

# English Major Students' Preference Towards the Language Teaching Methods Used by English Language Instructors at Hebron University

DOI: <https://doi.org/10.47175/rielsj.v5i2.972>

| Mohammed Farrah<sup>1,\*</sup> | Rose Shawkat Hijjih<sup>2</sup> |

<sup>1,2</sup> English Department,  
Faculty of Arts  
Hebron University  
Palestine

\*[mfarrah@hebron.edu](mailto:mfarrah@hebron.edu)



This work is licensed  
under a Creative Commons Attribution-  
ShareAlike 4.0 International License.

## ABSTRACT

Teaching methods have an impact on the learning process and it may or may not be useful for the students. This study explores the preferred teaching methods of English language used by English language instructors among a sample of English major students from Hebron university in Hebron, Palestine. 100 participants took part in this study. They are between 18 and 28 years old. Regarding their gender, eighty-four are females and sixteen are males from different levels of study. The study employed a quantitative research methodology. The researchers used a 15-item questionnaire to gather data. SPSS was used to analyze the data. Finding shows that the students prefer using communicative activities (Mean=3.34) and using technology (Mean=3.29) in the teaching process. The researchers concluded with a number of recommendations. The teachers should make a combination of teaching methods and techniques. Thus, the method will be successful, more effective and makes the teaching process efficient. In general, the results of the study may help instructors to become more professional and this is going to be reflected in their students' performance.

## KEYWORDS

preferred teaching method; preferred learning method; english language.

## INTRODUCTION

The importance of this study stems from the fact that students have preferred teaching methods that affect their learning level. There are many methods that instructors use, some of which are chosen by students, and others are not selected by students. Many elements, such as motivation, the student's impression of the utility or value of the material, the classroom setting, a student's personality, or the language level, might affect their preference for learning activities. Also, teachers occasionally need to manage lessons based on the options available in their specific environment. At the end of this study, the researchers believe that the results suggest students' preferred teaching methods, which they hope will be beneficial for the instructors to use.

This study aims to find out the Preference of English Major Students Toward the Language Teaching Methods used by English Language instructors at Hebron University. It tries to find answers to several research concerns. These contain the preferred methods of learning for students. Particularly, this study aims to explore whether the methods used in teaching affect learning and whether the methods used by the instructors in the university are helpful or not.

### **Statement of the Problem**

Different instructors used different teaching methods. Students' preferences for teaching methods are varied. There is a need to explore the most commonly preferred methods by university students. Therefore, the goal of this study is to identify the most effective methods of instruction for English language learners at Hebron University and to determine whether these methods have an effect on the students' language acquisition. Furthermore, the study tries to find the best method that teachers may utilize in their teaching practices.

### **Objective of the study**

This study aims to explore English major students' preference towards the language teaching methods used by English language teachers at Hebron University.

### **Research Question**

This research will attempt to answer the following question:

What are English major students' preferences towards the language teaching methods used by English language teachers at Hebron University?

### **Significance of the study**

This study is significant since it is intended to give information to instructors and students teaching and studying English. Instructors can use the findings of this study to find out and use the best teaching methods for the students. In particular, the instructors at universities especially at Hebron University may find these results to be helpful in gathering information regarding various teaching strategies that should be taken into account when teaching English. The researchers hope that the findings will be highly effective, have a positive influence on future English language instruction through the adoption of suitable teaching techniques, and help to make university English instruction easier. Finally, the researchers expect that other researchers will analyze this study, update, reconstruct, and create comparable studies for other levels and aims.

### **Limitation of the study**

There are some limitations to this study in terms of where the students who will respond to the questionnaire study and their field of study. All students in this study are Hebron University students and are studying the English language in the academic year 2023-2024. This limits the generalizability of the results to other age groups.

## **LITERATURE REVIEW**

In universities, teachers, especially English language teachers, usually face difficulty in choosing the appropriate teaching method for students because each student has a preferred teaching method. There are those who want to present their activities and tasks through group work, projects, portfolios, or presentations (Farrah, 2018). On the other hand, there are those who prefer to work individually and not participate verbally. The teacher must take into account the students' preferred teaching methods and try to integrate them. So, this section reviews some articles written about the preferred teaching methods. They highlight the English language instruction and learning approaches that students and teachers might choose. Varghese and Karki (2018) conducted a study in Bangalore, India. The participants in the study were 67 teachers and students from higher secondary schools. The findings of this study demonstrated that teachers favor communicative language education over other methods. On the opposite side, they found situational language education to be the least

effective approach. On the other hand, the favorite method of the students learning and studying English was using written content such as books and journals. However, the students didn't prefer to use the audio resources.

Bada and Okan (2000) carried out a study to look at pupils' preferences for language learning. They used a survey of 230 students in the Faculty of Education, Cukurova University. The aim of the survey was to ask students to express their preferences for learning English. Moreover, the study aimed to ask 23 teachers about their opinions on the degree to which they understood their pupils' preferred methods of learning. The findings revealed that students shared the idea that they wouldn't be happy with their level of language competency unless they could picture themselves participating and using English actively. Moreover, they don't seem to find an external evaluation of their foreign language (FL) performance and skill to be very appealing or realistic. Additionally, the findings revealed that educators needed to be cognizant of the needs, potentials, and preferences of their students. This may lead to more effective means of teaching and learning languages. According to the researchers, in order to satisfy students' needs, teachers have found that students' preferences frequently align with their own. According to the findings, there needs to be more collaboration between teachers and students when designing curricula, scheduling lessons each week, and managing the classroom.

Heinz (2013) conducted a study in order to see the preferred learning methods of learning. The research included participants from Hankuk University's Korean-English department. The main question was (Which of the various methods people employ to study languages successfully will lead to better linguistic competence in certain domains?). Accordingly, the study looked into the relationship between speaking fluency, confidence in particular linguistic domains, and the most effective second language learning approaches. The results showed that the preferred language learning task for the students is reading in English. Otherwise, teaching methods including Immersion and Communicative Method reach the same mean.

Samperio (2017) in his survey investigated the activities that students choose to do as well as how frequently professors incorporate them into lessons. A questionnaire for his study was distributed to 263 students and 20 teachers at a language school. His study's goals were to identify the classroom activities that students like the most, determine how frequently teachers incorporate the in-class activities that students find most engaging and to determine whether preferences and frequency of use are matched. The findings reveal that there was a mismatch between the activities that teachers usually utilized and what students preferred; however, speaking activities matched.

Mahmoodi, Haddad Narafshan and Shahabi (2021) studied Hormozgan University of medical sciences students' preferences in English language learning. The survey included four hundred students aged 18 to 46. Speaking (42.8%) was the skill that was most preferred, according to the results.

Reid (1987) attempted to determine the preferred methods of learning of English language learners. In his research, he conducted a survey to ask 1,388 students about their preferred learning styles. The study's findings generally showed that ESL students favored tactile and kinesthetic learning approaches. On the other hand, the majority of groups revealed a negative preference for group learning.

Maher (2019) conducted a study on the preference for teaching methods by students and professors. He designed and distributed a questionnaire to 315 students and another questionnaire was distributed to 41 professors. Students are given a list of questions. The question was about the degree to which students prefer a large number of teaching methods. Whereas, teachers were asked about Degree of preference for different methods of teaching

as well as the degree of actual use of these methods. The findings suggest that their top preference is lectures, followed by teacher-student discussions then group discussions. Accordingly, the preferences of students, professors, and the actual methods of instruction used by the professors all significantly match.

Al-Mahasneh, Ayasrah, Yahyaa, Al-kriemeen and Al-Swalha (2020) tried to find out the preferred methods of instruction and assessment for college students. They use copies of questionnaires they were distributed to 1638 students at university colleges. The findings indicated that students chose the flipped learning approach as their preferred way of instruction, where it was most frequently received 1575 (96%).

Shah, Ahmad and Khalid (2021) conducted a study about teachers preferred teaching styles and students' learning performance. Three hundred students from GC University Faisalabad and the University of Education Faisalabad Campus filled up the sample. The results showed that male teachers had employed instructional methods with greater assurance than those female teachers. It was determined that male students perform better academically than female students. The researchers recommended that teachers provide a variety of teaching methods for fostering and use students' successful learning to improve the classroom's learning environment.

Barathi and Naveen (2017) conducted a study on preferences of teachers in the Kongu Mandalam Region about English language teaching approaches. 847 prospective educators participated in the study. The findings of their study revealed that there are differences in the opinion of the teachers from the Coimbatore district and the Nilgiris district. On one hand, Coimbatore teachers favor English language instruction and strong personality traits. On the other hand, Nilgiri teachers had high learning and thinking skills. However, these teachers' preferences for English teaching strategies, personality traits, and learning and thinking styles were on par with those of the rest of the sample.

Mehrdad and Ahghar (2013) studied 'EFL Students' Language Learning Preferences at Islamic Azad University- Hamedan Branch'. In their survey, 174 EFL students at the English Language Department of the Islamic Azad University of Hamedan were asked to respond to 13 questions about learning, error correction, assessment, and/or evaluation. The survey was based on a questionnaire for another survey. In addition, 24 EFL teachers who were working with the same pupils were asked to share how much they understood about their students' needs and preferences. The data analysis revealed a need for increased collaboration between teachers and students in the planning and implementation of learning activities.

Qasaimh and Gasaymeh (2016) conducted a study on learners' preferences for English language teaching methods, as well as teachers' perspectives on the extent to which they are aware of their students' learning preferences in a Private Jordanian University. Via the use of a 13-item survey that was modified from another survey. There are two versions of the questionnaire: a version intended for students and a version intended for educators. They asked 159 English language students and 23 instructors teaching English at the English language Department. Significant findings from the data revealed that students and teachers need to work together more closely to determine how to best organize and carry out English language learning activities in the classroom.

Hidayah (2020) studied the students' preference in language learning strategies (LLS) in the English Language Education Department at the University of Muhammadiyah Jember'. 14 students have been studying English since they were in Junior High School were asked to respond two sections of a questionnaire quantitative and qualitative questions. The first section is about the background of the participants and the second section is about language learning strategies to discover the dominant language learning strategies for the students. The findings demonstrated that university students utilize LLS, albeit at varying frequencies

and types. The study also showed that sixth semester, high level students used a wide range of language learning techniques (LLS) very frequently. Because high level students relied more on the metacognitive and cognitive strategies when learning English, their normal techniques seemed to be more sophisticated. Finally, Farrah et al. (2023) shed light on the critical role of feedback and interaction in the online learning environment, particularly during a crisis like the COVID-19 pandemic. They emphasized the need for continuous improvement in online teaching practices to enhance student learning experiences. Moreover, they called for incorporating more interactive tools, providing timely and constructive feedback, and fostering a sense of community among participants.

It seems that every research has different results. This can be attributed to the fact that every learner has a unique preferred mode of instruction. We see that the research was conducted on students and professors from various universities in the world. But in the end, there will be certain learning methods that everyone agrees through research that they are important and preferred methods and very helpful in learning the English language effectively

## **RESEARCH METHODS**

This section describes the methods of the study. The techniques used to collect and analyze data are discussed in this section. The research population, the sample selected, and the research equipment used to collect the necessary data are then described. It presents information about the participants, instrumentation and the procedure of the study.

### ***Participants***

The study was carried out in 2024–2025. The sample included 90 students. Their ages range from 18 and 22 years. They were selected randomly from the English Department at Hebron University. Regarding their gender, seventy-five are females and fifteen are males. Regarding their level of study for the participants, fourteen freshmen, twelve sophomores, twenty-one juniors and forty-three seniors.

### ***Instrumentation***

This study used a quantitative methodology. To fulfill the objectives of the study, the researcher used a questionnaire (See Appendix). The first part of the questionnaire consists of the objective of the study and gives some instructions for the participants to follow. The questionnaire used to ascertain the preferred teaching methods was developed by the researcher using the literature reviews and background questions to identify the age, gender and the level. Questions related to preferred teaching methods are on a likert-scale (strongly agree, agree, disagree, and strongly disagree), the participants were asked to answer 15 close-ended questions.

### ***Procedure***

The researcher designed the questionnaire via Google Forms. She prepared her questionnaire and distributed it to the English major students at Hebron University in the second semester of the academic years 2023-2024 through WhatsApp groups and Gmail. The students provided responses to the questionnaire's questions. These students are in various levels of their studies. The researcher published it on March 18, 2024, and the results were collected on March 29, 2024. SPSS was used to analyze the data.



### Questionnaire Reliability

The researchers tabulated the reliability coefficient of the questionnaire. The result showed that the overall Cronbach Alpha Coefficient of the questionnaire was .72. This indicates an intermediate degree of internal consistency, and therefore, presenting a considerably reliable instrument.

### RESULTS AND DISCUSSION

This section presents the results gained from analyzing students' responses in the questionnaire. First, table 1 presents the findings related to the demographic data and table 2 presents the findings related to the Likert-scale questions.

**Table 1.** The results of the demographic data.

Variables		Frequency	Percentage
<b>Gender</b>	Female	84	84.0
	Male	16	16.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Age</b>	18.00	5	5.0
	19.00	12	12.0
	20.00	24	24.0
	21.00	34	34.0
	22.00	24	24.0
	28.00	1	1.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Level</b>	Freshman	14	14.0
	Sophomore	14	14.0
	Junior	22	22.0
	Senior	50	50.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

As Table 1 reveals most of the students are female (84%) and (16%) were male and this is normal because the students of Hebron University are 80% female and 20% male (Farrah, 2015). Regarding their ages, most of the students are between 20 and 22 and this is normal because most of the students are in their third and fourth year. Regarding their academic level 14 (14%) students were freshmen, 14 (14%) students were sophomores, 22 (22%) students were juniors and 50 (50%) students were seniors. The dominating majority of the respondents are in their third and fourth year because the questionnaire was distributed to more than one group for the third- and fourth-year students.

**Second: the results of the major part of the questionnaire.** This section answers the main questions of the study as shown in table two:

**Table 2.** The calculated means of items and their standard deviation

No	Items	N	Mean	Std. Deviation
12	Doing communicative activities is the best way to learn English more accurately.	100	3.34	.714
11	I like technology to be used in the classroom.	100	3.29	.729

1	Teaching methods used by English instructors have an impact on learning.	100	3.26	.719
14	I like to learn English through games.	100	3.18	.809
7	I prefer learning by projects and activities.	100	3.18	.716
9	I prefer using visual elements in the learning process.	100	3.12	.756
2	Teaching methods used by the instructors are useful in learning English.	100	2.99	.835
8	I prefer learning by discussion.	100	2.90	.990
6	I prefer blended learning over traditional teaching methods.	100	2.88	.924
3	I'm satisfied with my progress in learning English.	100	2.82	.869
10	I like auditory learning style.	100	2.77	.886
4	I like to work individually during the class.	100	2.74	1.001
5	I like to work in groups during the class.	100	2.71	.935
15	I like to learn English by giving oral presentations.	100	2.69	1.061
13	I like to learn English by debates.	100	2.65	.957

The items in table 3 are arranged according to the chronological order according to the highest means. As we notice item number (12) gets the highest mean (3.34) and it shows that students strongly agree with the idea that ‘Doing communicative activities is the best way to learn English more accurately.’ so this is the preferred teaching method for the students. Also, the mean (3.29) of the item number (11) is close to the item number (12) which is that students prefer using technology in their learning process. On the other hand, item number (1) ‘Teaching methods used by English instructors have an impact on learning.’ illustrate that students agreed that the ways that English teachers instruct them have an effect on their learning process (Mean=3.26).

Items number (14) and (7) get the same mean (3.18) but the standard deviation for the item (14) is (.809) and for item (7) is (.716). It indicates that the students like the practical teaching methods as shown in the items like games, projects and activities.

Item number (9) ‘I prefer using visual elements in the learning process’ (Mean=3.12) illustrates that the students agreed with this teaching method as they show themselves as visual learners. It seems that a number of the students enjoy watching instructive visual elements like videos and films etc.

Item number (2) (Mean=2.99) shows that the students agree with the idea ‘Teaching methods used by the instructors are useful in learning English’. This indicates that the students of Hebron University are aware if methods used by the instructors are useful or not.

The mean (2.90) of item number (8) reveals that the students agree that they prefer discussion as a learning method. Maybe it promotes the development of critical thinking because it allows everyone an opportunity to express their viewpoints and have those beliefs challenged.

Also, for item number (6) (Mean=2.88) it seems that the students prefer blended learning over traditional teaching methods. Because blended learning is a new way of learning and it has advantages like flexibility and improved engagement, it seems that students are bored from traditional teaching methods.

Item number (3), ‘I'm satisfied with my progress in learning English’ (Mean=2.82). It illustrates that not all of the students are satisfied enough with their progress in English, it may be that the instructors don't use suitable teaching methods that help students to improve their English.

Regarding item number (10) ‘I like auditory learning style’ (Mean=2.77), compared to item number (9) ‘I prefer using visual elements in the learning process.’, it appears that the

students are visual learners more than auditory learners. Because it is easier than auditory learning.

Items (4) and (5) which are ‘I like to work individually during the class.’ (Mean=2.74) and “I like to work in groups during the class.” (Mean=2.71) can be seen from the mean that the number of the students who like working individually is higher than working in groups. Therefore, students prefer to work individually rather than work in groups. Thus, reflecting that students have reasons to choose working individually for example, it will be a lack of collaboration in working in groups.

Item number (15) ‘I like to learn English by giving oral presentations.’ (Mean=2.69) gets low ranking. It seems that the students don’t prefer this teaching method to give oral presentations as they feel embarrassed or afraid.

Item number (13) gets the lowest rating, ‘I like to learn English by debates.’ (mean=2.65). This indicates that students don’t prefer this teaching method. That means there is a need for the instructor to find a method the students prefer or to create an environment for this method to make it preferable for students.

This research was conducted on English language students at Hebron University to examine students' preferences towards language teaching methods. A questionnaire was used and distributed to participants from the English department at Hebron University. The questionnaire is made up of a number of different questions about teaching methods in the form of items, in which the items could be useful in answering the research's central question.

According to the results, it is believed that the students strongly agree that communicative activities are the best way to learn English. For example, about 47% strongly agree about this idea. That is to some extent an agreement to the study of Heinz (2013). That the students prefer a communicative approach. Which includes various methods such as teamwork, interaction and others. Also, the result of Varghese and Karki (2018) shows that teachers favor communicative language education.

The study found that the students prefer to use technology in the lecture. 45% of the students like to use technology in the teaching process. There is a similarity between this result and the result of Agosto and Abbas (2010). They found that students prefer to use ICT for its capability.

Also, it is believed that the students agree that teaching methods have an impact on the teaching process. For example, about 51% strongly agree about this idea. And this is an agreement to a similar study of Munna and Kalam (2021) that the useful teaching methods have a positive impact on the students.

The result of item 14 shows that the students prefer to learn through games. There is an agreement between this result and the result of Al-karawi (2020). His results show that EFL instruction must be entertaining, lighthearted, and stress-free. Introducing the new language through games is the most effective way to accomplish this.

The result of the item (7) about projects and activities shows that it seems the students agree with this idea. According to the result of Samperio (2017) the findings reveal that there was a mismatch between the activities that teachers usually utilized and what students preferred.

According to the result of the item about visual elements. The result shows that the students prefer visual elements. This is an agreement to the study findings of Shabiralyani, Hasan, Hamad and Iqbal (2015). Their findings revealed that students have positive attitudes towards the use of visual aids.

Also, 43% of the students agree that teaching methods used by the instructors are useful in learning English to reflect the methods used by Hebron University instructors. There is strong agreement in the previous studies of Heinz (2013) and Samperio (2017) with this idea.



Regarding the eighth item, the findings show that the students agree with the idea of a discussion teaching method. And this is to some extent similar to the results of Maher (2019). The findings suggest that the top preference is lectures, followed by teacher-student discussions then group discussions,

Furthermore, for item number (6) 'I prefer blended learning over traditional teaching methods. It appears that students prefer blended learning over traditional teaching methods. A similar result of Albiladi and Alshareef (2019) result. The results of this study indicates that the students were positively satisfied with e-Learning and blended learning.

According to the result of item (3), it is believed that not all the students are satisfied with their progress in learning English. As 32% of students are dissatisfied with their progress in learning the language.

The item number (10) 'I like auditory learning style.' reveals that the students in a way like the auditory learning method in their teaching process. There is similarity with the result of (Kayalar, 2017). The findings imply that significant and determining elements for successful learning include students' abilities, attitudes, and propensities toward an auditory learning style.

The items of the questionnaire that includes students' preference towards working individually item number (4) and working in groups item number (5). To some extent most of the students are inclined to work individually and others don't like to work with other students. And this is an agreement to a similar study where not all of the students have a positive attitude towards group learning (Reid, 1987).

The result of item 15 shows that the students like oral presentations. This is also related to the student-centered approach. There is an agreement between this result and the result of Mermelstein (2015). His results show that students prefer the student-centered method over other approaches and have more favorable attitudes towards the student-centered learning.

The item number (13) 'I like to learn English by debates.' gets the lowest rating over all the items. It seems that the students don't like this teaching method because debates are contentious, frequently include victors and losers, and are fast-paced, which tends to favor those with more aggressive, competitive personalities. For this, usually the students don't prefer this kind of teaching method.

## **CONCLUSION**

This study aimed to investigate the preferred teaching method for the students used by English language teachers at Hebron University. In addition to providing effective solutions to discover the preferred teaching method for the students, the research question was answered through a questionnaire sent to students of the English Department at Hebron University. Based on the results. The two best preferred teaching methods for English major students at Hebron University based on the Mean of the items in the questionnaire were the use of communicative activities (Mean=3.34) which comes first and this is because the student is tired of traditional teaching methods that depend on writing and reading only. The students have come to prefer teaching methods that give them the space to participate in the teaching process through communicative activities through speaking and listening to others. Such activities push the student to break barriers and increase self-confidence. Then, the use of technology comes after (Mean=3.29) since information technology has advanced in education. The environment for teaching English in classrooms at universities has significantly changed. Various advanced information technologies have been implemented into English classes by many universities. It seems that the students liked and benefited from technology to learn the English language and found that technology has an effective role in learning the English language quickly and effectively.

## Recommendations

The study suggested some useful recommendations that instructors can use through lectures at the university. The recommendations are: teachers should use communicative activities, use technology including visual elements like videos, television and films as well as games instead of traditional teaching methods, use various activities during the classroom and make projects, find activities where the students can have some learner-centered activities and make a combination of different methods like to make a discussion and blended learning method at the same time, and thus the method will be successful, more effective and makes the teaching process efficient.

## REFERENCES

- Agosto, D.E. & Abbas, J. (2010). High school seniors' social network and other ICT use preferences and concerns. *Proceedings of the American Society for Information Science and Technology*, 47(1), 1-10.
- Albiladi, W. S., & Alshareef, K. K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*, 10(2), 232.
- Al-karawi, M. (2020). English language learning through games. *Educational Challenges*, 25(1).
- Al-mahasneh, M., Ayasrah, M., Yahyaa, S., Al-kriemeen, R. & Al-swalha, A. (2020). Favorite methods of teaching and evaluation among students in university colleges. *International Journal of Education and Practice. Al-balqa Applied University*, 8(2), 365-378.
- Bada, E. & Okan. Z. (2000). Students' language learning preferences, *TESL-EJ*, 4(3), 1-15.
- Barathi, C. & Naveen, A. (2017). Preference of English language teaching methods and techniques of prospective teachers in Kongumandalam region. *International Journal Of Research - Granthaalayah*, 5(8), 1-11.
- Farrah, M. (2015). The role of demographic and personal variables on the Palestinian students' perceptions of blended learning English class. *An-Najah Univ. J. Res. (Humanities)*, 28(4), 993-1026.
- Farrah, M. (2018). Portfolio in the EFL writing classroom: Students' perspectives. *Dirasat: Human and Social Sciences*, 45(3). Retrieved from <https://archives.ju.edu.jo/index.php/hum/article/view/13600>
- Farrah, M., Abdalnabi, R. & Sider, A. (2022). Nature of feedback and interaction in online courses during COVID-19. *Randwick International of Education and Linguistics Science (RIELS) Journal* 3(2), 194-209.
- Hidayah, T. (2020). Preference in language learning strategies (LLS) of the students in the English Language Education Department at the University of Muhammadiyah Jember. *ELP (Journal of English Language Pedagogy)*, 5(1), 61–72.
- Heinz, M. (2013). A preliminary survey of the preferred learning methods for interpretation students. *Journal Of International Education Research*, 9(4), 293-304.
- Kayalar, F., & Kaylar, F. (2017). The effects of auditory learning strategy on learning skills of language learners (students' views). *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, 22(10), 04-10.
- Maher, A. (2019). The preference for teaching methods by students and professors in the College of Business Administration, Kuwait University. *Journal of the Faculty of Commerce for Scientific Research*, 56(1), 1-11.

- Mahmoodi, H., Haddad Narafshan, M., & Shahabi, H. (2021) Learner's preferences in English language learning: A cross sectional study at Hormozgan University of medical sciences. *Strides Dev Med Educ*, 18(1), 1-7.
- Mehrdad, A. G., & Ahghar, M. R. (2013). EFL students' language learning preferences at Islamic Azad University- Hamedan branch. *Procedia - Social and Behavioral Sciences*, 93, 102–106.
- Mermelstein, A. (2015). Asian EFL University students' preference toward teaching approaches. *The CATESOL Journal*, 27(2), 1-21.
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: Literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1–4.
- Qasaimeh, M. A., & Gasaymeh, A. M. (2016). Assessment of English language students' preferences of the methods of teaching English in a private Jordanian University. *Journal of Studies in Education*, 6(1), 112.
- Reid, M. (1987). The learning style preferences of ESL students. Colorado State University. *TESOL Quarterly*, 21(1), 87-111.
- Samperio, N. (2017). Discovering students' preference for classroom activities and teachers' frequency of activity use. *Colombian Applied Linguistics Journal*, 19(1), 51-66.
- Shabiralyanim, GH., Hasan, KH., Hamad, N. & Iqbal, N. (2015). Impact of visual aids in enhancing the learning process case research. *Journal of Education and Practice*, 6, 1-9.
- Shah, M., Ahmad, S., & Khalid, M. (2021). Teachers preferred teaching styles and students' learning performance. *Global Educational Studies Review*, 6(2), 205-212.
- Varghese, V. & Karki, P. (2018). An analysis of preferred methods of teaching and learning English language in Bangalore. *I-manager's Journal on English Language Teaching*, 8(4), 36-48.

## Appendix

# English Major Students' Preference Towards the Language Teaching Methods Used by English Language Teachers at Hebron University

This questionnaire aims to find out the students' preferred teaching methods among the students of the English department.

The answers to this questionnaire will be used in my research paper.

\* All questions, your gender, age and academic year are required and your responses will be kept confidential by the researcher.

\* Make sure to press submit button at the end of the questionnaire.

Thank you for your participation.

**Indicates required question**

---

*Mark only one oval.*

1. **Gender \***  
 Female  
 Male
2. **Age \***  
 19  
 20  
 21  
 22  
 Other: \_\_\_\_\_
3. **Academic year \***  
 Freshmen  
 Sophomore  
 Junior  
 Senior
4. **Teaching methods used by English instructors have an impact on learning. \***  
 Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

5. **Teaching methods used by the instructors are useful in learning English. \***

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

6. **I'm satisfied with my progress in learning English. \***

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

7. **I like to work individually during the class. \***

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

8. **I like to work in groups during the class. \***

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

9. **I prefer blended learning over traditional teaching methods. \***

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

10. **I prefer learning by projects and activities. \***

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

11. **I prefer learning by discussion. \***

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

12. **I prefer using visual elements in the learning process. \***

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree



13. **I like auditory learning style. \***

- Strongly agree
- Agree
- Disagree
- Strongly disagree

14. **I like technology to be used in the classroom. \***

- Strongly agree
- Agree
- Disagree
- Strongly disagree

15. **Doing communicative activities is the best way to learn English more accurately. \***

- Strongly agree
- Agree
- Disagree
- Strongly disagree

16. **I like to learn English by debates. \***

- Strongly agree
- Agree
- Disagree
- Strongly disagree

17. **I like to learn English through games. \***

- Strongly agree
- Agree
- Disagree
- Strongly disagree

18. **I like to learn English by giving oral presentations. \***

- Strongly agree
- Agree
- Disagree
- Strongly disagree