



**The Congruence between Learning and Teaching Styles and Its
Relationship to the English Language Achievement**

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ABSTRACT

This study aimed to investigate the students' learning styles, the teachers' teaching styles, the congruence between learning and teaching styles, and the relationship of the congruence between learning and teaching styles to the English language achievement.

The subjects in this study were 98 fifth-year students (equivalent to the second year university students) and 2 teachers at Songkhla Business Administration College in the 1999 academic year. The instruments used in this study were the learning style questionnaire, the teaching style questionnaire, and students' achievements (difference between their scores in course 01-320-206, taken in the second semester of 1999 academic year and those in course 01-320-205, a prerequisite course to 01-320-206, taken in the first semester of 1999 academic year).

The findings of this study were summarized as follow:

1. The students under investigation had mixed learning styles with different levels of preference for each style. They strongly preferred to learn by *analytic* style, preferred to learn by *visual*, *intolerant of ambiguity*, *global*, *group*, *auditory*, *tactile*, *tolerant of ambiguity*, *impulsive*, *reflective*, and *kinesthetic* styles, and moderately preferred to learn by *individual* style. The profile of students' learning styles consisted of four correlates of learning styles, in the following order of preference: **authority-oriented, concrete, communicative, and analytic.**

2. The teachers in this study also taught with mixed teaching styles with different levels of practice of each style. They mostly taught in *analytic* and *tolerant of ambiguity* styles. The teachers also frequently taught through these styles: *intolerant, tactile, group, visual, impulsive, reflective, and global*. In addition, they moderately taught through *individual, auditory, and kinesthetic* styles. The teachers' teaching profile included four correlates of teaching styles, in the following order of practice: **authority-oriented, analytic, communicative, and concrete**.

3. The results showed that there was a significant congruence between learning and teaching styles at moderate level ($r= 0.475, p<0.01$), but the congruence between the low achievers' learning styles and their teachers' teaching styles was higher than that between the high achievers' learning styles and their teachers' teaching styles.

4. There was no relationship of the congruence between learning and teaching styles to the English language achievement ($p<0.05$).