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A Match or Mismatch between Learning and Teaching Styles in English First Additional Language Classrooms

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KEYWORDS Teaching Styles. Learning Styles. First Additional Language. Skills. Match. Mismatch

ABSTRACT The purpose of this paper is to examine the preferred learning styles used by Grade 8 English First Additional Language (EFAL) learners and the teaching styles preferred by their teachers. The main aim of this paper is to discover whether the teaching styles used by the teachers match or mismatch the learners' learning styles, and how knowledge of these learning styles may help teachers select teaching styles that blend the best practices in EFAL learning. The study made use of Classroom Work Style survey, interviews and observation schedule as the tool for data collection. The findings revealed that visual and the compound learning styles were more prevalent among learners, and their teachers adopted mainly teacher-centred approach. This paper, therefore, recommends the teaching and learning style congruency.