

AT A GLANCE

300

EFL learners (K03S cohort, 13 classes)

7

English teachers cross-validating findings

6 + 8

perceptual modalities (Reid, 1984) + intelligence types (Gardner, 1983) analysed

Learning Styles of EFL Learners in CLT Classrooms: Implications for Teaching in a Vietnamese Police College

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1 Introduction

Vietnam is repositioning English from a foreign language (EFL) to a second language (ESL) under the national 2025–2035 policy agenda. Communicative Language Teaching (CLT) is the methodological vehicle for this shift — but CLT is only as effective as its calibration to real learner characteristics.

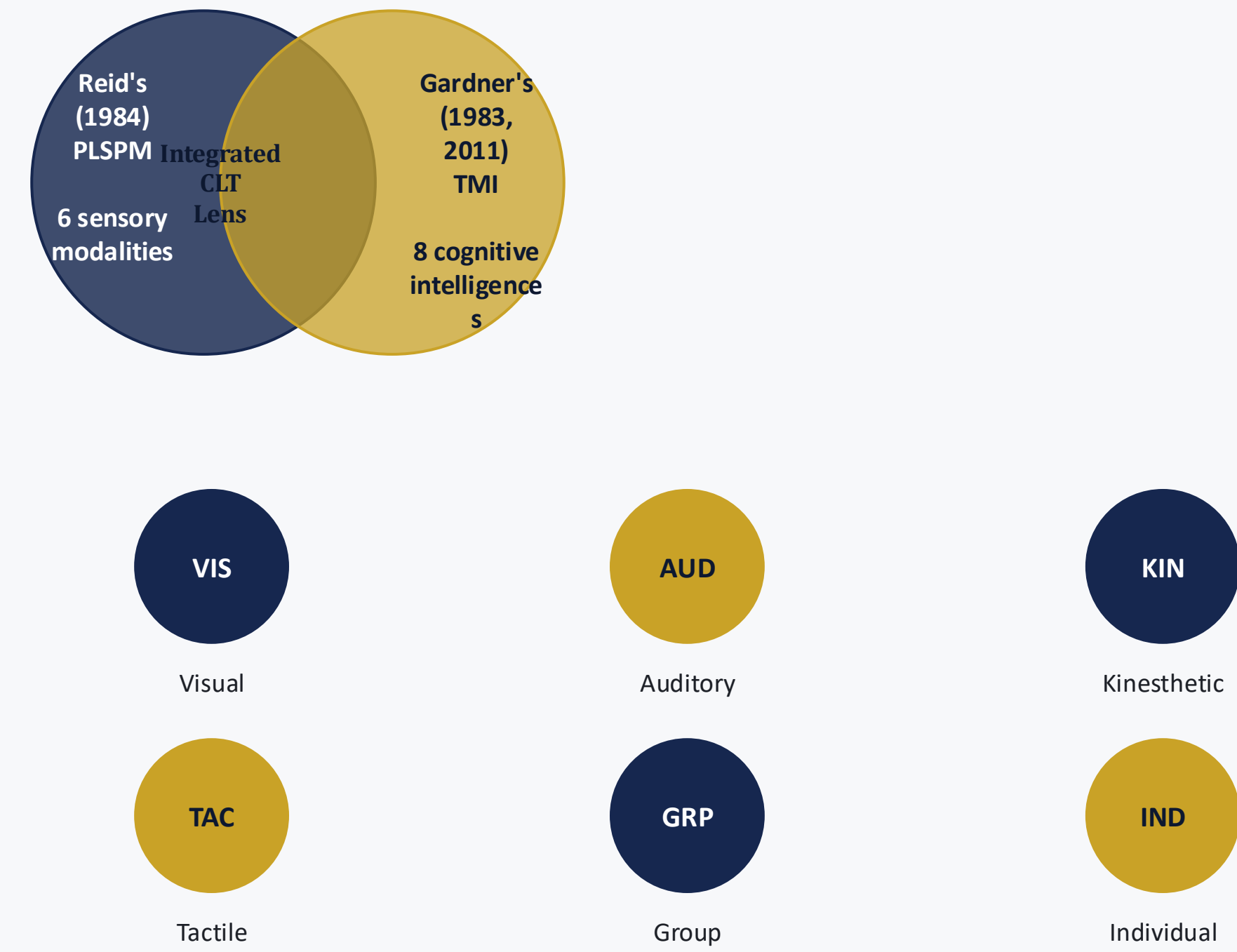
People's Police College II (PPC II) — a near-exclusively male, professionally-oriented law-enforcement institution — has received no prior published attention in Vietnamese EFL learning-style research.

2 Research Questions

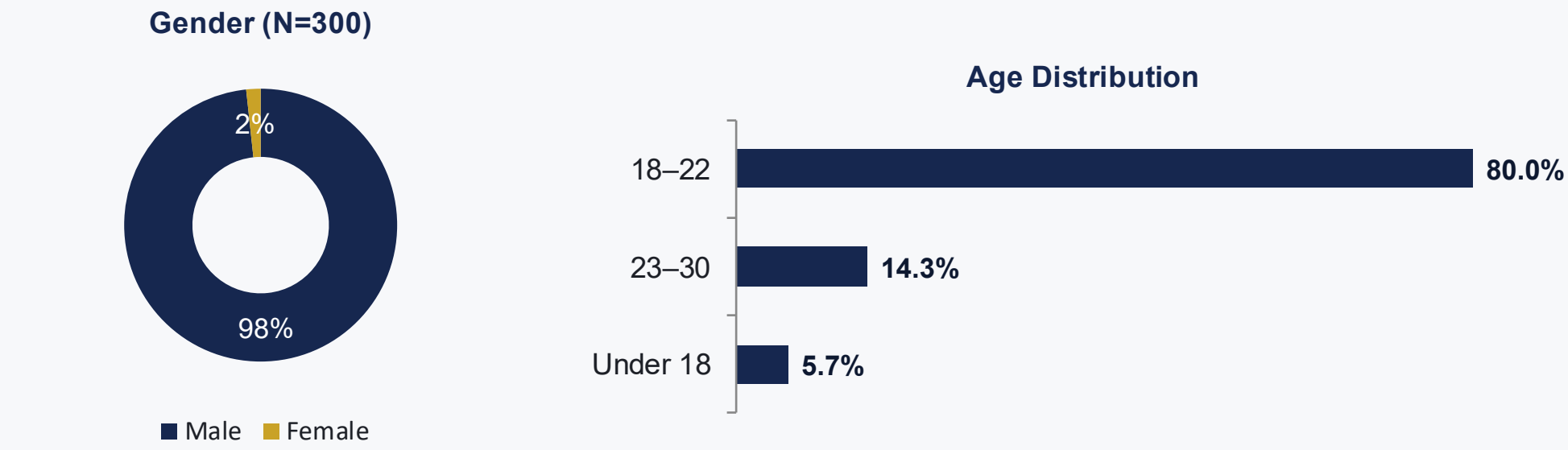
- RQ1** What perceptual learning-style preferences do EFL learners at PPC II show across six skill areas under CLT?
- RQ2** How can CLT pedagogy be adapted to align with learners' dominant styles in this context?

3 Theoretical Framework

Two complementary lenses, integrated within a CLT instructional context:



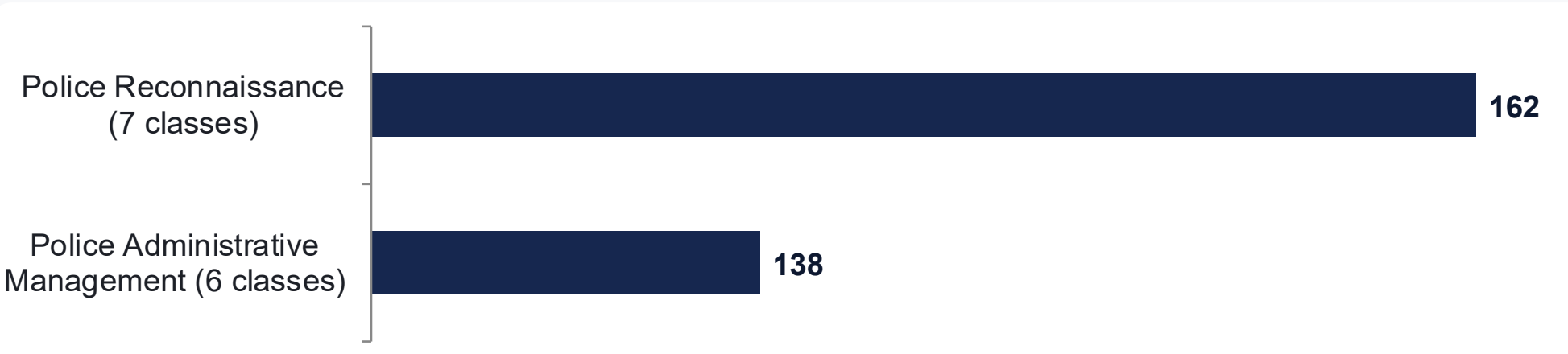
4 Participant Profile



13 classes: 6 Police Administrative Management (n=138) + 7 Police Reconnaissance (n=162). This demographic profile reflects the specialised nature of police higher education in Vietnam.

5 Sample Distribution

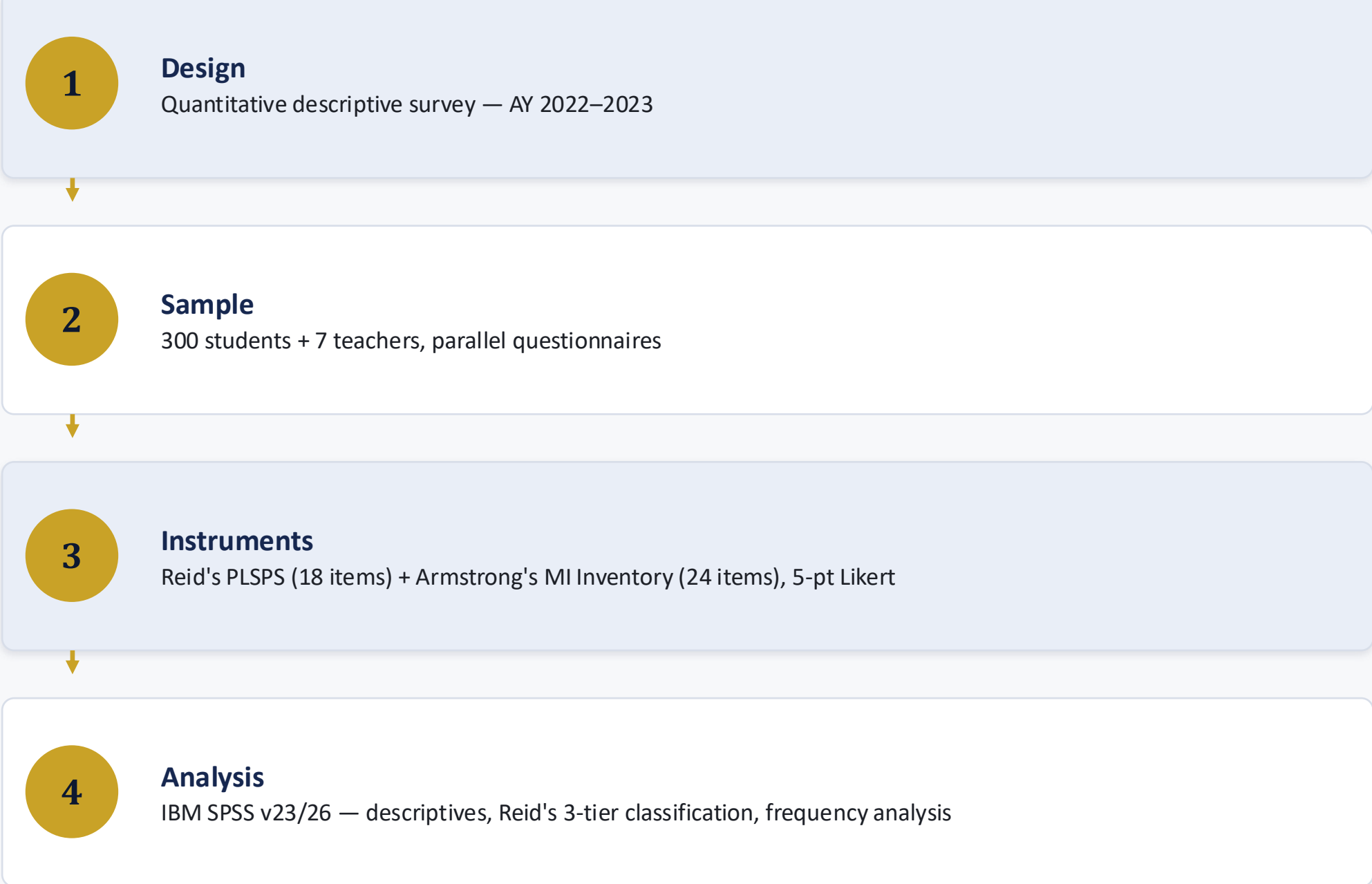
Enrolment by major (N = 300 across 13 classes)



6 Why This Context Matters

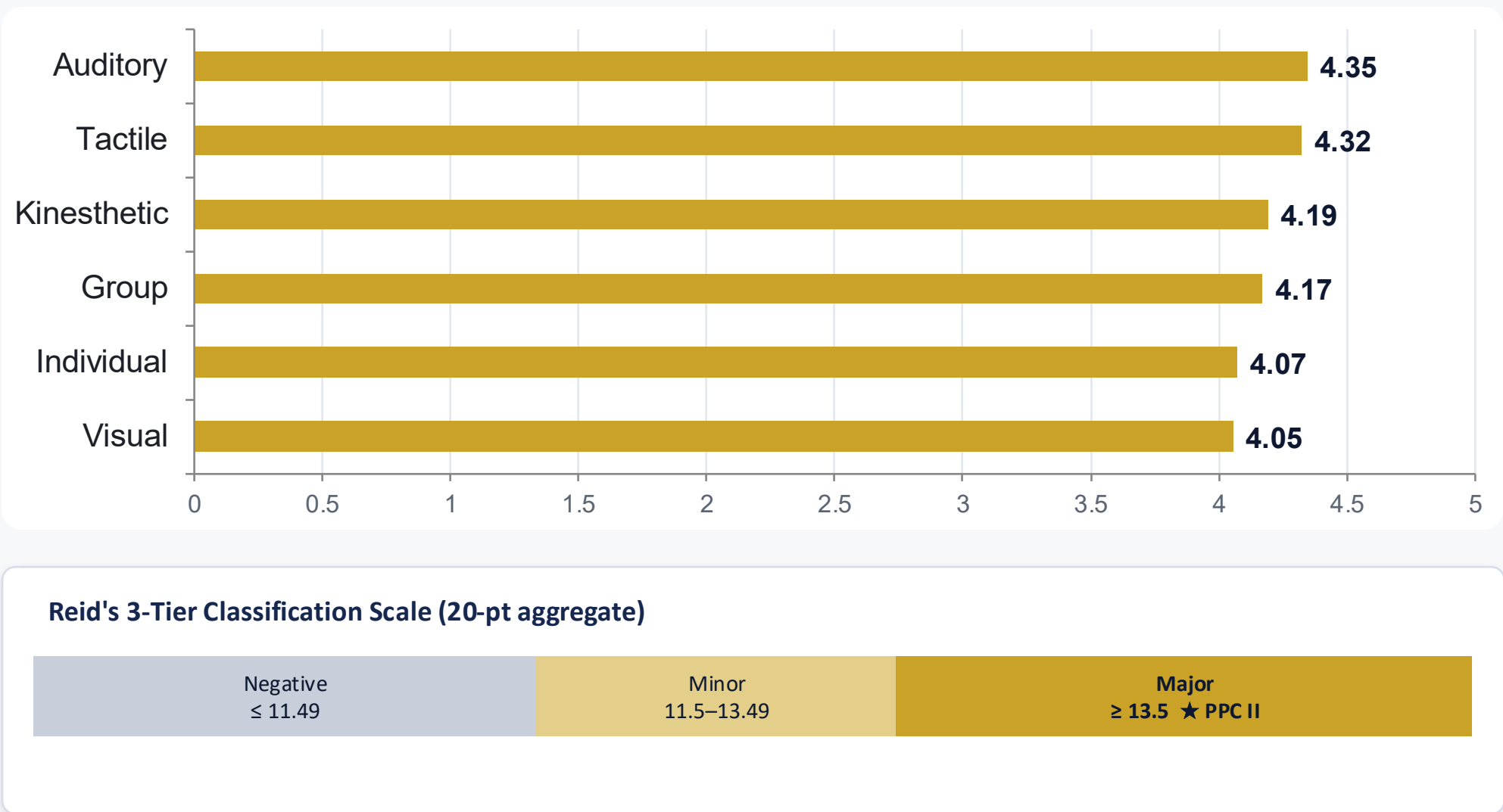
- First dedicated empirical study of learning styles within Vietnamese police higher education
- Fills a gap left by prior studies conducted only in general university contexts
- Learner profile (98.3% male, professionally-oriented) may diverge from general EFL populations, motivating context-specific pedagogy

7 Methodology



8 Modality Profile (Table 1)

All six modalities scored in Reid's "major" range (M > 4.0 / 5)



10 Instrument Composition

- 18** PLSPS items — 6 modalities × 3 items each
- 24** MI Inventory items — 8 intelligences × 3 items each
- Content validity verified by supervising faculty
 - Teacher questionnaire mirrors student version for cross-source triangulation
 - Pre-/post-CLT proficiency self-report comparison

11 Reliability & Convergence

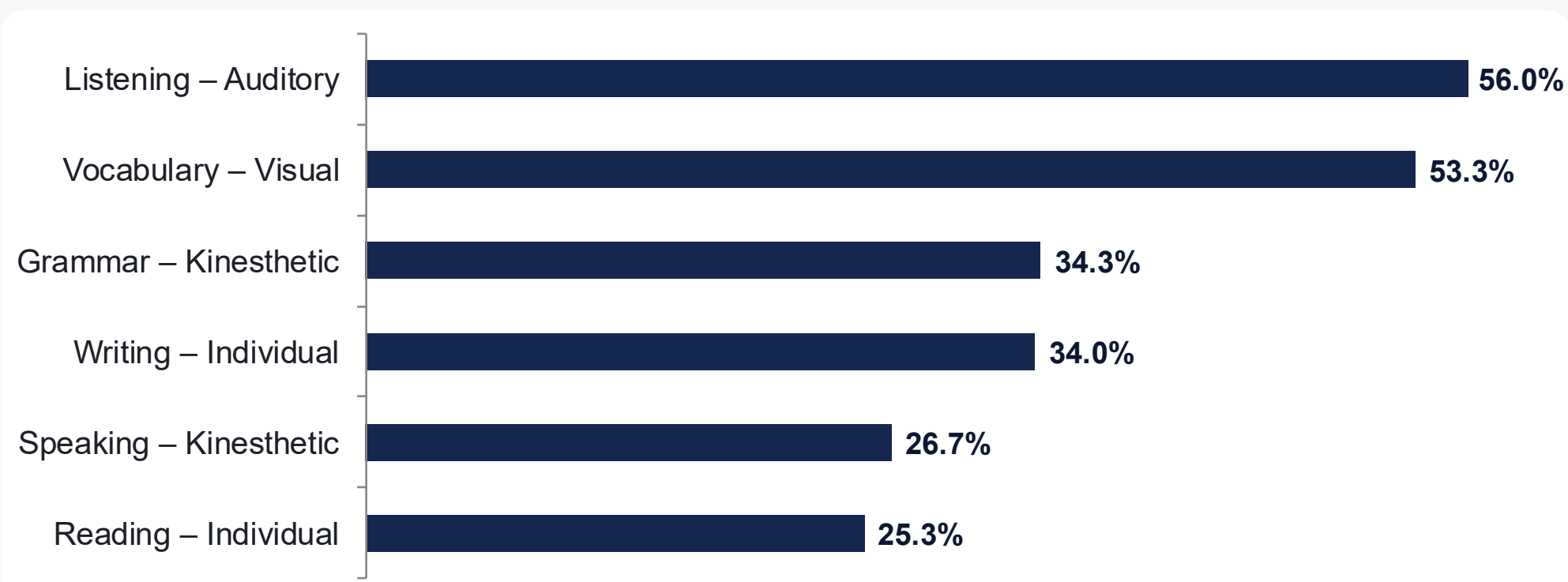
Item-level consistency reviewed for reliability. Teacher perceptions of students' dominant modalities converged with student self-report data across all six skill areas — cross-source triangulation strengthens confidence in the skill-differentiated pattern reported below.

12 Skill-Specific Results (Table 2)

Skill	Dominant	%
Vocabulary	Visual	53.3%
Grammar	Kinesthetic	34.3%
Listening	Auditory	56.0%
Speaking	Kinesthetic	26.7%
Reading Comp.	Individual	25.3%
Writing	Individual	34.0%

13 Key Findings by Skill

Dominant style differs by language skill — not one-size-fits-all



52.67%

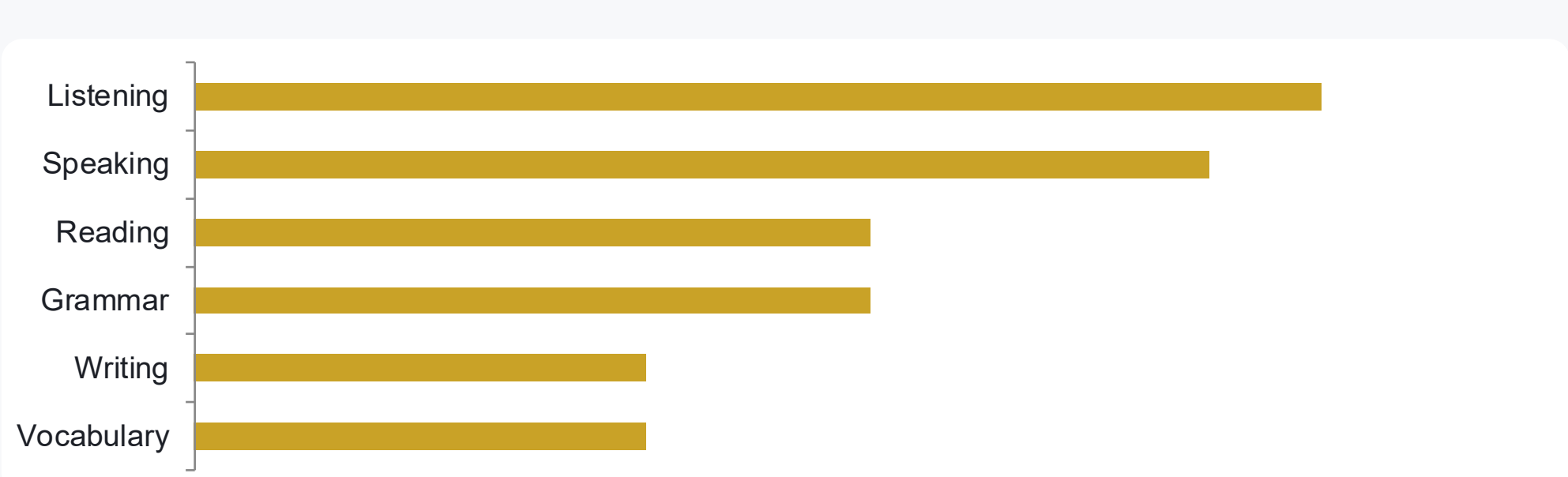
students self-reported proficiency gains after CLT

~30%

average score increase, per teacher assessments

14 Proficiency Gains by Skill

Speaking & listening show the most pronounced gains (student + teacher data)



Illustrative ranking derived from Sec. 4.3 findings (not raw scale scores)

15 Style–Pedagogy Mismatch

CLT ALIGNS WELL	SYSTEMATIC GAPS
✓ Kinesthetic — grammar & speaking ✓ Auditory — listening	X Visual — vocabulary (53.3%) X Individual — reading & writing (25.3%–34.0%)
Underserved by CLT's characteristic emphasis on verbal interaction and collaborative activity — despite CLT's overall proficiency gains.	

16 Pedagogical Implications

- Vocabulary: multimedia visual scaffolding (images, semantic maps, Quizlet)
- Grammar & speaking: kinesthetic tasks — role-play, TPR, information-gap
- Listening: authentic native-speaker audio, 3-phase active-listening framework
- Reading & writing: structured individual tasks — SQ3R, reflective journals, self-paced drafting
- Institutional: modality-labelled lesson plans; annual learning-style diagnostic at cohort intake

17 Theoretical & Practical Contributions

THEORETICAL	PRACTICAL
Demonstrates learning-style preference is skill-contingent, not globally uniform — filling a gap in police-education EFL literature.	Four evidence-based, skill-specific strategies ready for direct classroom application at PPC II and comparable institutions.

18 Limitations & Future Research

- Single-institution sample limits generalisability
- Quantitative design precludes deeper subjective exploration
- Future: multi-institutional, mixed-methods, longitudinal designs

NTT

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CONCLUSION

Learning-style preference is skill-contingent, not global. CLT already fits kinesthetic (grammar, speaking) and auditory (listening) learners — but visual vocabulary learners (53.3%) and individual reading/writing learners (25.3%–34.0%) are systematically underserved by verbal-interaction-heavy CLT delivery. Style-responsive adaptation is a prerequisite for equitable English education in Vietnam's ESL transition.

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