

## **ABSTRACT**

Learning styles of ESL students have been approached in different aspects with implication on match and mismatch between students' learning styles and teachers' teaching styles. Employed from theory of previous researchers, this study focuses mainly on finding out learning style preferences of first year Fast track students and teachers' perception about their students' preferences. Questionnaire survey, interview and observation reveal descriptive statistics and indepth responses for analysis. Results show that first year Fast-track students at ULIS belong to sensory groups, who prefer external information from visual, sounds and experience. Not all teachers have full understanding about their students' learning style preference. Their use of activities, correction and instruction without awareness about students' preferences results in different reaction of students. The activities implemented in class produce more effects if they match with students' preference. In constrast, activities with less favorable attitude receive less attention. Instruction experiences a similar trend. Suggestions for facilitating students' learning style preferences are given by teachers of first year Fast-track students. Those include types of activity, use of media and suitable time to employ.