

## عنوان مقاله:

Mismatches in Teachers' Teaching and Students' Learning Styles in English Classes at a Secondary School Level: A Case Study of Laotian Secondary Schools

## محل انتشار:

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## خلاصه مقاله:

This study is aimed at (1) examining the preferred English learning styles among secondary school students; (2) exploring the mismatches in teachers' English teaching styles and students' learning style preferences. A quantitative approach was used to seek answers to the research questions. The sample of this research involved ۲۰۴ students and ۵ teachers of English from ۵ different secondary schools in Vientiane Capital, Lao PDR. All student and teacher participants were invited to rate their agreement levels on a five-point rating scale, towards Reid's (۱۹۹۵) six learning style preferences. The data collected were analyzed based on descriptive statistics. The findings reveal that student participants had more than one preferred learning styles. They preferred Kinesthetic, Group, and Audio learning styles in their English classes. For them, learning through doing, learning and working together with classmates, doing or resolving challenging tasks as well as listening to teachers and someone's instructions through interaction made them learn more effectively. The study also finds that mismatches in styles between teachers' teaching styles and students' learning style preferences do exist in four out of the five sampled schools. Teachers are more oriented to Visual styles. For instance, they favor writing things on board, asking students to read from textbooks, provide activities that make students read rather than listen to instructions, while students are likely not to prefer the Visual learning style.

## کلمات کلیدی:

learning styles, mismatches, secondary schools, teaching styles, learning styles, mismatches, secondary schools, teaching styles

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