Investigating the Preference of Learning Styles Amongst Chinese Arabic Learners

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In China, the demand for learning Arabic is increasing resulting in increasing number of specialized institutions to teach Arabic. However, all available evidences show that these institutions lack appropriate foreign language teaching strategies and styles. This critically affects the achievements of and the motivations to the students in learning this language. This study aims to identify the style preferred by the students learning Arabic as a foreign language at the concerned colleges in China. A total of 238 students selected by random sampling were covered. The result showed that the students favored all the styles that depend on shared work. Therefore, the students' responses towards individual Learning Style were lower than the other styles. As for the components, the results show that the respondents preferred guided learning more than self-learning, class room activities and group learning which achieved the means of 4.35, 4.04 and 3.98 respectively.

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