



The Spectrum of Teaching Practices: An Analysis for Curricular Enhancement

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Abstract

Learning styles play a crucial role in the process of acquiring knowledge. They hold importance because understanding and acknowledging these styles can enhance the overall quality of the learning experience. Learning styles refer to an individual's personal preferences for absorbing information. They encompass how learners receive, perceive, comprehend, articulate, retain, and retrieve new information. The research paper demonstrates that teaching methodologies are extensively employed for their effectiveness, while aspects like fostering relationships, utilizing interactive approaches, and promoting self-regulation are moderately utilized. Consequently, this study suggests that educational authorities should prioritize furnishing educational facilities and providing the necessary tools and resources to enhance students' skills. Additionally, consistent monitoring of both teacher performance and student engagement in Technology and Livelihood Education is recommended. Furthermore, school administrators should ensure that fully equipped facilities are available in each laboratory dedicated to TLE. Notably, learners actively acquire skills through hands-on experiences or practical applications, as opposed to mere theoretical instruction or presentations.

Keywords: *teaching practices, curricular enhancement, effectiveness, self-regulation, attention to relationship, active methodologies*

DOI Number: 10.48047/NQ.2022.20.20.NQ109307

NeuroQuantology2022;20(20):3094-3102

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Introduction

Effective teaching is an art as well as a science. The new curriculum has allowed education to advance. Effective teachers have a set of consistent practices that promote academic achievement, technology, education, and livelihood (TLE) which appropriate behavior, and relationship-building is defined in the K-12 Curriculum Guide (2013) as with students and families. To effectively support teaching all facts, concepts, skills, and values. all students in the classroom, they differentiate. According to Pallasigui (2016), K-12 TLE aims to these practices based on their needs (MacSuga-give Filipino children the opportunity to improve Gage et al., 2012). Furthermore, the most their 21st-century skills and prepare them for the important activity that occurs in schools in the future.

teaching. It is teachers' most important responsibility (Muijs & Reynolds, 2017). For this reason, it is believed that teachers have a considerable impact on student's ability and

Since, the Philippines has begun implementing the competence to adapt to shifting societal Enhanced Basic Education Act of 2013, also expectations and to increase their understanding known as the highly regarded K-12 curriculum of how to meet those needs in the modern world. (Republic Act No. 10533), the introduction of the This has been crucial in ensuring that learners



receive the right information, enabling them to demonstrate their competencies and aptitudes to learn information that is not only correct, but also through non-written means (Arya et al., 2017). This is essential for living, survival, or practical applications. The ability of teachers, therefore, to teach subjects through experience and specialty rather than through familiarity (Blomeke et al., 2016) seems to be very critical. Because the topics are within their area of expertise (Riordan, Paolucci, & Dwyer, 2017). Furthermore, the concept of learning styles pertains to the varied methodologies by which information is garnered, processed, construed, and cognitively processed. Diverse learning styles manifest in distinct manners within the classroom environment, reflecting the myriad of ways in which students assimilate knowledge. Several theoretical frameworks have emerged to elucidate varying learning styles, categorically method are compatible affects how much they can learn. Teaching strategies are essential for teachers to understand the preferred learning styles of their students in order to arrange classes to match or modify instruction and deliver suitable and meaningful assignments or activities for a certain learner group. Learning styles also play a significant role in the lives of learners, as assessment contend that recognizing learners' preferred modes of learning and tailoring instruction accordingly is imperative for effective academic and cognitive ability have to be carefully

look into so that teachers' teaching styles still be in place (Omar, Jikiri, Sebastian, Maghanoy & Mejares, 2022). Furthermore, learning styles wield a pivotal influence on students' educational journey.

Related Literature and Studies

Students exhibit preferences in absorbing and processing information via diverse modalities: within the context of the instructional process. As visual and auditory perception, reflective contemplation, experiential engagement, logical process assumes an indispensable role in human education, intuitive apprehension, analytical deconstruction, and visual representation (Zhou, 2011).

Educators and various influencing factors contribute to the formulation of a student's cognitive framework for learning. In students' academic achievement, creative instances of students receiving unsatisfactory teaching strategies had a substantial impact. It might be said that teachers give their students the individualized learning preferences is frequently cited as a causal factor.

Conversely, learning embodies the progression methods for communicating with students in a variety of flexible settings. Maghanoy (2022) even stressed that graduating pre-service teachers should already manifest different teaching styles. Each instructor also has their own variety of flexible settings.

However, the most important factor in raising student achievement and reducing the achievement gap is having qualified teachers. The quality of teaching has the most significant impact on student learning, but most institutions do not

define what good teaching is (Danielson, the value of learning styles are better able to give 2016). Furthermore, a pivotal determinant their students a clear path forward.

influencing how educators guide their students

toward the prescribed educational objectives Lastly, Zahid and Khanam (2019) found that within the curriculum lies in their grasp of the teaching strategies like reflective teaching subject matter and their favored instructional practices used by the teachers has a positive methodologies (Unal, 2017).

impact on student's academic achievement. This practice involves the students completing the

Kyriacou (2010) conducted research indicating given tasks.

that effective teaching is characterized by **Research Question**

accomplishing the desired learning outcomes What are the teaching styles among teachers as envisioned by the instructor. This essentially rated by the respondents in terms of:

necessitates a teacher possessing a lucid 1.1. effectiveness,
comprehension of the learning objectives to be 1.2. self-regulation,
cultivated, thereby facilitating the formulation 1.3. attention to relationship, and
and delivery of a learning encounter that attains 1.4. active methodologies?

these objectives. Furthermore, the attributes **Methodology**

encompassing teachers' effective pedagogical

practices encompass their disposition and To identify the teaching practices and learning determination, intellectual acumen, empathy and styles and their influence on students' skills tactfulness, receptiveness to diverse perspectives, competency, the researcher used a quantitative— and a capacity for humor.

descriptive research design. A questionnaire for students-respondents was used as a survey tool

Additionally, Long et al. (2014) observed that to identify the different teaching practices and student interaction constitutes a prevalent factor learning styles which are independent variables yielding noteworthy influence, strongly affecting and the skills competency of students was a both student contentment and performance. dependent variable.

Consequently, educational management should

place substantial emphasis on elevating the Furthermore, this study employed a descriptive extent of engagement between educators and research approach employing the survey students. methodology. This research methodology was

chosen as it elucidates the current state or state

Moreover, distinct instructional methodologies of affairs related to the investigated subject. The contribute to establishing a favorable educational execution of the survey procedure was carried out milieu that bolsters student engagement. This through communication with relevant individuals. engendered engagement operates in tandem with

underlying motivational forces such as perceived This study was conducted in three selected public competence and task significance. To fosters schools with common tracks of Technology and diverse aspects of student engagement, teachers' Livelihood Education or Technical Vocational and actions, as reported by their students, should Livelihood programs in Diplahan District, Schools align with the mechanisms most closely Division of Zamboanga Sibugay. This study correlated with each specific behavior (Olivier et focused on determining the influence of teaching al., 2020). Zhou (2011) espoused that to create practices and learning styles towards students' experiences that are suitable for students in terms skills competency in TLE which were limited only of matching or mismatching, faculty can benefit to the three TLE tracks Shielded Metal Arc from the knowledge of learning styles by doing so. Welding (SMAW), Bread and Pastry Production This knowledge can also assist faculty do so (BPP) and Tailoring. The primary respondents of thoughtfully and methodically. Like sailing without this research study would be the selected senior a proper map, learning a foreign language without high school students under the TLE/TVL— SMAW, direction is impossible. Teachers who understand BPP and Tailoring tracks of the three secondary schools of Diplahan, District, Schools Division of

Zamboanga Sibugay for the academic year 2022-the teaching practices in terms of effectiveness, self-regulation, attention to relationship, and active methodologies. Additionally, Honey-and-

The main tool used in the gathering of data fromMumford-Learning-Styles-Questionnaire was the respondents was the questionnaire-checklist.utilized to determine the type of learning styles The instruments were adapted from Catalano,among student-respondents in terms of activist, Perucchini, and Vecchio (2015) entitled “Teachers’reflector, theorist and pragmatist.

Educational Practices Questionnaire:

Development of a new Self-evaluation instrumentLastly, the Part III elicited the skills competency for Teachers” and the “Honey and Mumfordrating of first and second quarter under basic, Learning Styles Questionnaire.”

common and core of the three TLE and TVL tracks such as Tailoring, Bread and Pastry Production

It comprised of three parts. The Part I solicited theand Shielded Metal Arc Welding for the school demographic profile of the respondents such asyear 2022-2023. A 4-point Likert scale was used to name, sex, and field of specialization. The Part IIindicate their level of agreement. It utilized a used The Teachers' Education PracticesLikert scale of with 4=SA (Strongly Agree), 3= A Questionnaire: Development of a New Self(Agree), 2=D (Disagree), or 1= SD (Strongly Evaluation Instrument for Teachers to determineDisagree).

Results and Discussions

On the teaching practices of the teachers as rated by the respondents in terms of effectiveness, self-regulation, attention to relationship, andactive methodologies

Table 1. Teaching Practices of Teachers as rated by the Respondents in terms of Effectiveness

Statements	Mean	Descriptive Rating	Interpretation
1. Before every activity, my teacher provided us detailed instructions.	3.55	Strongly Agree	Highly Practiced
2. My teacher helps me reformulate my thinking when it is unclear.	3.43	Strongly Agree	Highly Practiced
3. When I behave well, my teachers gave me praise.	3.33	Strongly Agree	Highly Practiced
4. When I correctly answer my teacher use gaze and gestures as a response.	3.27	Strongly Agree	Highly Practiced
5. During discussion my teacher use modulate voice to catch attention.	3.26	Strongly Agree	Highly Practiced
Over-all Mean	3.37	Strongly Agree	Highly Practiced

Legend: 3.25-4.00 Strongly Agree – Highly Practiced; 2.50-3.24 Agree-Moderately Practiced; 1.75-2.49 Disagree-Fairly Practiced; 1.00-1.74 Strongly Disagree – Not Practiced

Table 1. displays statements on the teachinglearn and understand the given task easily if they practices of teachers as rated by the respondentsare provided and supported by their teachers with in terms of effectiveness. It shows thatclear instructions. Hence, the teacher is truly respondents obtained a highest mean of 3.55 oneffective.

statement, “Before every activity, my teacherAs supported by Rosenshine (2012), proficient provided us detailed instructions” with itseducators employed an instructional approach descriptive rating of “strongly agree” andinvolving concise and successive presentations interpreted as “highly practiced.” It means thatcoupled with a plethora of illustrative instances. the respondents' teachers gave clear instructionsThese examples imparted tangible before each task. This implies that learners wouldcomprehension and intricate elucidation, proving



beneficial for assimilating novel subject matter. “catch attention” with its descriptive rating of Employing an incremental teaching strategy “strongly agree” and interpreted as “highly demands a substantial time investment, with the practiced.” This suggests that the respondents' more efficacious instructors dedicating more time teachers used modulated voices to draw their to presenting new concepts and guiding student attention during discussions. This implies that the practice compared to their less effective teacher also used modulated voice in order to counterparts. catch attention of the students.

Moreover, Dutro and Cartun (2016) articulated Boyd and Markarian (2011) conducted an analysis that the multifaceted endeavor of identifying and of the instructor's function in harnessing the delineating specific pedagogical practices everyday knowledge of students, attentively routinely employed by teachers to enhance engaging in listening, and grounding their students' engagement with profound learning inquiries and remarks in the contributions of the holds significant import. Such practices students. Their findings demonstrated the encompass facilitating discourse, exemplification, teacher's capability to navigate scholastic acquainting students with each other's knowledge, specifically proficient discourse, and perspectives, and orienting them toward effectively interlink it with the existing instructional objectives, among other understanding of the students. Notably, they exemplifications. underscored the significance of adopting a

Furthermore, teachers should encourage student dialogic stance, highlighting its non-isomorphism responsibility for learning by praising minor with the syntactic structure of a particular verbal accomplishments during the conversation in their expression.

capacity as guides. Students' self-efficacy views Furthermore, Liu (2017) ascertained that by can be strengthened, and project-related elucidating the diverse voices and textual performance anxiety can be reduced by using this components derived from the practical type of feedback in class. experiences of aspiring educators, those

On the other hand, the respondents obtained a responsible for educating teachers can engender lowest mean of 3.26 on statement, “During profound contemplation and thereby spur discussion my teacher use modulate voice to transformative learning processes.

On the teaching practices of the teachers as rated by the respondents in terms of Self-regulation

Table 2. Teaching Practices of Teachers as rated by the Respondents in terms of Self-Regulation

Statements	Mean	Descriptive Rating	Interpretation
1. My teacher addresses us kindly.	3.31	Strongly Agree	Highly Practiced
2. During class my teacher appear calm and relax.	3.07	Agree	Moderately Practiced
3. When he/she is tired my teacher keep complaining in front of the class.	2.38	Disagree	Fairly Practiced
4. When my teacher is angry, he/she shout us during class.	2.25	Disagree	Fairly Practiced
5. When we expressed our opinion, our teacher interrupted us.	2.21	Disagree	Fairly Practiced
Over-all Mean	2.64	Agree	Moderately Practiced

Legend: 3.25-4.00 Strongly Agree – Highly Practiced; 2.50-3.24 Agree-Moderately Practiced; 1.75-2.49 Disagree-Fairly Practiced; 1.00-1.74 Strongly Disagree – Not Practiced

Table 3 exhibits statements on the teaching respondents obtained a highest mean of 3.31 on practices of teachers as rated by the respondents statement, “My teacher addresses us kindly” with in terms of self-regulation. It shows that its descriptive rating of “strongly agree” and



interpreted as “highly practiced.” It means that accurate comprehension of the subject matter, the respondents’ teachers treat them with reducing the likelihood of errors. Additionally, respect. This implies that teachers had a big these evaluations enable teachers to identify impact not just on students’ mental or knowledge instances where students might be forming improvement but also on their emotional state. misconceptions.

As supported by the great philosopher Khalil Gibran on his book “The Prophet”, “we cannot of English and Kitsantas (2013), who concluded give, what we do not have. Only if we are willing that proficient educators also took pauses to to give off ourselves that one truly gives.” gauge students’ grasp of the content. This Moreover, Fecho (2011) stated that the evaluation was conducted through strategies like primordial focus of being a teacher is to nurture posing questions, requesting students to the head, nourish the heart and guide the hand summarize the presented information up to that of the students. point, restating directions or procedures, or

However, the respondents obtained the lowest seeking students’ concurrence or dissent with mean of 2.21 on the statement, “When we their peers’ responses. These assessment efforts expressed our opinion, our teacher interrupted fulfill dual purposes: (a) responding to queries us.” with its descriptive rating of “disagree” and encourages students to expound on the acquired interpreted as “fairly practiced.” This implies that knowledge, forging connections to other instructors are required to assess students’ components in their long-term memory; and (b) comprehension at various junctures. Engaging in alerting the teacher to areas that might such evaluative measures can facilitate more necessitate revisiting and re-teaching.

On the teaching practices of the teachers as rated by the respondents in terms of attention to relationship

Table 4. Teaching Practices of Teachers as rated by the Respondents in terms of Attention to Relationship

Statements	Mean	Descriptive Rating	Interpretation
1. My teacher encourages us to express our feelings and emotions.	3.15	Agree	Moderately Practiced
2. When I behave and help other my teacher praises me.	3.07	Agree	Moderately Practiced
3. When I express my mood, my teacher shows attention and involvement.	2.98	Agree	Moderately Practiced
4. When we felt uncomfortable my teacher finds out.	2.88	Agree	Moderately Practiced
5. I will tell my teacher my personal stuff.	2.53	Agree	Moderately Practiced
Over-all Mean	2.92	Agree	Moderately Practiced

Legend: 3.25-4.00 Strongly Agree – Highly Practiced; 2.50-3.24 Agree-Moderately Practiced; 1.75-2.49 Disagree-Fairly Practiced; 1.00-1.74 Strongly Disagree – Not Practiced

Table 4 presents statements on the teaching communicate their sentiments and emotions. This practices of teachers as rated by the respondents implies that teachers must learn emotional in terms of attention to relationships. It shows intelligence in order to understand each student’s that respondents obtained the highest mean of differences in terms of behavior, emotion, and 3.15 on the statement, “My teacher encourages interest. According to Brookfield (2017), us to express our feelings and emotions” with its whenever possible, teachers should first model descriptive rating of “agree” and interpreted as for students what they want those students to do. “moderately practiced.” It suggests that the Seeing ourselves through the eyes of students teachers of the respondents encourage them to



increases our awareness of the impact of our words and actions on students. According to Brookfield (2017), every teacher wishes to improve the world. The best teaching helps students act with compassion, understanding, and fairness toward one another my personal stuff” with its descriptive rating of “agree” and interpreted as “moderately practiced.” This means that the respondents' each of them if teachers loved their students and teachers are comfortable with them sharing personal information. This implies that teachers family members or acted as caring family serve as their students' second parents. They members (Hawk et al. 2002). should treat them as if they were their own child.

On the teaching practices of the teachers as rated by the respondents in terms of active methodologies

Table 5. Teaching Practices of Teachers as rated by the Respondents in terms of Active Methodologies

Statements	Mean	Descriptive Rating	Interpretation
1. During activities my teacher organizes group activity.	3.18	Agree	Moderately Practiced
2. During activities my teacher stimulates the exchange of ideas.	2.97	Agree	Moderately Practiced
3. During the day my teacher gives some free-choice activities.	2.89	Agree	Moderately Practiced
4. During simulation activities my teacher make use of role play.	2.82	Agree	Moderately Practiced
5. During break time, my teacher suggests games to the class.	2.40	Disagree	Moderately Practiced
Over-all Mean	2.86	Agree	Moderately Practiced

Legend: 3.25-4.00 Strongly Agree – Highly Practiced; 2.50-3.24 Agree-Moderately Practiced; 1.75-2.49 Disagree-Fairly Practiced; 1.00-1.74 Strongly Disagree – Not Practiced

Table 5 describes statements on the teachingpractical activity, based on knowledge of natural practices of teachers as rated by the respondentslaws, determines the advancement of knowledge, in terms of active methodologies. It shows thatsience, and technology.

respondents obtained a highest mean of 3.18 onNevertheless, the respondents obtained the statement, “During activities my teacherlowest mean of 2.40 on the statement, “During organizes group activity” with its descriptivebreak time, my teacher suggests games to the rating of “agree” and interpreted as “moderatelyclass” with its descriptive rating of “disagree.” This practiced.” This means that the respondents'means that the respondents' teachers do not teachers organize group activities. This impliessuggest games to the class during break time. This that teachers engage students in differentimplies that teachers ensure that students activities, whether individually or in groups inunderstand the new words, which are more likely order to awaken students ‘interest and motivateto be remembered if introduced in a "memorable them to participate with other students. way." Bakhsh (2016) supports this by stating that Human cognitive activity, as supported bygames are effective activities for vocabulary Mahmudovna and Isaboeva (2022), is anrevision. In addition, students prefer games and extremely multifaceted, complex, andpuzzles to other activities. Games not only contradictory process in which experience andmotivate and entertain students, but they also practice are extremely important. People's

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help them learn in a way that aids retention and retrieval of information.

Table 6. Summary on Teaching Practices of Teachers as rated by the Respondents

Indicators	Mean	Interpretation
Effectiveness	3.37	Highly Practiced
Attention to Relationship	2.92	Moderately Practiced
Active Methodologies	2.86	Moderately Practiced
Self-Regulation	2.64	Moderately Practiced
Over-all Mean	2.95	Moderately Practiced

Legend: 3.25-4.00 Highly Practiced; 2.50-3.24 Moderately Practiced; 1.75-2.49 Fairly Practiced; 1.00-1.74 Not Practiced

Table 6 depicts the summary of teaching practices. Learning styles play a vital role in the process of in technology-livelihood education among senior acquiring knowledge. They hold importance high schools. It illustrates that the teaching because comprehending and acknowledging them practices, in terms of effectiveness (3.37), are can enhance the caliber of the learning highly practiced. While attention to relationship experience. Learning styles denote personal (2.92), active methodologies (2.86), and self-inclinations for learning. They encompass the regulation (2.64) were moderately practiced. This manner in which learners absorb, perceive, grasp, implies that teachers have the ability to communicate, retain, and retrieve novel communicate encompasses both the self-assured information. In this paper, it was known that control of communicating processes and the teaching practices in terms of effectiveness are successful use of verbal, nonverbal, and para-highly practiced, whereas attention to verbal communication to convey information, relationships, active methodologies, and self-maintain attention, and encourage student regulation are moderately practiced. Hence, this involvement. Active approaches are used in the study recommends that DepEd officials may organization aspect of classroom management, prioritize providing instructional facilities and and the teacher's ability to present, complete, outfitting the tools and equipment needed in and oversee tasks is also considered. Lastly, the developing the skills of the students, and they teacher's interpersonal fostering students' social might continue to regularly monitor the and emotional skills as well as paying attention to performance of the teachers and the activities of interactions are examples of competencies. the students in Technology and Livelihood According to Kyriacou (2010), effective teaching is Education. More so, the school heads may secure defined as teaching that successfully achieves the complete facilities and equipment for every intended learning by students. In essence, the laboratory in TLE. In a sense learner actively teacher must have a clear idea of what type of acquired skills through hands on or actual learning is to be fostered, and a learning performance compared to teaching or presenting experience that accomplishes this must be set up theories.

and delivered. Furthermore, effective teaching practices included personality and will, **References**

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Conclusions and Recommendations



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