



EFL teachers' strategies to accommodate students' learning styles in distance learning and their challenges

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Abstract

COVID-19 outbreak has shifted the learning and teaching process into distance learning. This situation has challenged the teachers, as the experts suggest, to include learning styles in teaching planning to help students. This study aims to examine how EFL teachers accommodate students' learning styles in distance learning to help students comprehend and acquire language and the teachers' challenges in accommodating students' learning styles. It employed a phenomenological qualitative method using interviews and observation to gain the data. The study found that EFL teachers used various online platforms, created/adjusted materials, and gave many assessment forms to accommodate students' learning styles in distance learning. However, it was impossible to accommodate every learning style in the classroom because of several challenges such as connection/technical problems, teachers' workload, many students in the class, and students' lack of motivation. It can be concluded that accommodating students' learning styles is more challenging in distance learning than in face-to-face classrooms. The study results are useful as a reference in the issue of learning styles to evaluate the practices of accommodating students' learning styles in distance learning.

Keywords: COVID-19 outbreak; distance learning; students' learning styles

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Introduction

COVID-19 pandemic, which started in December 2019, has shifted the teaching and learning process into distance learning where students and teachers are not in different places. Distance learning during the pandemic, intended to eradicate the COVID-19 virus spread, might be challenging for both the teachers and the students. Since students learn differently, providing various teaching materials, activities, and assessment is essential. It also means giving an equal chance for every student to learn most effectively. However, accommodating students' learning styles in distance learning is not easy because what works for one might not work for others (Cohen & Dörnyei, 2002). Tabatabaei and Mashayekhi (2013) explained that the students might struggle in classrooms where dominant teaching does not allow them to use their preferred styles. Boneva and Mihova (2012) stated that we could not expect teachers to simultaneously adjust their teaching to meet every learning style. Still, teachers must investigate what learning modality is more effective than another, particularly for students with specific learning difficulties in accessing learning when it is only presented through their weaker modality.

Curry (1983) made an analogy of learning style as an onion with multiple layers. The first layer is the most observable one because it consists of the instructional and environmental preferences of the learners. The second layer deals with a personal preference on how the learners obtain, sort, and utilize the information. The following layers are the personality dimension and are only visible when behavior is constantly observed through different learning situations (Riding & Cheema, 1991). Thus, some students' learning styles might be observable, while others need further investigation to know more about their learning styles.

There are many models of learning styles proposed by the experts. Reid (1987) proposed that some of them categorized the learning style into six categories: auditory, visual, kinesthetic, tactile, group, and individual learning. Auditory students learn the best by listening to the teachers' or friends' explanations. If they read, they tend to read out loud. As Renou (2009, p. 10) explained, Visual students "rely on their sight to take the information." They also recall the information best using visual aids, such as diagrams, graphs,

pictures, flashcards, and maps. Kinesthetic students obtain information primarily from body movements to help them concentrate (Davis, 2007). Tactile students tend to do hands-on activities by manipulating resources (Dunn et al., 2002). They also enjoy artwork, experiments, and building models. Students who like to work in a group enjoy interacting with others. Students who like to work individually enjoy working and studying alone.

Fleming (1995) classified learning styles into VARK, which stands for Visual, Aural, Read or write, and Kinesthetic. Visual students study the best with visual aids, and they get easily distracted by the movements or actions of others (Drago & Wagner, 2004). Aural students learn from the explanation from teachers as the input of information. They recall the information by discussing it with peers. Read-or-write students read printed words and text as the main source of information. They also like to take notes and paraphrase sentences (Drago & Wagner, 2004). Kinesthetic students learn the best by experiencing the learning through movement.

In electronic learning, the instrument to analyze e-learning styles has been developed and validated by Siddique and Khalid (2021). From their research, there are eight factors of e-learning styles. Visual students learn with pictures, diagrams, and textbooks. Auditory students learn from listening to tapes, radios, and lectures. Kinesthetic-perceptual-type students use whole-body movement to process new information. moreover, Global learners learn by perceiving the whole picture of new knowledge. Analytical learners learn by focusing on the key parts that make up the whole picture. Individual learners tend to study alone and take on their responsibility for learning. Collaborative learners, on the other hand, perform collectively for problem-solving, task completion, and assignment completion. Technological students utilize technology in the digital world for learning. They also can comprehend the significance of technological inventions and the possible opportunities to gain from utilizing them (Prensky, 2001).

The models above can help teachers better understand students' learning styles because the experts created the categorizations and instruments to analyze students' learning styles. Reid (1987) invented the perceptual learning style preference questionnaire, Fleming (1995) invented an instrument named VARK questionnaire, and Siddiquei and Khalid (2021) invented the e-learners learning style scale (e-LSS).

Previous research conducted by Faisal (2019) showed that the learning styles preference and personality traits impacted students' GPA and language achievement. The students with multiple learning styles showed higher achievement in the academic results because the combination of learning styles

could make students have a more balanced attitude in accessing and obtaining the knowledge. Another research by Lee (2015) showed that students with multiple major learning styles had higher value on the materials evaluation criteria than no-major-learning-styles learners. Multiple-learning-styles learners desired to utilize various functions being presented in most materials. From the research mentioned, it could be concluded that learning style is not something dichotomous to be black or white, and present or absent (Oxford, 2003). However, there is evidence that individuals' learning styles are relatively stable over time (Loo, 2002), although the learning styles are adaptable to the demands of different learning situations (Hendry et al., 2005). In a context of e-learning styles, a study by Gülbahar and Alper (2014) found that e-learning students were mostly independent and logical learners in distance learning. The absence of physical attendance of the teachers has demanded the students to be more independent to lead their learning. Learning style can be modified and extended as a strong habit, not a biological attribute (Reid, 1987). Therefore, a student can have more than one learning style, and it is also possible for them to adjust the learning style based on the task given.

Shifting teaching and learning into online/distance learning is not a new learning pattern as several regions in the world have ever done this strategy before. However, shifting education globally has resulted in disruptions worldwide for both teachers and students (Johnson et al., 2020). Bates (2020) defined distance learning as a course or program that is intentionally designed to be delivered online where faculties use pedagogical adjustments for the instruction, assessment, and students' engagement, specifically meeting a virtual learning environment. Another definition stated that distance learning is conducted through self-study and non-contiguous communication that requires a mode of independent learning due to physical distance (Sampson, 2003). There are at least five main elements of distance learning/education proposed by Keegan (1990); separation of teacher and students; the influence of educational organizations; the use of technical media to unite teacher and students; the provision of two-way communication; and the possibility of occasional meetings. The implementation of e-learning has proven to venture the obstacles of time and space (Valcke, 2004). Previous research showed that the students also apply different learning styles in distance learning, as distance learning requires more autonomy and self-control (Özonur et al., 2020). Research conducted by Moenikiaa and Zahed-Babelan (2010) showed that learning styles played an essential role in students' success in learning English in distance education. From the literature review above, it can be inferred that accommodating students' learning styles in distance learning is as essential as

in face-to-face classrooms. However, accommodating students' learning styles might be more challenging in distance learning because of the absence of teachers and students. Therefore, this research investigated learning style issues in the distance learning from teachers' perspectives like those who plan and conduct the teaching.

Although numerous research has been conducted to explore students' learning styles in English classroom, the issues of students' learning styles in a specific phenomenon in distance learning still need to be explored, especially the issues related to learning style accommodation. Therefore, this research aimed to determine how teachers accommodate students' learning styles in distance learning. This study also attempted to discover the potential challenges faced by the teachers in providing various material and activities in distance learning. This research addresses two research questions as follows:

- 1) How do teachers accommodate students' learning styles in distance learning?
- 2) What are the challenges for teachers in accommodating the learning styles in distance learning?

Method

This research employed a phenomenological qualitative method to see and explore the experiences and perspectives of teachers in accommodating students' learning styles in distance learning during the COVID-19 pandemic. The qualitative approach is intended to deeply explore the experience that the teachers had in accommodating students' learning styles in distance learning settings. This kind of qualitative research focuses on discovering and understanding participants' experiences, perspectives, and thoughts (Hiatt, 1986). The qualitative research also aims to empower individuals to share their stories and hear their voices (Creswell, 2007). A phenomenological study deals with people who have direct experience with certain phenomena (Merriam, 2014). The phenomenon in this study is distance learning caused by the global pandemic outbreak.

With the justifications mentioned by the experts above, this research applied the qualitative method because this research aimed to listen to the stories and voices of the teachers. The learning styles theories from Reid (1987) and Fleming (1995) were used as the primary theoretical lens in this research. This qualitative research employed phenomenological research as the approach because this research was conducted to describe what and how the individuals

experienced a phenomenon. The phenomenon in this study was the shifting of the teaching and learning during the COVID-19 pandemic, which has affected and influenced the teachers in their ways of teaching, including their experience in accommodating students' learning styles. Interview questions and observation forms were the tools used to collect the data in this research. The aforementioned data collection methods were chosen as what the expert (Merriam, 2009, 2014) recommended in phenomenological research. The interview questions were designed based on learning styles theories, which were validated by piloting the questions and consulting the questions to a learning style expert. The observation was conducted focusing on the ways teachers accommodated the learning styles and what challenges were seen in the online classes. From both interview and observation, the collected data were descriptive and interpretive

Participants

The population of this research was a state vocational high school in Jakarta, Indonesia. The school was chosen for two reasons. First, the school applied full distance learning following the instruction from the government to eradicate COVID-19 virus spread. Second, the school gave the freedom for the teachers to design and deliver the lessons. As the school only has two English teachers, the respondents of this research were two English teachers. Creswell (2009) explained that qualitative research intended to explore a problem and understand the central phenomenon by collecting data based on words from a small number of participants to see participants' views (Creswell, 2009). Therefore, the small number of participants in this research were justified by the characteristic of qualitative research. The detailed information about the participants is in Table 1.

Table 1. Demographics information of the participants

No	Participant	Age	Gender	Teaching experience
1	Teacher 1	56	Female	31 years
2	Teacher 2	45	Female	22 years

Data collection

The data were collected by semi-structured interviews and observation. The interview questions covered teachers' attempts and experience in accommodating students' learning styles, while the observation focused on the learning activities conducted by the teachers. Before the interview, the questions were used in a pilot study to determine its appropriateness and target

achievement. The pilot study showed that the questions were clear and had achieved the target intended; thus, no changes were made. The questions covered the teaching practices that the teachers did to help students understand the lesson better and what challenges which teachers had in accommodating students' learning styles.

After interviewing the participants, the researcher conducted a free observation to provide additional evidence (Richards, 2009) from the participants' information in the interview. During the observation, it used field notes to highlight and represent what was going on in the setting. The interviews for this research were conducted in two days, on November 6 and November 10, 2020, by face-to-face interview and virtual meeting. The observations were carried out for around two weeks by joining various platforms for the teaching and learning process using Telegram, YouTube, and Google Form.

This research procedure was begun by contacting the school to ask for permission to conduct the study. After getting the consent, the researcher contacted the EFL teachers to explain the research and its aims. The schedules for interviews and observation were also set to adjust the teachers' schedules. The researcher went to school and set the virtual meeting for the interview. The online observation then followed the interviews to see how teachers conducted teaching and learning and further discover how the teachers attempted to accommodate students' learning styles. The last step was writing the transcript of the interviews to be further analyzed. The validity in this study was achieved through multiple sources of data and multiple theories to confirm emerging findings, as what Denzin (1978) proposed for triangulation in qualitative research.

Data analysis

The data analysis was done through the following steps from Moustakas (1994) and Merriam (2009). First, the interview with two teachers focusing on their experience accommodating students' learning styles was transcribed using Otter Transcriber. Then, the transcript was open coded with thematic analysis to tease out the themes that answer the research questions. Second, the data from the observation was also open-coded to support the data from the interview. Once the data from both sources were saturated, seven themes were emerged based on the theories to answer research questions; a) using various online platforms, b) creating/adjusting materials, c) giving various types of assessment, d) technical issues, e) teachers' workload, f) a large number of students, and g) students' lack of motivation. Themes a-c were the findings that

answered RQ1, while themes d-g were the findings that answered RQ2. The detailed information about each theme will be explained.

Findings

The collected data were descriptive and interpretive. The interview questions asked to the respondents were intended to address the research questions to discover the experience in accommodating students' learning styles in distance learning. The transcript coding emerged several themes, which were determined from the reoccurrence of similar keywords and ideas uttered by the participants.

The themes were organized into two categories based on the research questions of this research: the themes portray the teachers' strategy and experience in accommodating students' learning styles in distance learning, and the themes portray the teachers' challenges in accommodating students' learning styles in distance learning.

Using various online platforms

Distance learning used various online platforms as the primary sources of teaching and learning because they allowed teachers to provide various teaching materials and activities covering several types of learning styles. The participants mentioned several online platforms such as YouTube, Google Form, Google Classroom, Google Meet, and PowerPoint Slides to deliver the materials.

I give them YouTube song. The songs are about the simple past. Like that..., the students in this song, what irregular verbs can you find? Later they can pause and play. (P1)

I try to make a lively material, for example, I give pictures in the PPT; you know right? The PowerPoint. (P2)

Online platforms can accommodate several learning styles, such as visual and auditory learning styles. The participants also stated their awareness of online platform limitations in accommodating several learning styles or covering several materials that demanded them create their materials. Their attempts to provide various materials and activities using the online platforms were also observed during the observation. The participants often shared the links to the videos and animation. Sometimes they also uploaded the PPT slides or the

reading materials to Google Classroom. The teachers did during the class as efforts to cover as many individual differences in learning styles as possible.

Creating/adjusting the materials

Another attempt the participants made to accommodate students' learning styles was by creating their materials to meet students' learning styles. The participants need to create materials because of the limited availability of materials on online platforms.

I use google form. It's more practical and objective. (P1)

I cannot make PowerPoint with the complicated sentences on the slides. So, I mostly make animation. (P2)

The participants tried to create various learning materials such as PPT slides, worksheets from Google Form, and animation. However, just like using online platforms, the materials created by the respondents also haven't covered all students' learning styles in the class. Their attempts were also observed during the observations. Several materials created or adjusted by the participants are often shared through Telegram and Google Classroom.

Giving various types of assessment

The tasks given were not only paper-pencil tests, but there were also other tasks such as writing stories, presenting, analyzing songs, analyzing cover letters, and recording conversations.

I ask the students to take pictures of the cover letter online or from newspaper. They take a picture, and then have to make it into words. (P1)

So, they have to write on their book, take a picture, and then upload it. Why do they have to handwrite? So, their motoric will be used, and in English some know the words but don't know how to write it, what's the meaning, how to pronounce it. So, it's not that I don't want them to type, no.. actually just to make them subconsciously make them record the memories in their brain. (P2)

For my lesson, let's say for the practical, for example, telephone conversation, I ask them to record. "Who's your pair?" Then they have to send the recording to me after that. (P2)

The participants gave various activities and assessment types to give students chances to show their understanding obtained from their preferred ways to study. Thus, every student can show their strength in learning.

Some can speak well, and the dominant students in those skills still give them a chance and respect them to let them use their strength. (P2)

Since the students have different preferences and learning styles, giving various assessments allows each student to perform the best based on their preferred style. Four themes were teased out from the data analysis about what challenges the participants faced in accommodating students' learning styles in distance learning.

Technical issues

The first challenge faced by the participants was the technical problem from both the teachers and the students. The technical problems are related to the internet connection availability and quality, and teachers' and students' IT skills.

What I experience is about the connection. Some students understand, but some don't understand the materials. Maybe those who don't understand coincidentally have a bad connection, so they don't understand, when they want to ask their friends, it's also difficult for them. (P1)

Of course, the challenge has the skills in using IT, needs to be willing to learn, needs to go out of the comfortable zone. Because, we as teachers are demanded to deliver the material and make sure whether the students understand or not. (P2)

Not all students have wifi; sometimes their phones can support them, sometimes they share the phone with their siblings. So, during this PJJ they have to turn with other family members. Sometimes with their brothers. Sometimes they even borrow their dad's phone while it is used for working. (P2)

The participants could not always execute their teaching plans because of technical issues, such as the connection quality and availability. One of the participants mentioned that some students do not have decent gadgets to support the learning process. A challenge like this might not be easy to solve. The participants mentioned that they could understand the students because they come from a different economic background and conditions. Some teachers

were also not familiar with the platforms and websites used, limiting them from exploring the platforms to deliver materials and activities.

Teachers' workload

The working hour might be longer during the quarantine, resulting in even more workload. As teachers, the participants mentioned they did not only create materials and teach but also needed to manage the class and teaching administrations demanded by the school. Besides, the participants also must attend meetings and handle the students with various issues and problems during the distance learning.

There is a case I called students, 3 kids because during PJJ the students have various challenges, so I call them. I actually have to present material today; instead, I send the material, I ask the students to open this first. Before, I planned not to send it to Google Class only, but I had to send it to Google Class because I canceled my google meet. (P1)

Because we as teachers are demanded to deliver the material and make sure whether the students understand or not. Sometimes I must stay up late, ya.., if we're in the mood, then better sleep first. (P2)

From the interviews, it can be concluded that the participants have extra workload during distance learning because the teachers also need to check and give feedback after giving tasks or assignments. The workload has hindered them from online meetings or creating many types of materials and activities.

A large number of students

Although the participants tried their best to accommodate students' learning styles, they were also aware that it was impossible to cover every learning style in the classroom. Classes in state schools in Indonesia have many students, and the participants cannot accommodate each student with their different ways of learning. To overcome this situation, the participants covered only the learning styles that the students in the class generally used.

We teach in Indonesia with a huge number of students in the class, we cannot be too idealist to every student ... so, we only do it generally. (P2)

In a big class, we cannot do this or that because at the same time the demands from *Dinas*, and the curriculum need to be fulfilled. (P2)

There are around thirty students in the class, and some students were not open and did not show their learning styles. This situation made the challenges in a large number of the students even more challenging.

Students' lack of motivation

In a challenging situation during the pandemic, everyone must have their issues. The same situations also applied to the students. The drastic change during the pandemic might affect the students physically and mentally, affecting their motivation in distance learning. Another challenge faced by the teachers was how some students lacked motivation and had a hard time adjusting themselves to the current situation. This condition had affected performance and involvement in the class.

The main challenge is they lack motivation, they don't want to do it, that's the challenge also. We have chosen the materials to be easier and the students want to do it; the main point is they are not motivated. Maybe they feel tired, and maybe other subjects give a lot of assignments, then I also give an assignment, I don't know the conditions of the students. (P1)

Sometimes, the characteristics of the class and the major also play a role. Sometimes there are... not I'm comparing, but... Accounting students have more discipline. So only 1 or 2 kids need extra attention. (P2)

The students also had many homework and assignments from other subjects from the interviews. The participants stated that they tried to understand the students' condition. However, one of the participants mentioned that she called three students because they often skipped the online classes. The teachers cannot always control the students because they have limited access. One of the main challenges in conducting distance learning during the pandemic has been one of the main challenges.

From the observation, some students came late during the online class for various reasons, such as connection trouble and overslept. The teachers were noticed to keep reminding the students to join the online session in the groups, and most of the students were silent readers who did not respond to the teachers. Several online meetings had to be canceled because the teachers suddenly needed to go to school to finish some school administrations. The challenges and struggles were seen in the observation during the online classes and in the chat group. The encryption of the data from the observation is shown in Table 2.

Table 2. Data encryption from observation

Items	Observation results
Overview of activities	The class was conducted in Telegram group. Some students actively engaged in the discussion, but most did not join the discussion.
Materials delivered	The teacher shared the reading material created to Google Classroom along with the worksheets.
Activities in the class	The students had to read the material, answer the worksheets, and make collage pictures as the assignment.
Assessment process	The teacher assessed students from the worksheet she gave in Google Classroom.
Students' response	Some students were active, but most didn't actively involve in the discussion.

The entry from one of the observation results in Table 2 showed that most students did not actively join the discussion in the Telegram group. On that day, the material was delivered through Google Classroom and the students were required to join the discussion in the group. However, most students were not actively involved in the group discussion. The teachers also shared that most students turned in the worksheets to the Google Classroom past the due date.

Discussion

This phenomenological study has disclosed teachers' experience in accommodating students' learning styles in distance learning. From the findings above, the teachers believed that it was essential to be aware and be able to map students' learning styles in the class they taught. The knowledge about students' learning styles could help the teachers create a more effective learning environment because the learning activities were designed based on how students perceive and process the information. Besides that, the teachers also believed that learning styles would affect students' interest and motivation in learning. The teachers always tried their best to provide various materials and learning activities in the face-to-face classroom before the pandemic happened. Ryan (2001) suggested that learning varies among learners because of differences in needs, choices, and approaches in learning. Research finding from Vaseghi et al. (2012) stated that students' acceptance of teaching material depends on how students utilize and use their learning styles. Therefore, it is essential to consider that each learner is unique in approaching the materials

differently which brings consequences to the learning process (Baldwin & Sabry, 2003). The information about the students' learning styles was obtained from observing students' behavior in the class, and some students also openly shared their most comfortable and preferred ways of studying. According to Riding and Cheema (1991), several learning styles are observable and visible in the personality dimension through different learning situations. Knowing individual learning styles could enhance students' confidence in utilizing their learning styles (Hendry et al., 2005).

Although the teachers believed it was essential to be aware and accommodate students' learning styles, they were also aware that it was impossible and challenging to accommodate each student's learning styles in the classroom. Nel (2008) and Boneva and Mihova (2012) supported this statement, who stated that teachers could not adapt their teaching to accommodate more than 20 students' learning styles simultaneously. However, this situation does not eliminate the importance of accommodating students' learning styles. It is also believed that learning styles would influence students' success in e-learning, but it would also influence their performance and achievement in the classroom.

As has been mentioned before, the teachers always tried their best to accommodate students' learning styles and needs in the classroom, especially in a face-to-face classroom. The teachers admitted that it was easier to plan activities and deliver materials in the face-to-face classroom. Games, quizzes, arranging texts, interviews, and group work were some of the activities given by the teachers in a face-to-face classroom. In distance learning, the teachers still tried their best to accommodate students' learning styles regardless of the challenges and limitations. From the observation and the interview, not all students' learning styles were possible to be covered. Referring to learning style models proposed by Reid (1987), several learning styles that mostly accommodated were the visual, auditory, tactile, individual learning, and group. Referring to learning styles models proposed by Fleming (1995), several learning styles, visual, aural, and read or write, could be accommodated.

Several activities were done to accommodate the visual, auditory, tactile, individual, and read-or-write learners. For visual students, materials were explained with various visual aids such as video, PPT slides with pictures and animation. As Renou (2009) stated, visual learners primarily utilize their sight to take the information. Besides that, one of the teachers also encouraged the visual learners to take notes with colors and pictures. For auditory students, materials were delivered with songs, lecturing through Google Meet and videos. As Oxford (1993) asserts, auditory learners enjoy listening to

explanations from others. For tactile students, the participants mentioned several activities claimed to accommodate kinesthetic learners. However, the activities were mentioned accommodated the tactile learners. The misconception of kinesthetic and tactile learners commonly happens because several models do not differentiate them. The activities such as scrapbook making, presentation (involves making slides), and voice recording were several activities that allowed tactile learners to use their style. Tactile learners enjoy manipulating resources (Dunn et al., 2002) which involve hands-on activities (Oxford, 1993). For individual-learning students, worksheets and quizzes were given from Google Form, and Google Classroom was the activities that the teachers mostly gave. The individual-learning students might be the ones who benefit the most from distance learning since most of the activities were designed to be done individually. For read-or-write students, essay writing and text analysis were the teachers' activities to allow read-or-write learners to utilize their style. Group and kinesthetic learners were not much accommodated in the classroom. The teachers mentioned that they did not want to risk assigning students to meet and gather in a group, which can spread the virus.

The teachers also provided many forms of assessment to give an equal chance for each student to perform well in the class utilizing their learning styles and to respect each student to use their strength in learning. The teachers tried their best to give various assessment forms starting from video making, poster making, presentation, scrapbook, and role play. With the various forms of assessment, the teachers hoped the students would get motivated and perform better based on their preferred learning styles. This consideration was supported by a research result from Moenikiaa and Zahed-Babelan (2010) that showed certain learning styles could help students master certain English skills. Therefore, the assessment took many forms, such as speaking practice by recording their voice, essay writing, presentation, scrapbook making, and quiz.

Apart from all the attempts to accommodate learning styles, several challenges were faced by the teachers. Besides, many students in the class, other challenges such as teachers' workload and internet connection also hindered the teachers from providing many forms of materials and activities. The job as a teacher was not only to teach but also to handle the administration, such as lesson plan, report, and class administration. The teachers admitted they often had to work overtime to finish all the administration tasks given by the school. Therefore, the teachers rarely had adequate time to prepare the teaching materials and activities well. Besides that, the internet connection quality from both the teachers and students sometimes disturbed and distracted the

teaching-learning process. This finding was supported by previous research conducted by Robin (2007) which found that even high-quality technology could not always guarantee the quality of teaching and learning. Several activities which required good connection from both parties often had to be canceled. At the beginning of distance learning, many students could not join the distance learning because they could not afford to buy the internet quota.

Conclusion

This study explores teachers' attempts and experience in accommodating students' learning styles in distance learning. From this study, there are several findings can be noted. First, teachers' attempts to accommodate students' learning styles were found, such as: using various platforms, adjusting or making materials, and giving many assessment forms. Second, just as the literature has presented, accommodating students' learning styles in distance learning was more challenging. This study found several challenges: connection or technical problems, teachers' workload, a large number of students, and students' lack of motivation. Those challenges have hindered the teachers from accommodating students' learning styles maximally.

The results of this study could benefit the EFL teachers during the pandemic as one of the recommendations to conduct the teaching and learning in distance classrooms. This study also suggests several recommendations for the betterment of distance learning. Theoretically, the results of this study can be used as a reference in the issue of students' learning styles in distance learning. Practically, the results of this study can be used to evaluate the practices of accommodating students' learning styles in distance learning. Therefore, teachers can reflect on what aspects could be improved in accommodating students' learning styles. By policy, the results of this study can be used as a recommendation for schools to provide training for teachers in using various online platforms. Besides, schools also need to consider parents' involvement in students' study involvement during distance learning.

This study is limited in terms of participants, which only covers one school. This study is also limited only to teachers' perceptions and experiences regarding the learning style issues. Therefore, future research is recommended to cover students' perception and experience in utilizing their learning styles during distance learning.

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