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Exploring the Facilitation of the Student Learning Process Through Dominant Teaching Techniques

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Abstract. The study aimed to identify the facilitative function of teaching techniques in the student learning process. Within the general aim, the study also had specific objectives that identify certain aspects of the facilitative function of teaching techniques in general and of some teaching techniques in particular. These techniques include directed reading and thinking activity (DRTA), directed reading activity (DRA), mind maps, clustering, posters, two-part diaries, etc. The research participants were teachers of the lower cycle, Grades I–V (N = 412), and Grades III–V students (N = 6). The study was conducted using mixed methods research. The instrument used for the collection of quantitative data from teacher respondents was a questionnaire and for the collection of qualitative data from student participants a semi-structured interview. Quantitative and qualitative data yielded the same results. The quantitative results showed that teaching techniques facilitate students' learning process by incorporating the visual, aural, reading/writing, and kinesthetic (VARK) model styles of students' learning preferences. In addition, the qualitative results showed different ways of facilitating the learning process through learning with teaching techniques.

Keywords: Aural learning; reading and writing; teaching techniques; visual learning

1. Introduction

From antiquity to the present day, there are still different perspectives regarding the facilitation of the learning process. Plato, as a rationalist, developed the belief that knowledge and truth can be revealed by self-reflection. Aristotle, as an empiricist, used his senses to seek truth and knowledge. From his empirical basis,

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Aristotle developed the method of data collection to study the world around him. Socrates developed the dialectic method of discovering truth through conversations with fellow citizens (Hammond et al., 2001).

Learning is a process of drawing connections between what is already known and understood and new information. Thus, prior knowledge is important for the learning process. Students learn in different ways and identifying individual differences between students helps in planning the learning process. People can be considered to possess a number of intelligences beyond the linguistic and logical-mathematical abilities commonly emphasized in schools. Students have differences in information processing that affect how they handle visual, aural, or kinesthetic information (Hammond et al., 2012). The explosion of research work in the field of cognitive psychology in the 1970s and 1980s created a large volume of theories and scientific research, for learning in general and reading and writing in particular. Although this research took place on different fronts, it is worth mentioning the work of Anderson et al. (1985), who created a theoretical and research program called scheme theory, which relies on the theory of constructivism. This work showed the importance of student activity in building knowledge, as well as the importance of existing knowledge of the student in the learning process (Anderson et al., 1985).

The work of cognitive psychologists in general and scheme theorists in particular has inspired the creation of new teaching techniques that encourage students to actively seek knowledge. Worth mentioning are the evocation/realization of meaning/reflection model, the "I know/I want to know/I learned" (KWL) technique (Ogle, 1986), and the question of author technique. Cognitive psychology has also provided theoretical and research support for many teaching strategies/techniques that are already widely used, such as the directed reading and thinking activity (DRTA) technique (Crawford et al., 2005)

The most appropriate tradition of criticism in literature regarding the constructivist theory of learning is the reactive criticism of the reader. Formulated by Rosenblatt (1978) and Bleich (1975), the theory of the reader's reaction emphasizes the role of the reader in constructing literary meaning. This includes from imagining circumstances and characters through images and feelings, created by direct or indirect experiences, up to the emphasis of certain events in the text and the creation of interpretations for the text. Reader reaction theory also attaches importance to the interpretive community of readers. When readers discuss literary works with each other, a community of meaning is created (Crawford et al., 2005). Such a community of performers facilitates the process of understanding and learning in general. According to Westwood (2008), group activities promote social interaction, language, and communication that derive from constructivist classes. A widespread assumption of constructivist reasoning, namely the application of teaching techniques, is that children are self-motivated and self-regulating beings who will acquire their reading, communication, writing, spelling, calculation, and problem-solving skills as a result of involvement in teaching/learning activities. Therefore, direct teaching where such activities are lacking is shameful, boring, and pointless (Westwood, 2008).

The Government of the United Kingdom has recommended a guide for interactive teaching as a potential tool for increasing the achievement levels of students in reading and writing. While the teaching lesson contains other components of direct teaching, the application of the interactive model may be suitable for different learning styles (Westwood, 2008).

This research is based on certain basic notions. The first is learning styles, the way students attempt to receive new information and connect it to previous knowledge and experiences (Santos, 2017). The second notion is: "Reflection is defined as the process of engaging the self (S) in attentive, critical, exploratory and iterative (ACEI) interactions with one's thoughts and actions (TA), and their underlying conceptual frame (CF), with a view to changing them and a view on the change itself (VC)" (Nguyen et al., 2014, p. 2). The third notion underlying this research is teaching methods – processes, principles and pedagogy that are used by lecturers/teachers for classroom instruction to enable student learning (Panmanivong, 2019). Collaboration, according to DuFour et al. (2010), has the meaning of working together to achieve common goals with the purpose of all participants learning.
The following research questions were formulated for this study:

- How much do teaching techniques facilitate the learning process of students through the incorporation of learning styles, such as the visual, aural, reading/writing, and kinesthetic (VARK) model styles?
- How much do teaching techniques facilitate the learning process of students by encouraging them to connect current knowledge with new knowledge?
- How much do teaching techniques facilitate the learning process of students by encouraging them to cooperate and interact during the learning process?
- How much do teaching techniques facilitate the learning process of students by activating them to analyze, synthesize, describe, and reflect on educational issues?
- How much do teaching techniques include learning styles such as DRTA, directed reading activity (DRA), mind-mapping, two-part diaries, KWL, hand of questions, and the Venn diagram?
- Do students think that teaching techniques facilitate their learning process?

2. Literature Review

Contemporary theories related to student learning emphasize the fact that different teaching techniques are useful for different types of learning. Depending on what kind of learning is required in that context, it is then decided which techniques may be most appropriate for that purpose. An individual's strengths and special points in intelligence have a direct impact on the way they learn (Pritchard, 2009). According to Woolfolk (2011), learning preferences are the preferred modes of learning and studying, for example through the use of pictures instead of text or learning with a friend versus learning alone.

Learning is a complex process where teacher, learning material, student motivation, and several other aspects interact with each other. Many aspects and skills are learned unconsciously or without thinking. However, many aspects are

also learned consciously and which require use of different strategies (Jaleel & Thomas, 2019).

Teaching techniques are normally used to teach students in better and easier ways. Students learn differently and in varied ways. This means that students prefer different learning styles, have different learning motivations, and differ from each other in self-confidence. The learning style is the way in which a student concentrates on, processes, absorbs, and retains the information. The interaction of these elements occurs differently for individuals. Learning styles are considered one of the most important factors for how students learn (Jaleel & Thomas, 2019).

An individual's learning style refers to their preferred way of gathering, organizing, and thinking about information. The components of the VARK model are sensory modalities that are used for learning; they are thus perceptive ways through which students receive and express information (Fleming & Bonwell, 2019). Students may have a strong preference for one way of learning and have weaknesses in other ways. The process of academic learning requires the use of sight, speaking, listening, and reading/writing. Some students like to use all their senses at once while experiencing their learning, and others may have a preference to use a combination of the VARK components, for example visual and reading/writing (V and R) or aural and kinesthetic (A and K) (Fleming & Bonwell, 2019).

The visual style of preference involves students having a preference for information in graphics, symbols, arrows, circles, hierarchies, illustrations etc. Special importance is also given to colors in creating meaning of the information (Fleming & Bonwell, 2019). Students who have visual skills are characteristically imaginative and can be creative and inventive. For this preference, the use of visual aids is essential for teaching lessons, for example images, maps, figures, and diagrams (Hussain, 2017).

The aural style involves the preference of students to learn by listening, and includes oral comments, discussions, oral presentations, conversations, asking questions, phone conversations etc. (Fleming & Bonwell, 2019). Students may be helped through this style by organizing discussions between them, giving them the freedom to ask questions, brainstorming, and organizing stories, fairy tales, and poems (Hussain, 2017).

The reading/writing style emphasizes the student's preference for learning and receiving information through reading and writing. Students with this learning preference generally learn by reading books and also prefer to learn by writing quotes and essays, and free writing (Fleming & Bonwell, 2019). This style includes the use mainly of reading and writing activities as well as techniques that encourage reading to understand. DRTA, DRA, reflections, as well as techniques that encourage students to write help students who prefer this learning style.

The kinesthetic style indicates the preference of students to learn through the use of experience and practice (simulated or real) or even through the perception of the experiences and practice of others. It is different even for those who learn by doing (Fleming & Bonwell, 2019). The use of imitation, acting, interpretation, role play, card games, and demonstrations helps students who prefer this learning style (Hussain, 2017).

When there are discrepancies between a student's learning style and the teacher's teaching style, the student may become upset and inattentive in the classroom. In this context, teachers should be careful to use teaching techniques that engage students of all learning preferences. The teacher's knowledge of different types of learning styles will thus help students in the learning process. Images are thought to improve memory for two reasons. One system is verbal and used for representation and thinking through language (Paivio, 2006). The second system is nonverbal for the representation and processing of nonverbal information such as images. When receiving information through reading or listening to words, one or both systems can be activated.

If the information is coded both verbally and nonverbally, the probability of remembering that information increases. Concept mapping is an effective strategy to help students develop a conceptual understanding of complex prose. In addition, teaching techniques that promote the group-and pair work facilitate the learning process. Groupwork provides opportunities for students to engage in classroom communication through collaboration. It equally helps to create a stress-free atmosphere and motivation in the classroom, as students work together in small groups instead of competing for recognition or grades. Groupwork activities have the advantage of engaging students in interactive communication and fostering social and participatory skills. Miller (2005) recounted some ways to better remember learning content. These are: working in pairs and in groups; drawing attention through teaching techniques; learning visually through graphs, tables, and drawings; and using mnemonic techniques and notes. The research aims to identify and describe the facilitative function of dominant teaching techniques in facilitating the learning process of students.

3. Methods

3.1 Research Design

Contemporary teaching is characterized by the variety of applications of teaching techniques which aim to facilitate the student learning process. To investigate the facilitative effect of teaching techniques on the student learning process, we used a mixed methods research design to investigate the effect in detail. In terms of design, the research was exploratory and used a phenomenological model based on teachers' perceptions and experiences. Thus, the research falls within a qualitative empirical paradigm (Cresswell, 2007).

A mixed methods research design is a procedure "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem (Creswell, 2012). For the quantitative part, the questionnaire was considered more appropriate, as it enabled the collection of data in several cities

of Kosovo. Through the questionnaire, we investigated the perceptions of primary school teachers regarding the facilitative effect of teaching techniques in the student learning process.

3.2 Population and Sampling

The focus of this research was to answer the research questions using teachers' perceptions and students' opinions. Since the research was of a mixed nature utilizing both quantitative and qualitative research methods, the sample selection in this research was guided by two philosophies.

In the quantitative research part, the sample was selected unbiasedly and represented the population from which it was selected. The sample size was determined according to the 95% confidence level and 5% error probability. Based on the report *Education statistics in Kosovo 2021/22* prepared by the Education Information Management System (MASHT, 2022), 1746 primary and lower secondary education teachers worked in the schools of the Municipality of Pristina, of which 1378 were women and 368 men. Descriptive studies are conducted, for example, when no previous studies have been conducted on a topic, when topics for further research should be discovered, or when the attitude towards a certain situation should be determined. A descriptive study is a scientific study, and the proper choice of sample is important for its scientific aspect.

According to Research Advisors (2006), to achieve a 95% confidence level, a sample with a 5% margin of error should include 370 subjects. These characteristics would require the theoretical sample to be larger than 300 declared subjects. For the quantitative component, we considered going with a sample of 412 teachers. If certain irregularities (i.e., hypothetical) are to be calculated into the sampling and administration of the questionnaires, then the "100 excess" respondents (in the sense of over-sampling) would compensate for any deficiencies that may have come from the alleged irregularities. The data obtained from such a sample would strongly support a descriptive study. The sample was selected according to the intentional model so that each teacher would have an equal and independent chance of being selected.

For the qualitative component, the selection of students for the interviews was done based on the preferences of teachers in selecting their students. Six students participated in the interviews, two each in the third, fourth, and fifth grades.

3.3 Research Instruments

The teacher questionnaire for data collection was developed in line with the literature review and the aim of the research. The questionnaire summarizes the questions related to the facilitative function of teaching techniques in the student learning process. The questionnaire was defined by five evaluation scales to categorize the respondents' opinion on the items: *I fully agree*, *I agree*, *neutral*, *I disagree*, and *I fully disagree*. During the research, the reliability of the questionnaire was verified, and the calculations showed that the instrument had a high level of reliability ($\alpha = .882$, $p = .000$).

In addition, the sections of the questionnaire were analyzed to determine its validity. Each dimension of each questionnaire was analyzed to understand the relationship between them in order to establish validity. The validity of the questionnaire turned out to be $\alpha = .867$ and $p = .000$. The analyses were done using Cronbach's α coefficient. The fulfillment of these metric features of the questionnaire thus ensured reliability and validity of the questionnaire.

The protocol of the semi-structured interview was compiled based on the general questions of the questionnaire used for the collection of quantitative data. The questions were simplified appropriately in order to obtain the opinions of the participating Grades III–V students. The interview questions were designed based on the level of knowledge of the students. We tried to elicit participants' opinions by mentioning the names of different teaching techniques, for example the two-part diary, DRTA, DRA, mind map, clustering, or poster, accompanied by description.
The questions addressed in the interviews were:

1. Do you learn more easily when the teacher divides a part of the story into paragraphs and asks you to read, reflect on that read part, predict what will happen next? Or does one student read and the others listen, then reflect, ask and describe possibilities for the development of the event? We are talking about DRTA and DRA techniques.
2. I believe you know the two-part diary!! Do you understand the lesson more easily when you read it and then complete a two-part diary?
3. Do you know what clustering is? I believe your teacher wrote it on the board? Do you learn and understand the lesson faster and easier?
4. With mind maps, have you ever learned in class? Did you understand the lesson faster and easier?
5. Have you ever made a poster in class? Do you learn more easily when you make a poster for any lesson?

3.4 Data Collection Procedure

The data collection procedure initially started with the piloting of the quantitative research instrument with teachers in a school in Prishtina. The piloting was done to identify the comprehensibility of the questions by the teachers with whom we planned to conduct the research. After analysis of the data and completion of improvements to the teacher's questionnaire, the phase of conducting field research began. The aim of the research and the contents of the questionnaire were explained to the selected teachers in advance. We respected the ethics for quantitative research. Teachers were informed that the questionnaire were to be completed anonymously and that the data collected would only be used to describe the facilitative function of teaching techniques in the learning process. All teachers were informed that completion of the questionnaire was of their own free will and that they had the right not to complete the questionnaire at all. All this information was provided to teachers in their teachers rooms at the respective schools, after which they completed the questionnaire in their free time. All participating teachers thus had the opportunity to freely express their opinions without being influenced by anyone. After collecting the questionnaires, the data

were coded and statistical analysis done using Statistical Package for the Social Science (SPSS) SPS version 20.

The semi-structured interview with student participants was conducted to obtain the perspectives of students regarding the facilitative function of teaching techniques in the learning process. The selection of students for interviewing was done according to research ethical principles. This involved their teachers first being notified of the purpose of the interview, after which the teachers selected the students according to their preferences. After this, the parents of the students were informed of the purpose of interviewing their children, and after obtaining the permission/consent of the parents, the teachers informed us and together we determined the place and time for the student interviews. To elicit accurate opinions from student participants, the questions were changed and simplified to suit their level of knowledge. The students selected for the interviews were of different grade levels, two students for each grade level from Grades III to V, making a total of six students. Two students were selected from each grade for interviews to obtain more complete information so that their opinions could complement that of the other.

3.5 Data Analysis

Descriptive statistics were used, such as mean and standard deviation, for all variables, both predictor and criterion variables. We used the average as a descriptive statistic, whereby according to Fraenkel and Wallen (2009), the average is one of the most used statistics in social science studies.

The average means the measurement of the central tendency, respectively the point on which the data are concentrated, dividing 50% of the cases from the other 50% of cases. The standard deviation is the statistic used to measure the distribution of data and their deviation from the mean. The larger the data distribution than average, the greater the standard deviation (Fraenkel & Wallen, 2009). In this study, the mean and standard deviation were used to understand the mean point of the data and the distribution of data from the mean. Their implementation thus provided insight into the level of development of the variables reported by the participants.

Analysis in the qualitative research component consisted of the descriptions of the opinions of the student participants of the lower cycle (Grades III–V). Based on the descriptive analysis of the qualitative part, the facilitative function of the teaching techniques in the students' learning process were accurately verified and detailed. The findings were then analyzed based on thematic analysis. After this phase, the functions of applying teaching techniques in the learning process were identified and conceived. Data were grouped based on the research questions.

4. Results

In this section, we present and describe the results of the collected data.

4.1 Quantitative Research Component

Our study aimed to explore teachers' perceptions of the facilitative function of teaching techniques in the student learning process and to ascertain the positive or negative relationship between teachers' perceptions and students' opinions. We first aimed to identify whether teacher respondents integrated VARK learning styles into their teaching techniques during the student learning process. The mean and SD of teacher respondents' perceptions of the facilitative function of incorporating the VARK learning styles into their teaching techniques are presented in Table 1.

The following results were yielded regarding how respondents integrated the four learning styles into their teaching techniques: visual learning style (M = 1.4543, DS = .68651); aural learning style (M = 1.5872, DS = .70301); kinesthetic learning style (M = 1.7437, DS = .75426); and reading/writing learning style (M = 1.5074, DS = .69828).

Table 1: Teacher perceptions of the facilitative function of teaching techniques through the incorporation of the VARK styles of student learning

Teaching technique	Mean	SD	n
Incorporate the **visual** learning style of students through graphics, illustrations, pictures etc.	1.4543	.68651	405
Incorporate the **aural** learning style of students through listening to conversations, class discussions, questions, and answers etc.	1.5872	.70301	407
Incorporate the **kinesthetic** learning style of students through practice, simulation, play, gesture movement.	1.7437	.75426	398
Incorporate the **reading/writing** learning style of students through encouragement to read, write etc.	1.5074	.69828	406

Teacher respondents were also asked for other ways of facilitating the learning process of students through teaching techniques. The mean and SD of teacher respondents' perceptions on facilitating the learning process through teaching techniques are presented in Table 2.

Table 2: Teacher perceptions on facilitating the learning process through teaching techniques

Teaching technique	Mean	SD	n
Provide opportunities for students to make the connection between previous knowledge and new knowledge.	1.5074	.69828	404
Encourage student cooperation and interactive learning in the classroom.	1.5470	.69758	396
Activate students in the learning process through questions, analysis, synthesis, description, reflection etc.	1.5736	.73855	394

The following results were yielded based on the central tendency and data distributions for the three techniques indicated in Table 2: "Provide opportunities for students to make the connection between previous knowledge and new knowledge" (M = 1.5074, DS = .69828); "Encourage student cooperation and interactive learning in the classroom" (M = 1.5470, DS = .69758); and "Activate students in the learning process" (M = 1.5736, DS = .73855).

Teacher respondents were furthermore asked to indicate which of the VARK model styles can be incorporated into the respective teaching techniques. The results are presented in Table 3.

Table 3: Teacher perceptions on which VARK styles can include the different teaching techniques

Teaching technique	No.
DRTA	272
DRA	271
Mind map	291
KWL	277
Veen diagram	264
Two-part diary	265
Poster	285

4.2 Qualitative Research Component

Regarding the facilitative function of the identified teaching techniques, we obtained the opinions of student participants for the qualitative research component. Data showed that participants learned more easily when these teaching techniques are used in the student learning process in the classroom. The following statements are proof of this:

> *"I learn easier because I write what I learn, and so I better remember what I learn."* Participant 5

> *"I learn easier, and I understand the lesson faster."* Participant 4

> *"I learn more easily because I remember the way I did with clustering, so I remember it longer."* Participant 3

> *"I usually prefer to always learn with different techniques, such as mind-mapping, two-part diary etc."* Participant 2

According to the opinions of student participants, we conclude that what is seen is better understood. According to Participant 1, the relevant techniques motivate students to learn.

> *"I understand the lesson better, because I see what I learn; it encourages me to think about what I learn, and write about what I learn."*

The above learning techniques also improve student learning:

> *"I understand learning better when I learn, for example with mind-mapping, because I see how things relate; simply put, I enjoy learning with mind-mapping."* Participant 6

The statements of student participants about the facilitative function of the relevant teaching techniques show that students learn more easily using these techniques. Participants indicated that they easily understand the lessons and that they learn more easily because they write what they learn. In addition, participants indicated that when they see what they learn, it makes them think about what they learned, that is, according to them, that the dominant teaching techniques serve as a motivating factor in learning.

Participants were asked whether their teacher used the DRTA or DRA technique in reading a story and whether they generally understood better and easier. The participants expressed their experiences thus:

> *"I learn easier and I am more attentive."* Participant 6

> *"I understand more easily, and I am more attentive, because I have to think to give answers, for example, to predict what will happen in the story."* Participant 2

> *"I understand the story better, because it is divided into parts, and for each part, we reflect and also listen to the reflections of friends about the story."* Participant 3

Nonetheless, only some of the student participants indicated that they knew the DRTA and DRA techniques.

Regarding the use of posters as teaching technique and whether they liked them and learned more easily when the teacher instructed them to make a poster in groups with friends, participants indicated the following:

> *"I learn easier. It seems to me that tasks are done faster when we learn together in a group; we ask for help from each other and offer help as well."* Participant 4

> *"I like the poster, I learn more easily, and I feel safer because we share responsibilities in the group, we help each other."* Participant 5

> *"I enjoy doing the lesson on the poster. I would like to do all the lessons on the poster."* Participant 3

> *"I feel better when we learn in groups with friends and classmates."* Participant 2

These participants' attitudes showed that they learned easily and liked it when the teacher instructed them to do a poster for the lesson in a group with friends.

5. Discussion

Our findings confirmed the facilitative function of teaching techniques during the student learning process. The facilitative function of teaching techniques includes visual, aural, reading/writing, and kinesthetic/practical learning styles. The results showed that teaching techniques activate students in the learning process and encourage them to make connections between their current knowledge and new knowledge.

In addition, the opinions of the interviewed students showed that the teaching techniques helped them to faster understand and better memorize the knowledge. It enabled them to see what they learned, to hear about what they learned, to write about what they learned, and to practice what they learned, thus keeping them active during the learning process.

Regarding the DRTA technique, 272 respondents indicated that it included the VARK learning styles. Furthermore, 271 respondents indicated that the DRA technique included VARK learning styles, 291 that the mind map technique included VARK learning styles, and 277 that the KWL technique included VARK learning styles. Then, 264 respondents indicated that the Venn diagram technique included VARK learning styles, 265 that the two-part diary included VARK learning styles, and 285 that the poster included VARK learning styles.

Research has shown that literacy-related learning techniques facilitate the learning of all types of content. In a report outlining how learning across content areas is facilitated by instructional strategies (Section 7, n.d.), examples of such techniques are the DRTA technique (Readence et al., 2000; Stauffer, 1969) and the visualization technique, whereby students create visual images or pictures in their minds while they are reading. Visualization helps improve comprehension and memory (Keene & Zimmerman, 1997). The "graphic thinking organizers" technique represents visual representations of the organization of ideas. These representations clarify the relationship of ideas and help students to remember ideas more easily (Readence et al., 2000).

Our findings are also supported by a study conducted by Ginting (2017) that emphasized effective and facilitative teaching through learning based on student learning styles. This study showed that there is a relationship between students' learning styles, effective teaching, and facilitating the student learning process (Ginting, 2017).

Hackathorn et al. (2011) sought to examine the effectiveness of four teaching techniques (lectures, demonstrations, discussions, and in-class activities) in the classroom. The findings indicated that each teaching technique has its own unique benefits and is effective for various levels of learning. In-class activities lead to higher overall scores than any other teaching method, while lecture methods lead to the lowest overall scores of any of the teaching methods.

According to the perceptions of Kosovar teachers, the application of teaching techniques stimulates cooperation and interaction between students. Our findings

coincide with the findings of Hurst et al. (2013). These scholars found that the social interaction of students is important in improving their learning and increasing their literacy, critical thinking, and problem-solving skills. Also supporting our study findings is the study of Wegner et al. (2013), who showed that teaching techniques affect the improvement of students' learning. This is achieved through collaborative learning, where students support each other as a basic requirement for successful learning. Our study identified the facilitative function of dominant teaching techniques in the student learning process in general. This is evidenced by the study of Hattie and Donoghue (2016). According to them, all techniques are important in enhancing learning in general; however, the effectiveness of the teaching technique depends on the phase of learning in which it is applied.

6. Conclusion

Based on the analysis in the quantitative component of the study, we can conclude that the results proved the facilitative function of teaching techniques in the learning process of students through the incorporation of VARK model learning styles. In addition, the results showed that teaching techniques facilitate the learning process of students by activating students in the learning process, encouraging them to collaborate for learning problems, and encouraging them to connect their current knowledge with new knowledge. Based on the teacher respondents' perceptions regarding teaching techniques, we can conclude that all the teaching techniques mentioned in this study strongly emphasize the reading/writing style, but also include the visual, aural, and kinesthetic styles. In addition, the analysis of the results of the qualitative component of the study coincided with the results of the quantitative component, showing that students enjoy learning with teaching techniques and understand better and learn faster and easier through teaching techniques.

It should be noted that the research was limited in its theoretical and empirical examination. It relied on the function of teaching techniques in the incorporation of only the VARK model as one of the most suitable models for facilitating Grades I–V student learning with teacher surveys and student interviews. Future studies can take these results into consideration to continue with other research of this nature that will contribute to effective teaching and productive student learning.

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Appendix

Questionnaire for teachers Cycle 1-5

General instructions:

The purpose of the questionnaire is to highlight the functions of the implementation of the dominant teaching strategies in the student's learning. The data of the questionnaire will be used for the doctoral thesis.

Your responses will be CONFIDENTIAL. The questionnaire is not intended to offend teachers or the school or the education system of Kosovo.

Please read the instructions carefully for each category of questions. Try to be as honest as possible when giving your opinion by marking with an X.

Mark with an X in the columns of the sections where you express your opinion.
(1) Fully disagree; (2) Disagree (3) Neutral; (4) Agree; (5) Fully agree.

Part I: The function of teaching techniques in facilitating the learning process.	1	2	3	4	5
1. Incorporate the visual learning style of students through illustrations, pictures and photographs.					
2. Incorporate the auditive learning style of students through listening to conversations, class discussions, questions, and answers, etc.					
3. Incorporate the kinesthetic learning style of students through, manipulation with objects, play, gesture movement.					
4. Incorporate the reading/ writing learning style of students through encouragement, to read, write ese.					
5. Provide opportunities for students to make the connection between actual knowledge with new knowledge.					
6. Encourage student cooperation and interactive learning in classroom.					
7. Activates students in the learning process.					

Part VI: Different techniques and their incorporating in the learning process of students

Mark with (x) which style incorporate each teaching techniques.

Dominant teaching techniques	Visual style	Auditive style	Read/writing style	Kinestethic syle
1. Directed Reading and Thinking Activity (DRTA)				
2. Directed Reading Activity (DRA)				

3.Poster				
4. Two-part diary				
5.Mind Map				
6. I know / I want to know / I learned (KWL)				
7. Venn diagrams				

Semi-structured interview protocol for students grades III-V

In the semi-structured interview, the questions were designed based on the level of knowledge of the students. Therefore, the technical word of teaching has never been used because we have been clear that the students do not understand this notion. We have tried to get students' opinions by mentioning the names of different techniques such as: Two-part journal, DRTA, DRA, Mind Map, Cluster, Poster accompanied by description.

1. Do you learn more easily when the teacher divides a part of the story into paragraphs and asks you to read, reflect on that read part, predict what will happen next? Or does one student read and the others listen, then reflect, ask and describe possibilities for the development of the event? We are talking about DRTA and DRA techniques.
2. I believe you know the two-part diary!! Do you understand the lesson more easily when you read it and then complete a two-part diary?
3. Do you know what Cluster is? I believe your teacher wrote it on the board? Do you learn and understand the lesson faster and easier? Why do you understand the lesson easily?
4. With Mind map, have you ever learned in class? Did you understand the lesson faster and easier? Why did you understand it more easily?
5. Have you ever made a poster in class? Do you learn more easily when you make a poster for any lesson?