



# Teachers' Strategies to Deal on Students' Learning Preferences in Blended Learning

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## Abstract

COVID- The influenza pandemic of 1918 has altered the learning and teaching process to remote learning. This circumstance has forced instructors, as suggested by experts, to include learning styles into lesson preparation in order to assist pupils. This research intends to investigate how EFL instructors adapt students' learning styles in distance education to assist students grasp and acquire language, as well as the problems teachers face in doing so. It adopted a qualitative phenomenological approach to collect data via interviews and observation. The research indicated that EFL instructors utilized a variety of online platforms, created/adjusted resources, and administered a variety of evaluation forms to meet the learning patterns of distance learners. However, it proved unable to accommodate all learning styles in the classroom due to connection/technical issues, instructors' workload, the large number of students, and students' lack of enthusiasm. It may be inferred that adjusting students' learning styles in online education is more difficult than in traditional classrooms. The study's findings provide a good reference for evaluating the methods of adapting students' learning styles in distant education.

**Key Words:** COVID-19 pandemic; distance learning; e-learning; students' learning styles, EFL

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## Introduction

The COVID-19 epidemic that began in December 2019 has transformed the teaching and learning process to one in which instructors and students are not physically separated. Distance learning during the pandemic, which aims to eliminate the transmission of the COVID-19 virus, might be difficult for both students and professors. Since kids learn in a variety of ways, it is vital to provide a variety of instructional materials, activities, and assessments. It also means providing each kid with an equal opportunity to study most effectively. However, addressing individuals' learning styles in remote education is difficult, since what works for one learner may not work for another (Guo et al., 2018). Zarrabi (2020) highlighted those learners may suffer in classes if they are not permitted to use their chosen learning approaches. Bajaj and Sharma (2018) argued that it is unreasonable to expect instructors to concurrently adapt their instruction to accommodate all learning styles. Nonetheless, instructors must explore whether learning modality is more successful than others, especially for students with unique learning issues who are unable

to absorb material when it is provided only via their weaker modality.

Vizeshfar and Torabizadeh (2018) compared learning styles to the numerous layers of an onion. The first layer is the most obvious since it includes of the students' educational and environment preferences. The second layer addresses the preferences of the learners for how they acquire, organize, and use the knowledge. The subsequent personality dimensions are only discernible when conduct is continuously studied in various learning circumstances (Chang et al., 2019). Thus, some students' learning styles may be obvious, whereas others' learning styles need more research.

The experts have offered a variety of models of learning styles. Lertputtarak & Samokhin (2019) claimed that some of them divided learning styles into six categories: visual, auditory, tactile, kinesthetic, individual, and group. Listening to their instructors' or peers' explanations is the most effective method for auditory learners. They typically read aloud if they do so. As Afshar, & Bayat (2018) noted, visual learners "rely on their eyes to absorb information.

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" Visual aids, such as diagrams, graphs, photos, flashcards, and maps, also help them remember the information the best. In order to focus, kinesthetic learners acquire information largely via bodily motions (Lwande et al., 2021). Tactile kids are more likely to engage in manipulative tasks using resources (Carvalho et al., 2019). They also appreciate painting, experiments, and model construction. Learners that love group work take pleasure in social interaction. Individualistic learners that like to study and work independently. Pérez-Marn et al. (2022) categorized learning styles as VARK, an acronym for Visual, Aural, Read or Write, and Kinesthetic. Visual pupils learn better with visual assistance and are readily distracted by others' motions or activities (Idrizi & Filiposka, 2018). As information intake, instructors' explanations serve as a learning tool for aural learners. They remember the material by discussing it with peers. Read-or-write pupils primarily get knowledge through written words and text. In addition, they like taking notes and rephrasing phrases (Idrizi & Filiposka, 2018). Learners with a kinesthetic learning style learn better via movement. In electronic learning, Siddique and Khalid have created and verified a tool for analyzing e-learning styles (2021). According to their study, there are eight e-learning style variables. Learners who study visually use images, diagrams, and texts. Auditory learners acquire knowledge through listening to cassettes, radios, and lectures. Learners with a kinesthetic-perceptual learning style use whole-body movement to process new knowledge. Moreover, global learners get new information by comprehending the whole picture. Analytical learners concentrate on the essential components that comprise the total. Individual students often study alone and have responsibility for their own education. In contrast, collaborative learners execute problem-solving, task completion, and assignment completion together. Technological students use technology to study in the digital realm. They may also appreciate the importance of technical innovations and the potential benefits of applying them (Zhang et al., 2022).

For instructors, this helps them understand learners' learning styles since the specialists have categorizations and tools to examine them. An instrument known as the VARK questionnaire was developed by Pérez-Marn et al. (2022), while the perceptual learning style preference questionnaire was developed by Lertputtarak & Samokhin (2019). (e-LSS). Prior study done by Faisal (2019) shown

that learners' GPA and language success were influenced by their preferred learning method and personality factors. The academic performance of kids with different learning styles was greater because the mix of learning styles helped foster a more balanced approach to accessing and acquiring information. Meihami (2022) found in another study that learners with several major learning styles scored better on the materials assessment criteria than those with no major learning styles. Multiple-learning-style students intended to employ the several functionalities given in the majority of the products. From the above study, it can be inferred that learning style is not a binary, black-and-white, present-or-absent phenomenon (Zhang et al., 2019). However, there is evidence that people's learning styles remain rather consistent over time (Lau & Gardner, 2019), despite their adaptability to the demands of various learning environments (Farashahi & Tajeddin, 2018). In the context of e-learning styles, Singh et al. (2021) discovered that distance learning e-learning students were mostly autonomous and rational learners. The elimination of physical instructors has necessitated those children become more self-directed in their learning. Learning

style is not a genetic trait but a **1419** strong habit that may be tweaked and expanded (Lertputtarak & Samokhin, 2019). Therefore, it is feasible for a student to have many learning styles and to adapt their learning style to the given task. Changing learning and teaching to online/distance learning is not a novel learning pattern, since other places throughout the globe have already used this method. However, the globalization of schooling has caused disruptions for instructors and learners everywhere (Sokal et al., 2020). Favale et al. (2020) described distant learning as a course or program that is purposely planned to be conducted online using pedagogical modifications for the teaching, evaluation, and learners' interaction in order to fit

the requirements of a virtual learning environment. Due of physical distance, another definition is that distance learning is performed via self-study and non-contiguous conversation, necessitating a style of autonomous learning (Ford et al., 2021). Clark (2020) identifies at least five essential components of distance learning/education: the detachment of students and educators, the effect of educational organizations, the use of technical media to connect instructors and learners, the provision of two-way conversation, and the possibility of occasional gatherings. The application of e-learning has shown to overcome time and space barriers (Oyediran et



al., 2020). Previous study has shown that learners use a variety of learning methods in distant education, since it involves more autonomy and self-discipline (Neroni et al., 2019). According to research done by Fandio et al. (2019), learners' performance in learning English via online education is significantly influenced by their learning styles. From the aforementioned literature study, it can be extrapolated that adapting learners' learning styles is just as important in distant learning as it is in traditional classrooms. Due of the unavailability of instructors and learners, it may be more difficult to accommodate students' learning styles via distance education. Therefore, this study addressed learning style concerns in distant learning from the standpoint of instructors, such as those who organize and provide instruction. Although several studies have been undertaken to investigate students' learning styles in the English classroom, the difficulties of students' learning styles in a specific phenomenon in distant learning need to be investigated, particularly those pertaining to the accommodation of learning styles. Consequently, the purpose of this study was to examine how professors accommodate different learning styles in distant education. This research also sought to identify the possible obstacles that instructors experience while delivering diverse materials and activities for distant learning. This study addresses the following two research questions:

- 1) How can instructors accommodate different students' learning styles in distant education?
- 2) What difficulties do instructors have when attempting to accommodate different learning styles in online education?

## Method

This qualitative phenomenological study examined the experiences and viewpoints of instructors in adapting students' learning styles in distant education during the COVID-19 epidemic. The objective of the qualitative method is to investigate in depth the experience that instructors had in adapting students' learning styles in distant learning environments. This kind of qualitative research focuses on uncovering and comprehending the experiences, viewpoints, and ideas of the respondents (Rahtz et al., 2019). Additionally, the qualitative research strives to encourage people to tell their experiences and be heard (Sale & Thielke, 2018). Phenomenological research focuses on persons having firsthand experience of certain

occurrences (Hamilton & Finley, 2019). This research examines the phenomena of pandemic-related distant education.

Using the explanations provided by the aforementioned experts, this study used a qualitative approach since it sought to hear the tales and voices of instructors. In this study, the learning styles theories of Lertputtarak and Samokhin (2019) and Pérez-Marn and colleagues (2022) served as the key theoretical lens. This qualitative study used phenomenology research as its methodology since its purpose was to explore how and why people experienced a phenomenon. The phenomena examined in this research was the transformation of teaching and learning during the COVID-19 epidemic, which has changed and influenced instructors' methods of instruction, including their knowledge of accommodating students' learning styles. This study's data was collected via the use of interview questions and observation forms. Experts (Hamilton & Finley, 2019) advised the aforementioned data gathering techniques for phenomenological research. The interview questions were constructed based on ideas of learning styles, which were confirmed by pilot testing and consultation with a learning style specialist. The emphasis of the observation was on how professors accommodated different learning styles and what difficulties were seen in online sessions. The acquired data from both interviews and observations were descriptive and interpretative.

## Participants

This study's participants attended a state vocational high school in the Philippines. The institution was selected for two reasons. First, in accordance with government directives, the school used complete remote learning to eliminate the COVID-19 virus's propagation. Second, the school allowed instructors to develop and present their own classes. Due to the fact that the school has just two English instructors, the respondents to this study were two English teachers. Strijker et al. (2020) claimed that qualitative research aimed to investigate a topic and comprehend the primary phenomena by gathering data based on the words of a small number of participants in order to comprehend their perspectives (Strijker et al., 2020). Consequently, the minimal number of participants in this study was justified by the qualitative nature of the research. The respondent information is listed in full in Table 1.



**Table 1. Respondents' demographic data**

No	Respondents	Age	Sex	Teaching experience (Years)
1	Instructor 1	54	Female	29 years
2	Instructor 2	43	Female	23 years

### Data collection

Semi-structured interviews and observation were used to gather data. The interview questions focused on the instructors' efforts and experiences in accommodating students' learning styles, while the observation focused on the teachers' learning activities. The questions were utilized in a pilot study before the interview to assess their suitability and aim attainment. The results of the pilot research revealed that the questions were straightforward and that they had accomplished the desired goal; thus, no adjustments were made. The questions focused on the instructors' teaching methods for helping students grasp the material better, as well as the obstacles they faced in adapting students' learning styles. As a follow-up after interviewing respondents, the researcher did a free observation (Gao et al., 2022) based on the information they provided in the interview. Notes from the field were taken during the observation so that the findings could be summarized and conveyed effectively. Face-to-face interviews and virtual meetings were used for this study's interviews, which took place on December 9 and 11, 2021. There was a period of around two weeks during which a variety of platforms for teaching and learning were used to gather data.

Requests for authorization from the school were the first step in this research approach. The researcher contacted the EFL instructors after obtaining their permission to conduct the study. Teachers' schedules were also taken into consideration when interview and observation times were chosen. The researcher went to school and set up a virtual interview encounter. Students' learning styles were taken into consideration as part of the online observation, which was undertaken after the interviews had concluded. Lastly, the interviews were documented in writing so that they could be studied in more depth. Multiple data sources and theories were used to corroborate new results and ensure their validity in this study, as described by Euler (2018) for triangulation in qualitative research.

### Data analysis

The following procedures were taken by Jan (2020) and Hamilton & Finley to analyze the data: (2019). Otter Transcriber was used to transcribe an interview with two instructors on their experiences fitting kids' learning preferences. The transcript was then open coded using thematic analysis in order to extract the topics that address the study questions. Second, the information from the observation was also open-coded to complement the information from the interview. Using multiple online platforms, creating/adjusting materials, delivering various sorts of assessment, and giving different kinds of evaluations were only a few of the seven themes that developed based on the theories used to address research questions. RQ1 was answered by themes a-c, whereas RQ2 was answered by themes d-g. We'll go into great depth on every subject.

### Findings

The obtained information was both descriptive and interpretative. The purpose of the interview questions asked to the respondents was to answer the study questions on the experience of adapting students'

learning styles in remote education. The 1421 coding of the transcript revealed various themes, which were defined based on the repetition of comparable terms and concepts spoken by the participants. Based on the research objectives of this study, the themes were categorized into two categories: instructors' method and experience in accommodating students' learning styles in distance learning, and teachers' problems in accommodating students' learning styles in online learning.

### Utilizing many online platforms

Different online platforms were employed as the major teaching and learning resources for distance learning because they enabled instructors to deliver a variety of instructional materials and activities that catered to diverse learning styles. Respondents mentioned a variety of online channels, including Google Form, YouTube, PowerPoint Slides, Google Meet, and Google Classroom, for delivering the information.

They get a YouTube music. The music is about the past's simplicity. Similarly..., what irregular verbs can you identify in this song's students? Later, they may stop and resume playback. (P1)

I strive to provide engaging content, for instance, by using images in the PowerPoint; am I correct? PowerPoint slides. (P2)



Multiple learning styles, such as visual and aural, may be accommodated on online platforms, like Blackboard and edX. The respondents also acknowledged their understanding of the online platform's limits in supporting several learning styles or covering multiple subjects, which necessitated the creation of their own resources. During the inspection, their efforts to supply diverse materials and activities through online platforms were also noticed. Respondents often exchanged links to movies and animations. Occasionally, they will also publish PPT presentations or reading materials to Google Classroom. Instructors attempted to accommodate as many individual disparities in learning styles as feasible throughout class.

### Developing/modifying the materials

The respondents also attempted to adapt students' learning patterns by providing resources that matched students' learning styles. Due to the restricted resource availability on internet platforms, respondents must provide their own content.

I prefer google form. It is more objective and pragmatic. (P1)

I am unable to create a PowerPoint presentation with the complex phrases on the slides. So, I usually create animation. (P2)

The respondents attempted to design several learning resources, including PPT presentations, Google Form worksheets, and animation. However, similar to the use of online platforms, the materials developed by the participants do not account for all learning styles in the classroom. During the observations, their efforts were also recorded. Multiple participant-created or -modified documents are often exchanged via Telegram and Google Classroom.

### Providing different methods of evaluation

In addition to paper-and-pencil assessments, other assignments included composing tales, presenting, evaluating music, assessing cover letters, and recording discussions.

I ask the kids to photograph an online or newspaper cover letter. They are required to translate a photograph into words. (P1)

Therefore, students must write on their book, photograph it, and then submit it. Why must they write by hand? Consequently, their motoric will be utilized, and in English, some individuals know the

words but do not know how to type them, what they imply, or how to pronounce them. So, it's not that I don't want them to type; rather, I want them to unconsciously store the experiences in their brains. (P2)

For my class, let's say for the practical, I want them to record, for example, a phone call. Who is your partner? After that, they must submit the recording to me. (P2)

The respondents provided a variety of tasks and forms of evaluation to provide learners with opportunities to demonstrate their comprehension gained via their chosen methods of study. Thus, any learner may demonstrate their aptitude for learning. Some can talk well, and the dominating learners in these areas nevertheless give us the opportunity and respect them so that they may utilize their strength. (P2)

Since individuals have varied preferences and learning styles, it is possible for every learner to perform optimally depending on their chosen style by using a variety of tests. The analysis of the data revealed four themes about the obstacles the respondents encountered while adapting students' learning styles in distant education.

### Technical concerns

The first obstacle encountered by the respondents was a technological issue posed by both professors and pupils. The technical issues are connected to the quality and availability of the connection to the internet, as well as the instructors' and learners' IT abilities.

My experience focuses on the connection. Some learners comprehend the information, while others do not. Perhaps those who don't comprehend have a poor Internet connection, so when they want to contact their friends, it's tough for them as well. (P1) Obviously, the endeavor requires IT skills, a willingness to learn, and departure from one's comfort zone. Because as instructors we are expected to provide the subject and assess if the pupils comprehend it or not. (P2)

Not every student has access to the internet; their smartphones may or may not be capable of supporting them, and they may or may not share their cellphone with their siblings. As a result, they must turn with other family members throughout this PJJ. With their brothers on sometimes. They even take their father's cellphone while he's on the job. (P2)

Because to technical challenges like as connection availability and quality, the teachers were not



always able to carry out their lesson plan. One of the panelists remarked that some learners do not have enough technology to assist them in their study. It's possible that a problem like this may be difficult to overcome. Respondents said that they could relate to the learners since they were from varied socioeconomic backgrounds and circumstances. Certain instructors were also unfamiliar with the platforms and websites that were being utilized, which limited their ability to use them to provide materials and activities.

### **Instructors' responsibilities**

During the isolation, working hours may be extended, resulting in increased effort. The respondents said that as instructors, they were required to not only prepare materials and educate, but also to handle the class and instructional administrations required by the school. Throughout online learning, respondents should also attend meetings and assist learners with different of problems and challenges.

There is a case I referred to as learners, three children, since the students face a variety of obstacles throughout PJJ, therefore I referred to them as such. Instead of presenting material today, I will email it to the students and ask them to open it first. I had not intended to submit it to Google Class alone, but I had no choice since I had rescheduled my Google Meet. (P1)

Because as instructors we are expected to provide the content and assess if pupils comprehend it. Occasionally, I should remain up late, but if we're not in the mood, we should sleep first. (P2)

Based on the interviews, it can be stated that distance learning respondents have an increased effort due to the fact that professors must also verify and provide feedback after assigning tasks or assignments. The volume of work has prevented them from holding online meetings and developing a variety of materials and activities.

### **A significant number of students**

Despite the respondents' best efforts, they were also informed that it was difficult to suit all students' learning styles in the classroom at the same time. In public schools, there are a lot of learners, and the instructors and learners can't meet everyone's unique learning style. In order to get around this problem, the respondents focused exclusively on the most common types of learning styles employed by the learners in their class.

We have a large number of students in our classes; therefore, we cannot be too idealistic with each individual student. (P2)

In a large class, we cannot do this or that since the needs of Dinas and the curriculum must be met simultaneously. (P2)

There are around twenty learners in the class, and some were not forthcoming with their learning styles. This circumstance exacerbated the difficulty faced by a significant number of pupils.

### **Lack of student motivation**

In a difficult circumstance during the epidemic, each individual must have their own problems. The same circumstances apply to the kids as well. Students' physical and emotional health might be negatively impacted by the epidemic, reducing their desire for remote learning. Some of the kids lacked enthusiasm and had difficulty adapting to the present environment, which posed another difficulty for the professors. This condition has impacted performance and class participation.

They lack motivation and do not want to complete the task, which is also a difficulty. We have selected materials that are simpler, and the kids are willing to complete them; nonetheless, they lack motivation. 1423

I do not know the circumstances of the pupils. Perhaps they are exhausted, and perhaps other disciplines have assigned a great deal of work. (P1) Occasionally, the class and main qualities also have a role. Occasionally, there are... I'm not comparing, but... Learners of accounting are more disciplined. Thus, just one or two children need special care. (P2) The interviews revealed that the students had a substantial amount of homework and tasks from different disciplines. Participants reported attempting to comprehend the pupils' circumstances. However, one respondent said that she phoned three students because they often missed online lessons. Instructors cannot constantly exert control over pupils due to their restricted access. During the epidemic, one of the biggest obstacles to doing remote learning has been the pandemic. Observations indicate that several learners arrived late to the online session for different reasons, including connection issues and oversleeping. The majority of the students were quiet readers who did not answer when the professors reminded them to participate in the online session in their groups. Several online sessions had to be canceled due to the instructors' urgent necessity to complete school administrations at school. Observation during the online courses and



the discussion group revealed the difficulties and problems. Table 2 displays the encryption of the observation's data.

**Table 2. Encryption of data from observation**

Items	Observation results
Overview of activities	The lesson was taught over a Telegram group. Some students participated enthusiastically in the conversation, while the majority did not.
Materials provided	The instructor uploaded the reading material and worksheets on Google Classroom.
Activities inside the classroom	The task required learners to read the content, complete the worksheets, and create collages.
Assessment process	The instructor rated pupils based on the Google Classroom homework she provided.
Students' reaction	Some students participated in the conversation actively, while the majority did not.

According to one of the entries in Table 2, the majority of learners did not actively participate in the Telegram group conversation. On that day, the information was sent through Google Classroom, and learners were expected to participate in group discussions. However, the majority of pupils did not participate actively in the group discussion. The majority of pupils submitted their worksheets late to Google Classroom, according to the professors.

**Discussion**

This phenomenological investigation has shown instructors' experience with adjusting students' learning styles in distant education. The instructors stated that it was crucial to be aware of and able to map the learning styles of their learners in the classroom they lectured based on the data shown above. Teachers would be able to develop a more effective educational environment if they were aware of the learning styles of their learners, since learning activities could be tailored to the way individuals perceive and process information. In addition, instructors felt that pupils' enthusiasm and interest in studying would be influenced by their learning styles. Before the epidemic, instructors in

face-to-face classrooms did their utmost to offer a variety of learning materials and activities. Tsai et al. (2018) argued that learning differs across learners due to disparities in requirements, preferences, and learning strategies. Wieland et al. (2018) found that the acceptance of instructional content by learners is contingent on their use and application of learning styles. Consequently, it is crucial to recognize that every student is unique in their approach to the information, which has implications for the learning process (Kurilovas & Kubilinskiene, 2020). The data on the students' learning styles was gathered by watching their behavior in class, and some students also volunteered their most comfortable and favorite study methods. According to Chang et al. (2019), a variety of learning styles are observable and discernible on the personality dimension in various learning contexts. Learners' confidence in exploiting their learning styles may be boosted if they are aware of their unique learning patterns (H Farashahi & Tajeddin, 2018). Although instructors thought it was vital to be aware of and accommodate students' learning styles, they also recognized that it was impossible and difficult to suit each student's learning style in the classroom.

This remark was backed by Dantas & Cunha (2020) 1424 and Bajaj & Sharma (2018), who indicated that instructors could not change their instruction to meet more than twenty students' learning styles concurrently. Nonetheless, this circumstance does

not negate the need of adapting pupils' learning styles. It is also anticipated that students' learning styles would impact their success in e-learning, as well as their classroom performance and accomplishment. As previously stated, instructors did their utmost to accommodate students' learning styles and requirements in the classroom, particularly in face-to-face settings. Instructors acknowledged that it was simpler to prepare activities and distribute materials in a traditional classroom. Face-to-face classroom activities included games, quizzes, text reorganization, interviews, and group projects. Despite the hurdles and constraints, instructors in remote education nonetheless made every effort to suit students' learning styles. Based on the observation and the interview, it was not able to cover all of the kids' learning methods. Referring to the learning style models presented by Lertputtarak & Samokhin (2019), the most accommodating learning styles were visual, auditory, tactile, individual, and group. Referring to models of learning styles presented by Pérez-Marn et al. (2022), it is possible to



accommodate many learning styles, including visual, auditory, and read or write.

Multiple exercises were implemented to suit visual, auditory, tactile, individual, and read-and-write students. A variety of visual aids, including video, PowerPoint presentations with images, and animation, were used to teach the content to pupils who learn best visually. According to Afshar and Bayat (2018), visual learners rely mostly on sight to memorizing facts. In addition, one of the professors encouraged visual students to write notes using colors and images. For auditory learners, topics were presented via songs, Google Meet lectures, and movies. According to Bock et al. (2018), auditory students like listening to others' explanations. Respondents indicate a variety of kinesthetically accommodating activities for tactile learners. However, the recommended exercises accommodated tactile students. Several models fail to distinguish between kinesthetic and tactile learners, resulting in a widespread misunderstanding. Activities like creating a scrapbook, giving a presentation (which included preparing slides), and recording a voice enabled tactile learners to use their style. Tactile learners appreciate handling materials that entail hands-on activities (Carvalho et al., 2019). (Bock et al., 2018). Google Form was used to provide worksheets and quizzes to students with personalized learning plans, while Google Classroom was mostly used to assign assignments. Since the majority of the activities were meant to be completed alone, the students who study independently may get the most from distance education. Essay writing and text analysis were exercises for read-or-write kids that allowed them to adopt their preferred style. In the classroom, group and kinesthetic learners were not well accommodated. Teachers said that they did not want to expose children to the possibility of contracting the virus by assigning them to meet and congregate in groups.

To provide every learner an equal opportunity to do well in class by applying their preferred learning style and to respect every learner's ability to utilize their learning aptitude, the instructors also gave a variety of evaluation methods. The instructors did their best to provide a variety of evaluation methods, including video production, poster creation, presentation, scrapbook, and role play. The instructors believed that, depending on their chosen learning styles, the learners would be motivated and perform better with the different modes of evaluation. This notion was backed by a finding by

Fandio et al. (2019) that demonstrated specific learning styles might assist students in mastering certain English abilities. As a result, the evaluation took on a variety of formats, including speaking practice through voice recording, essay writing, presentation, scrapbook creation, and a quiz. In addition to their efforts to accommodate different learning styles, instructors encountered a number of obstacles. In addition to the large number of pupils in the class, additional obstacles, such as the instructors' workload and internet connectivity, prevented them from presenting a variety of materials and activities. In addition to teaching, an instructor was responsible for administrative tasks such as lesson plan, report, and class management. The instructors said they often had to put in extra hours to complete the school's administrative chores. Therefore, instructors seldom had sufficient time to adequately prepare instructional materials and activities. In addition, the professors' and students' internet connection quality sometimes disrupted and diverted the teaching-learning process. This conclusion was corroborated by prior study done by enda et al. (2018), which discovered that even high-quality technology could not always ensure the quality of

teaching and learning. Several 1425 events that needed a strong connection from both sides were often canceled. Initially, many students were unable to participate in distant learning because they could not afford to purchase an internet allowance.

## Conclusion

This research examines instructors' efforts and experiences in distant education to accommodate students' learning styles. Several conclusions may be drawn from this investigation. First, instructors' efforts to suit students' learning styles were identified, including the use of many platforms, the modification or creation of resources, and the distribution of numerous evaluation forms. Second, as stated in the research, adapting students' learning styles in distant education was more difficult. This research uncovered a variety of obstacles, including connectivity or technical issues, instructors' workload, a huge student body, and students' lack of enthusiasm. These obstacles have prevented instructors from optimally adapting students' learning styles. As one of the suggestions for conducting teaching and learning in distant classes, the findings of this research might be of use to EFL instructors during the epidemic. This research also provides numerous suggestions for improving



distant education. Theoretically, the findings of this research might be utilized as a reference on the learning styles of students in distant education. This study's findings may be used to assess the methods of accommodating students' learning styles in distant education. Therefore, instructors might consider what areas of adapting students' learning styles should be enhanced. The findings of this research may be utilized as a policy proposal for schools to give training in the usage of different online platforms for instructors. In addition, schools must address the participation of parents in their children's studies during distant learning. This research has a small sample size since it only includes one school. This research is also confined to the perspectives and experiences of instructors about learning style concerns. Therefore, it is advised that future studies investigate students' perceptions and experiences of employing their learning styles during distant education.

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