التعلم درجات أقل من المتوسط. وهذا يعني أن هناك مجالاً للتحسين في كيفية تدريس هذه المهارات. من الواضح أن الطلاب لديهم طرق مختلفة لأنماط التعلم، ونحن بحاجة إلى إيجاد طرق أفضل لدعمهم في رحلة التعلم الخاصة بهم.

الكلمات المفتاحية: أساليب تعلم اللغة الإنجليزية، (البصري، السمعي، اللمسي، الاجتماعي)، تصنيف بلوم، (تذكر المعرفة، فهم الفهم، تطبيق التطبيق، التحليل، التقييم، وإنشاء التركيب)

Statement of the Problem

Learning the English language is not limited to the role of the teacher and the teaching strategies he uses, but rather the student has a greater role in completing the learning process. The teacher and the student needs tools for the purpose of completing his/ her tasks, each according to his role. Reviewing the literature, it was found that there is a gap in Iraqi literature concerning the investigation of Iraqi EFL students' learning style such the studies of Abid (2021); Ahmed, et al. (2021); Hu (2021); Ariastuti and Wahyudin (2022); and Alhourani (2024) who recommended to investigate The teacher uses teaching strategies and the student uses different learning methods (he may combine more than one method at the same time) for the purpose of learning new information, especially in learning the English language. Every linguistic skill is matched by one or several methods that the student uses for the purpose of mastering it. These methods may be aware of by the student, or they may be absent from his mind and he does not know them. Due to the importance of this topic, this study came to reveal the learning methods used by female students at Anbar University from the English language departments in learning the English language.

The Aim

This study aims to investigating the English learning styles (Visual, Auditory, Tactile, Social) used by Iraqi EFL Learners.

The Question

- 1- To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of Remember Knowledge?
- 2- To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of Understand Comprehension?
- 3- To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of apply application?
- 4- To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of analyze?
- 5- To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of Evaluation?
- 6- To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of Create Synthesis?

The Significance

The significance of the study lies in its exploration of the application of various learning strategies (Visual, Auditory, Tactile, Social) at different cognitive levels among EFL (English as a Foreign Language) students. By investigating the extent to which these strategies are employed across different levels of cognitive processing - from basic remembering to higher-order synthesis - the study offers valuable insights into the effectiveness of these strategies in facilitating language learning and proficiency development.

The Variables

The independent variable is "English Learning Styles," while the dependent variable is the "Iraqi EFL Learners."

The Limits of the Study

The outcome of this study is limited to:

- 1- Participants: The participants are from the 4th grade (morning Studies).

- 2- **Spatial:** The study was conducted at the Department of English, College of Education for Women, University of Anbar.
- 3- **Instrument:** A questionnaire was prepared to collect the data.
- 4- **Duration:** This study was conducted during the first semester of the academic year 2023-2024.

Literature Review

Learning English as a Foreign Language (EFL) can be different for everyone. People have their ways of learning, influenced by things like their culture and past experiences with languages. In this introduction, we'll look at the different styles people have for learning English and why it's important for teachers to understand these styles.

Learning Style

Learning styles. Learning styles are the specific and various ways individuals prefer to learn and absorb information. Styles encompasses such factors as sensory preferences, cognitive strategies, and motivational determinants. For instance, some people may reach peak efficiency when exposed to visual learning methods like pictures, diagrams, and charts, while others find auditory styles like lecture or heated discussions the most effective. Lastly, other people will perform best in nature with a hands-on approach, studying a subject through physical activities in a kinesthetic model.

In the context of EFL education, understanding these learning styles is crucial for several reasons. Firstly, EFL students come from diverse cultural and linguistic backgrounds, each with their own set of learning preferences and prior experiences with language acquisition. By recognizing and accommodating these individual differences, educators can create inclusive learning environments that cater to the varied needs of their students (Obaid, et al., 2019).

By acknowledging and accommodating the diverse learning styles of EFL students, educators can create enriching and supportive learning environments that promote language acquisition and proficiency development effectively. This

approach not only enhances students' learning outcomes but also cultivates a sense of inclusivity and empowerment within the classroom (Mutar, 2018).

2.1.1 English Learning Visual Styles

The visual learning style, also called visual-spatial learning, relies on processing information through visual means like images and diagrams. Understanding this preference is crucial for educators to enhance learning experiences for such students. Visual learners excel at interpreting visual data, often using tools like color-coded notes and mind maps. They benefit greatly from visual aids such as slideshows and videos, aiding in grasping concepts effectively. In English language learning, visual learners shine in activities like reading comprehension and vocabulary acquisition, leveraging their visual memory. Educators can support them by integrating visual aids like illustrations and graphic organizers and encouraging creative activities. Technology, including digital platforms and multimedia resources, further accommodates visual learners. By catering to the visual learning style, educators create inclusive environments that foster effective language acquisition and proficiency development (Hamza, et al., 2021)

English Learning Auditory Styles

While auditory learning is a manner of processing information that emphasizes listening and speaking, the most successful ones involve lectures, verbal instruction, and discussion. Therefore, knowledge of this type of processing material is a bonus for educators to make the learning process even more comfortable for certain students. Auditory learners take in information better when they hear it: they are compatible with lectures, audiotapes, and listening to discussion (Muhammed, 2020). This style excels in language learning because its effectiveness in English is evident in tasks, such as listening-and-speaking exercises or language-drills due to their ability to differentiate the sound better. To better facilitate this learning style amongst educators, they can integrate oral variations of activities such as role-play and audio materials that support language learning applications or platforms learners use. This fosters more effective language acquisition and proficiency development (Younus, 2020).

English Learning Tactile Styles

The tactile learning style, also known as kinesthetic learning, involves hands-on activities and physical experiences to understand and remember information. Educators must understand this style to optimize learning for such students. For example, in an English classroom, tactile learners benefit from activities like word puzzles, sorting objects, sensory writing, vocabulary charades, and tactile flashcards. These activities engage tactile learners and enhance comprehension for all students. Tactile learners thrive in active, hands-on environments, preferring practical demonstrations and real-life experiences. Educators can support them with interactive tasks, multisensory approaches, and digital resources tailored to tactile learning. Recognizing and accommodating tactile learning fosters inclusive environments that facilitate effective language acquisition (Zulianti and Asari, 2022).

English Learning Social Styles

Social learning styles, also known as interpersonal learning styles, involve preferring interactions with others to process information. Social learners thrive in collaborative environments, benefiting from discussions and peer learning. Educators must understand this style to optimize learning experiences for such students. For instance, in an English classroom, educators can facilitate group discussions on current events. This activity encourages social interaction and enhances speaking and listening skills authentically (Ariastuti and Wahyudin, 2022).

Social learners excel in group settings, enjoying activities like group discussions and cooperative projects. They value interpersonal relationships and are motivated by working with others. In English language learning, they benefit from activities promoting social interaction, such as role-plays and group projects. These activities foster teamwork and intercultural communication (Cimermanova, 2018).

Educators can accommodate social learners by incorporating collaborative learning experiences and peer feedback. Pair work and group activities enhance engagement, while reflection activities encourage interpersonal skills development. Technology provides resources like online forums for virtual

interactions, extending social learning opportunities beyond the classroom (Dantas and Cunha,2020).

Bloom's Taxonomy

Bloom's Taxonomy provides a framework for categorizing different levels of cognitive skills that students can demonstrate as they learn. The most recent and novice definition of Bloom's taxonomy is presented by Moran (2023), he presented a brief explanation of each level along with an example related to English language learning:

Remember (Knowledge): This level involves recalling facts, information, or concepts without necessarily understanding them deeply.

Example: Students might be asked to recall the definition of vocabulary words learned in a previous lesson, such as verbs, nouns, or adjectives.

Understand (Comprehension): This level involves demonstrating comprehension and interpretation of concepts or ideas.

Example: Students might be asked to summarize a short story they read in class, demonstrating their understanding of the plot, characters, and main events.

Apply (Application): This level involves using learned information in new situations or contexts.

Example: Students might be tasked with writing sentences using the grammar rules they learned, demonstrating their ability to apply the rules in practical language use.

Analyze: This level involves breaking down information into parts, identifying patterns, and making connections.

Example: Students might be asked to analyze a poem by identifying its rhyme scheme, meter, and literary devices used by the author.

Evaluate: This level involves making judgments or assessments based on criteria or standards.

Example: Students might be asked to evaluate a classmate's presentation, providing feedback on their language fluency, clarity of expression, and organization of ideas.

Create (Synthesis): This level involves generating new ideas, products, or solutions by combining or reorganizing elements in novel ways.

Example: Students might be tasked with writing a short story or composing a poem using vocabulary and grammar structures learned in class, demonstrating their ability to synthesize their knowledge creatively.

Bloom's Taxonomy and Learning Styles

Bloom's Taxonomy and learning styles are two frameworks that educators can use to understand and address different aspects of student learning. While they approach learning from different perspectives, there are connections between the two that can enhance instructional practices (Sudirtha, et al, 2022).

Addressing Different Learning Styles at Different Taxonomy Levels:

Remembering (Knowledge) and Understanding (Comprehension): Educators can incorporate various learning styles (visual, auditory, tactile, and social) to help students remember and understand information. For example, providing visual aids for visual learners, conducting discussions for auditory learners, hands-on activities for tactile learners, and group work for social learners can facilitate understanding and retention of concepts (Moran, 2023).

Applying (Application) and Analyzing: When students apply and analyze information, educators can offer opportunities that cater to different learning styles. This might include problem-solving activities with visual cues, role-playing scenarios for auditory learners, hands-on experiments for tactile learners, and collaborative projects for social learners (Swart and Daneti, 2019).

Evaluating and Creating (Synthesis): In higher-level thinking tasks such as evaluation and creation, educators can encourage students to leverage their preferred learning styles to demonstrate mastery. For instance, allowing visual learners to create presentations or infographics, auditory learners to record podcasts or speeches, tactile learners to design hands-on projects, and social

learners to engage in group debates or collaborative writing tasks can foster creativity and critical thinking (Grebin, et al., 2020).

1.2 Previous Related Studies

Rania (2023) investigated the effectiveness of Bloom's Taxonomy-based instruction on EFL students' language proficiency and whether its impact varies across different learning styles. The participants were 60 EFL students enrolled in a university English language course. They were randomly assigned to either an experimental group receiving Bloom's Taxonomy-based instruction or a control group receiving traditional instruction. Language proficiency was assessed using standardized English proficiency tests. Learning styles were assessed using a validated learning style inventory. The results showed that students in the experimental group, who received Bloom's Taxonomy-based instruction, demonstrated significantly higher language proficiency scores compared to those in the control group. Additionally, the impact of the instruction varied based on students' learning styles, with visual and tactile learners showing the most significant improvement.

Previous Related Studies

Rania (2023) conducted a research study to investigate the efficacy of Bloom's Taxonomy based instruction on EFL learners' language proficiency and the potential variation in its impact on different learning styles. The study included 60 EFL students taking an English language university course. The students were randomized into an experimental group, which received instruction based on Bloom's Taxonomy, and a control group using traditional instructional methods. The students' language proficiency test which used standardized English proficiency tests and learning styles using validated learning style inventory were the dependent variables. The results indicated that students in the experimental group who received Bloom's Taxonomy based instruction had significantly better language proficiency scores compared to the control group. Furthermore, the instruction had a different perceived impact on students based on their learning styles, with visual and tactile learners having the greatest perceptions.

Abubakr Abdulrahman (2023) investigated the relationship between Bloom's Taxonomy levels (specifically, remembering, understanding, and applying) and EFL students' learning styles in reading comprehension tasks. The participants were 80 EFL students enrolled in an intensive English reading course. They completed reading comprehension tasks designed to assess different Bloom's Taxonomy levels and also completed a learning style inventory. Reading comprehension tasks were developed based on Bloom's Taxonomy levels, with items targeting remembering, understanding, and applying. Learning styles were assessed using a validated learning style questionnaire. The results revealed a significant relationship between Bloom's Taxonomy levels and EFL students' learning styles in reading comprehension. Visual learners tended to perform better on tasks targeting remembering and understanding, while tactile learners showed strengths in applying comprehension strategies. Auditory learners demonstrated proficiency across all Bloom's Taxonomy levels.

Bayaydah and AL-Tweissi (2020) investigated the effect of Bloom's Taxonomy-based instruction on EFL students' writing performance and to explore whether students' learning preferences influenced their responses to this instructional approach. The participants were 50 EFL students enrolled in a university English composition course. They were randomly assigned to either a Bloom's Taxonomy-based instruction group or a traditional instruction group. Writing performance was assessed using a standardized writing test. Learning preferences were assessed using a questionnaire that measured students' preferences for different instructional approaches. The results indicated that students in the Bloom's Taxonomy-based instruction group outperformed those in the traditional instruction group in writing performance. Furthermore, students' learning preferences significantly influenced their responses to the instructional approach, with visual and auditory learners showing a preference for Bloom's Taxonomy-based instruction, while tactile and social learners preferred traditional instruction.

Methodology

The Participants

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The participants were 189 female students from the Department of English at the College of Education for Women, University of Anbar. The researcher selected randomly 155 female students out from the 189 to represent the sample of the study, and 34 students were selected to represent the pilot sample, out of them only 8 questionnaires were valid, thus the total number of the pilot sample is 8 female students only. The total number of the participants who replied positively to the questionnaire are 95 female students only. Thus, the participants are 95 female students only.

The Design

The instrument of the study is a questionnaire, and the study that collect its data via a questionnaire is a survey research design.

The Instrument

To collect the data, the researchers prepared a questionnaire. The items of the questionnaire were elicited from the literature review. The questionnaire's validity and reliability were verified.

Content and Face Validity

The questionnaire was given to a group of experts major in the field of methodology, applied linguistics, and curriculum designers to verify the content and face validity of the questionnaire. The experts' recommendations and suggestions were taken in consideration, about 4 items were omitted from the questionnaire, and the questionnaire final version consisted of 15 items only. Also, some modification have been done for the 15 items. All the experts agree that the questionnaire items are well formed to measure what is supposed to be measured, this achieve the face validity of the instrument.

The Reliability

The reliability of the questionnaire was verified by using Test-Retest Reliability. The questionnaire was administered to 8 female students. After 8 days, the researcher re-administer the questionnaire to the same students. The Pearson correlation coefficient was used to verify the correlation between the first and the

second students' responses. The result revealed that there is a high correlation of 0.88 which indicates good test-retest reliability.

The Result

Result Related to the First question

To answer the first question of the study that states "To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of Remember Knowledge?" frequencies and percentages were used. Table 1 shows the results.

Table 1: Frequencies and Percentages of learning Visual, Auditory, Tactile, Social strategy at the level of Remember Knowledge

Bloom's Levels	Learning Styles	Item	Apply to me	Does not Apply to me	Sometime Apply to me
Remember Knowledge	Visual	I use visual tools such as mind mapping to remember the information.	45.00	15.00	40.00
	Auditory	I repeat new vocabulary and information in a loud voice.	70.00	0.00	30.00
	Tactile	I write down the new information.	85.00	5.00	10.00
	Social	I share and explain the new information with my colleagues.	50.00	10.00	40.00

Table 1 shows that at the level of Remember Knowledge the above-average percentages are attributed to the Tactile learning style, which obtained a percentage of 85.00, while the Auditory Learning Styles received a percentage of 70.00."

Result Related to the Second Question

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To answer the second question of the study that states " To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of Understand Comprehension?" frequencies and percentages were used. Table 2 shows the results.

Table 2: Frequencies and Percentages of learning Visual, Auditory, Tactile, Social strategy at the level of Understand Comprehension

Bloom's Levels	Learning Styles	Item	Apply to me	Does not Apply to me	Sometime Apply to me
Understand Comprehension	Visual	I make a link between word(s) and picture model.	40.00	10.00	50.00
	Auditory	I use mnemonics to understand new concepts.	60.00	15.00	25.00
	Tactile	I physically interact with new information and vocabulary via activities.	45.00	15.00	40.00
	Social	I discuss new information with group of colleagues.	40.00	20.00	40.00

Table 2 shows that at the level of Understand Comprehension the above-average percentage is attributed to the Auditory learning style, which obtained a percentage of 60.00, while other learning styles were below the average level (i.e. below 50%).

Result Related to the Third Question

To answer the third question of the study that states " To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of apply application?" frequencies and percentages were used. Table 3 shows the results.

Table 3: Frequencies and Percentages of learning Visual, Auditory, Tactile, Social strategy at the level of Apply Application

Bloom's Levels	Learning Styles	Item	Apply to me	Does not Apply to me	Sometime Apply to me
Apply Application	Visual	Highlight new information, grammar, and idioms.	85.00	10.00	20.00
	Auditory	I repeat listening and speaking authentic activities.	40.00	25.00	35.00
	Tactile	I apply role play technique.	20.00	45.00	35.00
	Social	I teach my colleagues the new information.	40.00	15.00	45.00

Table 3 shows that at the level of Apply Application the above-average percentage is attributed to the "Visual" learning style, which obtained a percentage of 85.00, while other learning styles were below the average level (i.e. below 50%).

Result Related to the Fourth Question

To answer the fourth question of the study that states "To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of analyze?" frequencies and percentages were used. Table 4 shows the results.

Table 4: Frequencies and Percentages of learning Visual, Auditory, Tactile, Social strategy at the level of Apply Application

Bloom's Levels	Learning Styles	Item	Apply to me	Does not Apply to me	Sometime Apply to me
Analyze	Visual	I analyze the grammatical rules by using visual aids.	15.00	30.00	55.00

	Auditory	I listen to different English accents to develop my speaking skills.	35.00	15.00	50.00
	Tactile	I break-down idioms and phrases into smaller units	40.00	75.00	35.00
	Social	I manage group discussions to gain diverse ideas	15.00	45.00	40.00

Table 4 shows that at the level of Analyze all the learning styles were below the average (i.e. below 50%). The above-average percentage is attributed to the scale "Does not Apply to me", the "Tactile" learning styles is obtained a percentage of 75.00.

Result Related to the Fifth Question

To answer the fifth question of the study that states " To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of Evaluation?" frequencies and percentages were used. Table 5 shows the results.

Table 5: Frequencies and Percentages of learning Visual, Auditory, Tactile, Social strategy at the level of Evaluation

Bloom's Levels	Learning Styles	Item	Apply to me	Does not Apply to me	Sometime Apply to me
Evaluation	Visual	I assess the influence of visual aids in learning the English language.	20.00	30.00	50.00
	Auditory	I assess my pronunciation via self-recording to reach self-satisfaction.	35.00	20.00	45.00

	Tactile	I can evaluate the activities that enhance learning the 4 language skills.	25.00	20.00	55.00
	Social	I assess my understanding by receiving feedback from my colleagues (peers).	50.00	20.00	30.00

Table 5 shows that at the level of Evaluation all the learning styles were below the average (i.e. below 50%). All the scales items (Apply to me, Does not Apply to me, Sometime Apply to me) were below the average.

Result Related to the Sixth Question

To answer the fifth question of the study that states To what extent do EFL students apply Visual, Auditory, Tactile, Social strategy at the level of Create Synthesis?" frequencies and percentages were used. Table 6 shows the results.

Table 6: Frequencies and Percentages of learning Visual, Auditory, Tactile, Social strategy at the level of Create Synthesis.

Bloom's Levels	Learning Styles	Item	Apply to me	Does not Apply to me	Sometime Apply to me
Create Synthesis	Visual	I create visual instructional aids that make the complex education context easy.	70.00	0.00	30.00
	Auditory	I create songs to remember vocabulary			
	Tactile	I create a role-play to practice the new information	30.00	45.00	25.00
	Social	I Collaborate with my colleagues to create a presentation of the new information (grammar rules,	45.00	25.00	30.00

		vocabulary, pragmatics, and language functions).			
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Table 6 shows that at the level of Create Synthesis the above-average percentage is attributed to the "Visual" learning style, which obtained a percentage of 70.00, while other learning styles were below the average level (i.e. below 50%).

Discussion of the Results

The results show that according to bloom's taxonomy, the most used learning style is for the level of Remember Knowledge, Understand Comprehension, Apply Application, and Create Synthesis which came above the average (85.00, 60.00 85.00, and 70.00 respectively) the rest levels came below the average which means the learning styles do not apply to them, they do not use them in learning English language.

It can be inferred that the students use three cognitive levels only, at the level of remember (which is the first level of cognitive) the students use Tactile learning style.

They use Tactile learning style because the learners engage in a tactile activity such as writing, they are physically interacting with the language materials, using their hands and senses to reinforce their understanding of basic vocabulary and grammar. Tactile activities involve hands-on experiences that allow learners to manipulate language elements directly, enhancing their comprehension and retention. Through writing exercises, learners not only practice spelling and sentence structure but also internalize language rules and patterns by actively applying them in a practical context. This hands-on approach promotes deeper engagement with the language and facilitates the integration of new vocabulary and grammar concepts into their linguistic repertoire. Additionally, tactile activities can cater to diverse learning styles, providing an effective learning experience for tactile learners who benefit from physical interaction with learning materials. Overall, incorporating tactile activities like writing into language instruction serves to solidify learners' understanding of basic language components and foster their language acquisition process.

Also, the students use Understand Comprehension (which is the second level of cognition), they use Auditory Learning Style more than other learning styles, due to the fact that Auditory learners, students who prefer to learn through listening and speaking, can significantly enhance their understanding of concepts by utilizing auditory techniques such as rhymes or mnemonics. Rhymes are linguistic patterns characterized by the repetition of similar sounds at the end of words or phrases. By incorporating rhymes into their learning process, auditory learners can create memorable associations between words or concepts, making them easier to recall and connect.

For example, when learning vocabulary words, auditory learners might create rhymes or catchy phrases that incorporate the target words. This rhythmic repetition not only aids in memorization but also helps learners establish connections between related words or concepts, facilitating a deeper understanding of their meanings and usage.

Similarly, auditory learners can employ mnemonics, which are memory aids or devices, to enhance their comprehension and retention of information.

Mnemonics often involve creating memorable associations between new information and familiar concepts or patterns. For auditory learners, mnemonic devices might involve creating acronyms, songs, or verbal cues that represent key information in a memorable way.

For instance, when learning a list of irregular verbs, auditory learners might create a mnemonic sentence where the first letter of each word corresponds to one of the verbs. This mnemonic device not only helps them remember the verbs but also reinforces their understanding of irregular verb forms and usage.

In addition, students at the level of Apply Application use Visual learning style. Visual learners, individuals who prefer to learn through visual aids and imagery, can effectively apply their knowledge by visually emphasizing key points. This visual emphasis helps them to reinforce their understanding of grammar rules or vocabulary concepts, facilitating their application in practical language use.

One way visual learners can apply their knowledge is by utilizing visual cues such as highlighting or underlining key points in written texts or study materials. By visually emphasizing important information, visual learners create a visual hierarchy that directs their attention to essential concepts, making it easier to understand and remember.

For example, when studying grammar rules, visual learners might use color-coding techniques to highlight different parts of speech or grammatical structures. By assigning specific colors to nouns, verbs, adjectives, etc., visual learners can visually organize and categorize information, aiding in their comprehension and application of grammar rules in writing or speaking.

Additionally, visual learners may benefit from using graphic organizers, mind maps, or diagrams to visually represent relationships between different grammar concepts or vocabulary words. These visual representations provide a spatial framework that helps visual learners to organize and connect information, making it easier to apply their knowledge in various contexts.

Also, the students use Create Synthesis (which is the sixth level of cognition), they use Create Synthesis Style more than other learning styles, due to the fact that creating visual aids that simplify complex grammar concepts, visual learners not only deepen their understanding of the material but also enhance their ability to communicate and apply their knowledge effectively. These visual representations serve as valuable tools for visual learners to synthesize information, organize their thoughts, and express their understanding in a visually meaningful way. Overall, visual synthesis of knowledge empowers visual learners to navigate and master complex English grammar concepts with clarity and confidence.

Through analyzing the students' replies, it was found that they do not use the learning style (Visual, Auditory, Tactile, and Social) at the level of Bloom's levels of cognitive (Analyze and Evaluation), they do not use them. The fact that EFL Iraqi students don't use certain ways of learning for more advanced thinking reflects big problems in their schools. These problems include things like culture, how teachers teach, and language issues. Fixing these problems might mean making big changes to how schools work. It could involve teaching students how

to think more critically, making classes more interactive and working together, and helping students get better at using English. For example, instead of just memorizing facts, students could learn how to think about things more deeply. They could work together on projects and activities instead of just listening to the teacher. Also, teachers could help students improve their English skills by giving them more practice and support.

Conclusion

The findings from the analysis reveal that EFL Iraqi students predominantly utilize certain learning styles, such as Tactile, Auditory, and Visual, at the lower levels of Bloom's cognitive taxonomy (Remember Knowledge, Understand Comprehension, Apply Application, and Create Synthesis). Tactile learning is prominent at the level of Remember, where students engage in hands-on activities like writing to solidify their understanding of basic language components. Auditory learning emerges at the level of Understand, as students utilize auditory techniques such as rhymes and mnemonics to enhance comprehension and retention. Visual learning is evident at the level of Apply, where students visually emphasize key points to reinforce their understanding of grammar rules and vocabulary concepts.

However, the absence of certain learning styles, particularly at the higher levels of Bloom's cognitive taxonomy (Analyze and Evaluate), indicates systemic challenges within the educational system. This underscores the need for significant reforms to address cultural, pedagogical, and linguistic barriers that hinder students' development of critical thinking skills. By fostering a learning environment that promotes critical thinking, encourages collaboration, and provides targeted language support, educators can empower EFL Iraqi students to engage in higher-order cognitive processes and achieve greater success in English language learning. Implementing such changes requires a concerted effort from policymakers, educators, and stakeholders to ensure that students receive the support and resources they need to thrive academically and linguistically. Through these reforms, the educational landscape can evolve to better meet the diverse needs of EFL Iraqi students and prepare them for success in an increasingly interconnected world.

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