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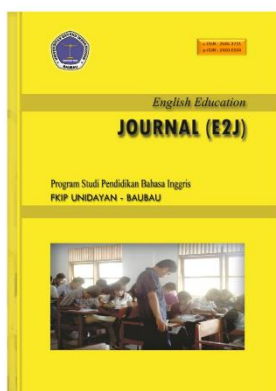
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THE EFFECT OF TEACHING STYLE ON STUDENTS' ENGLISH PROFICIENCY AT SMA NEGERI 5 BAUBAU

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Abstract

Problem statement of this research was whether there is any positive and significant effect of teaching style on students' English proficiency at SMA Negeri 5 Baubau. Objective of this research was to find out the effect of teaching style on students' English proficiency at SMA Negeri 5 Baubau. This research used a quantitative approach applying ex post facto method. Population in this research was all grade eleven students of SMA Negei 5 Baubau consisted of 192 students. The sample was taken by using simple random sampling technique namely 50 students at grade eleven of SMA Negeri 5 Baubau. Instrument of this research were questionnaire and test. Research outcomes indicate that score of F count was 0.050 with the significant value was 0.825. Because score of F count was greater than F table and score of significant was greater than α (0.05). It means that there was not any positive and significant effect of teaching style on students' English proficiency at SMA Negeri 5 Baubau.

Keywords: teaching style, English proficiency.

Abstrak

Rumusan masalah dari penelitian ini adalah apakah ada pengaruh positif dan signifikan antara gaya mengajar terhadap kemampuan bahasa Inggris siswa di SMA Negeri 5 Baubau. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh gaya mengajar terhadap kemampuan bahasa Inggris siswa di SMA Negeri 5 Baubau. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode ex post facto. Populasi dalam penelitian ini adalah seluruh siswa kelas sebelas SMA Negeri 5 Baubau yang berjumlah 192 siswa. Sampel diambil dengan menggunakan teknik simple random sampling yaitu 50 siswa kelas XI SMA Negeri 5 Baubau. Instrumen penelitian ini adalah kuesioner dan tes. Hasil penelitian menunjukkan bahwa nilai F

count adalah 0,050 dengan nilai signifikan sebesar 0,825. Karena nilai F count lebih kecil dari F tabel dan nilai signifikan lebih besar dari α (0,05). Ini berarti bahwa tidak ada pengaruh positif dan signifikan dari gaya mengajar terhadap kemampuan bahasa Inggris siswa di SMA Negeri 5 Baubau.

Kata kunci: gaya mengajar, kemampuan Bahasa Inggris

1. INTRODUCTION

The four abilities of speaking, writing, listening, and reading are necessary for pupils to become proficient in a foreign or second tongue, English. According to Kunasaraphan [1], there is a sharp rise in demand for English speakers in every nation. It means that proficiency plays an important role in English learning, also it is needed by every English learner.

In a study about index of student's English proficiency conducted by Education First (EF), Indonesia ranked in 2017 [2], from the intermediate competence level (rank 32) to the low proficiency level (rank 39). Based on this phenomenon, students must get attention to improve their proficiency in English skills from many aspects, such as teachers, materials, motivation, and etcetera. So, the students can develop their proficiency better as one of their achievements. It is supported by Ngware *et al.* [3] that Numerous factors, such as teachers, instructional methods, students' learning styles, curricula, students, the home, and the school environment, are identified in the study as contributing to learning achievement. All those aspects affect students' proficiency in learning English.

According to the previous remark, as instructors are the ones who help students learn English, teaching may be one of the variables influencing English competency. Teachers play a crucial role in helping students become more proficient in English since they are a source of information and motivation for students. According to Felder and Henrique [4], in addition to the students themselves, the appropriateness of a teacher's teaching style also affects the students' capacity and readiness to learn. According to Grasha [5], is seen as a specific pattern of wants, beliefs, and behaviors that the faculty exhibits in the class. It suggests that a teacher's personality, character, experience, and beliefs are all reflected in their teaching approach. This statement is supported

by Jarvis [6] who said that teaching styles are more about the teachers and the way that they conduct themselves when they are teaching. This is about an art of teaching, not a science or teaching.

Frunza [7] conducted a study with the goal of determining how teaching styles affect students' learning effectiveness. According to the findings, an effective teacher is one who is passionate, upbeat, hopeful, and shows interest in both the pupils and the activities of the class. He or she is self-controlling and does not get easily agitated. He or she enjoys entertaining and acknowledges and owns up to mistakes. He treats kids with integrity, objectivity, and impartiality. Students are encouraged to try to improve their work by the teacher's instructional style. Their lessons are methodical and well-structured. Each student's needs can be met by the teaching method used. Students are stimulated by the use of engaging and unique materials and approaches, as well as by the clear demonstration and explanation of the material. Students are also encouraged to tackle personal difficulties and evaluate their own accomplishments by the way they are taught. Considering the description, the researcher is intended to conduct entitled "The Effect of Teaching Style on English Proficiency at SMA Negeri 5 Baubau"

1.1 Teaching

Metaphors are frequently used to explain the work that teachers accomplish. For instance, teachers may claim that they are liars because they feel like they are on stage all the time. Others refer to themselves as orchestral directors because they establish the tone and pace and guide conversation. But for others, planting the seeds and then watching them grow makes them feel like gardeners. The variety of self-images that educators employ, including these, reveals the range of opinions they hold toward their careers.

According to Dorneyei [8], teaching is a collective leadership exercise. They contend that what matters most is our function as group development professionals. To put it another way, one of our main duties is to cultivate positive connections with the groups in front of us so that they work together in a spirit of unity and creative cooperation. But what are the best ways to accomplish this? "A group conscious teaching style involves an increasing encouragement of and reliance on the group's

own resources and the active facilitation of autonomous learning that is in accordance with the maturity level of the group," according to Dornyei [8]. When teachers and groupings initially gather, they recommend that students expect guidance and leadership. This helps them stay focused and offers them a sense of security. However, when groups form their own identities, teachers will seek to loosen their control and promote a more democratic environment where students participate in choosing their own paths and making decisions.

Saito [9] two features of overseas language, there are a few things to say about this perspective on the teaching profession. First of all, it requires more work and planning to be democratic and allow students to participate in decision-making than it does to run the class from the front. Additionally, encouraging learner autonomy in which students not only study independently but also own responsibility for their education is merely one perspective on the teaching and learning interaction and is highly culturally prejudiced. In some circumstances, a more autocratic leadership style may be more comfortable for both educators and students (as well as society at large). While this may not be to everyone's taste, particularly methodologists, it is quite appealing to others.

1.2 English Language Teaching

For many years, the way that English is taught has evolved. A number of techniques have been developed to help in the teaching and learning of English. Traditional approaches (until the late 1960s), classic communicative language teaching (1970s to 1990s), and current communicative language teaching (late 1990s to present) are the three periods into which Richards [10] splits the trends in language education during the previous 50 years.

Richards explains the traits of conventional methods that persisted until the late 1960s. Grammatical competence was prioritized as the foundation of language ability in traditional language education methods. They were founded on the idea that grammar could be learnt by direct guidance and a system that heavily relied on drilling and repeated practice. Both deductive and inductive methods were used to teach grammar. Developing a large vocabulary of phrases and grammatical constructs, together with gaining the ability to produce them precisely and promptly in the

proper setting, were thought to be essential components of learning a language. Following controlled practice and oral drilling to establish a foundational knowledge of the language, the four skills speaking, listening, reading, and writing were presented, often in that sequence.

Beginning in the 1970s, there was a worldwide pushback against traditional language teaching approaches. It was argued that linguistic ability covered a lot more ground than grammatical competence, raising doubts about the importance of grammar in teaching and learning. The focus switched to the knowledge and abilities required to employ grammar and other language components correctly for a variety of communication goals, such as expressing needs and desires, giving counsel, making recommendations, and requesting things. To use language in a communicative way, one needed to be competent in communication. Canale and Swain build on Hymes's method in Richards and Renandya [11] by suggesting that discourse, grammatical, sociolinguistic, and strategic competence are all components of communicative competence. Speaking is effective because of these factors

since it lists a number of broadly applicable guidelines predicated on the notion that communicating competence should be the aim of teaching second and foreign languages, the communicative approach has been widely used since the 1990s. Present-day communicative language teaching (CLT) uses a varied curriculum, incorporates meaningful tasks and authentic conversation, and centers the teaching and learning process around the students (Richards, [10]).

1.3 Teaching Style

Grasha [5] said a certain pattern of needs, beliefs, and behaviors that faculty members exhibit in the classroom is considered to be their teaching style. It implies that teaching style shows what lecturers have when they are teaching, such as their personality, character, experience and belief. This statement is supported by Jarvis [6] who said that teaching styles are more about the teachers and the way that they conduct themselves when they are teaching. This is about an art of teaching, not a science of teaching.

Shaari *et al.* [12] contended that instructional methods must be taken into account as a crucial component of a course, which is in line with

Jarvis' [6] statement that the style of the teacher in classroom interaction helps develop learner's understanding and teaching is regarded as a human process for teachers to give guidance to the learners in learning the subject and achieving the learners' potential. It makes clear that teaching styles also have a crucial role for students' outcome in teaching and learning process.

Grasha [5] identifies five categories of teaching styles that evaluate lecturers' and teachers' attitudes and behaviors. Those are: Expert, Formal Authority, Personal Model, Facilitator, and Delegator.

1) Expert

This style refers to the transmission of information. Lecturers feel that they possess knowledge and expertise. They organize and help students by focusing on facts. Also, they tend to hold standing as an authority among pupils by demonstrating in-depth knowledge. Because of their teaching style, it makes students' competence is challenged. The following points are the advantages and disadvantages of expert teaching style.

- a. The advantages: lecturers provide much information and act as a source of knowledge in detail.
- b. The disadvantage: if it is overused, it will tend to intimidate.

2) Formal Authority

Lecturer has power as a member of faculty because of the knowledge and position as a senior person in schools among students. Also, lecturer involves feedback, concerns to expectation and goals of teaching. They organize and help students by focusing on correct and standard ways. The following points are the advantages and disadvantages of formal authority teaching style.

- a. he advantages: the center is on clear expectations and objectives.
- b. The disadvantages: teaching does not become flexible and a rigid way because it is done in regulated way.

3) Personal Model

Personal model provides example in teaching process to students. Teacher oversees, guides, and directs students to do like what teachers do so students are encouraged to emulate lecturers' model. The following points are the advantages and disadvantages of personal model teaching style.

- a. The advantages: it stresses on observation directly and becomes an opportunity for students as a role model to follow.
- b. The disadvantages: In general, lecturers tend to think that their ways are the best and Students believe pessimist if what they do cannot be in line with lecturers' expectation.

4) Facilitator

It emphasizes on personal interaction between lecturer and students and focuses on students' needs and goals. It guides and directs students by asking questions, exploring options, and suggesting alternatives. The goal is lecturer tends to support and encourage students in teaching learning process.

The following points are the advantages and disadvantages of facilitator teaching style.

- a. The advantages: this style focuses on the needs of students and has a flexible way in teaching.
- b. The disadvantages: it consumes time and the ambiguity can occur for students because of the flexibility.

5) Delegator

It develops autonomous learning process for students and places a lecturer as a resource's person. It can help lecturers to monitor students in teaching and learning process. The following points are the advantages and disadvantages of delegator teaching style.

- a. The advantage: this style focuses on autonomous learning.
- b. The disadvantages: it may be too autonomous and some students by every lecturer in different levels. By interviewing faculties, observing their teaching, and collecting information through Teaching Style.

1.4 English Proficiency

The capacity of a person to communicate or perform in a language they have learned is known as language competence or linguistic proficiency. There is limited uniformity in the ways that various organizations categorize proficiency based on pedagogical philosophies. Furthermore, it is widely acknowledged that language proficiency and fluency are related but distinct and contentious topics. Proficient speakers employ a range of discourse styles and exhibit accuracy and fluency in the most common framework in the United States. Therefore, a natural speaker of a language does not necessarily need to be proficient to be

deemed fluent. Although basic conversational fluency may just require 3,000 words, native-level fluency is believed to be between 20,000 and 40,000 words.

Though it is used in many different settings in education, the term "proficiency" is most commonly used in reference to (1) proficiency level, scales, and cut-off scores on standardized tests and other types of assessment; (2) students achieving or failing to reach proficiency levels set by tests and assessment; (3) teachers being rated as proficient or non-proficient on job-proficiency evaluations; and (3) students demonstrating or failing to demonstrate proficiency in relation to learning standards (for a discussion of this relationship, see proficiency-based learning).

Although the term "proficiency" is used in a variety of educational contexts, it is most frequently employed in relation to (1) proficiency level, scales, and cut-off scores on standardized tests and other forms of assessment; (2) students meeting or falling short of proficiency levels determined by assessments and tests; (3) teachers receiving a proficient or non-proficient rating on job-proficiency evaluations; and (3) students exhibiting or failing to exhibit proficiency in relation to learning standards (see proficiency-based learning for a discussion of this relationship).

2. METHODS

2.1 Design of the Research

This research used a quantitative approach by applying the *ex post facto* method. The independent variable was the effect of teaching style and dependent variable was students' English proficiency.

The research used simple random sampling. The population in this research is all of grade eleven students of SMA Negeri 5 Baubau in school year of 2017/2018. The data obtained from the school, the total population is 192 students which consist of 8 classes, divided into 5 exact classes and 3 social classes. Total sample in this study is 50 students.

2.2 Technique of Data Collection

The instrument used in this research was questionnaire and test. Questionnaire aims to determine the effect of teaching style. The questionnaire adopted from Grasha-Reichmann [5] to determine the types of teacher teaching

styles. The total number of the questionnaire is 40 items. The Test aims to determine the students' English proficiency. The test was consisting of 30 questions adopted from English book curriculum 2013 class X.

Prior to distributing the questionnaire to the students, the researcher explains the purpose of the questionnaire and how to complete it. Descriptive statistical analysis is used to collect and analyze the data obtained throughout the investigation. The test was given to the students to be undertaken within a period of 80 minutes. The researcher explains the procedures for doing the test to students before their do the test

2.3 Technique of Data Analysis

The data analysis techniques applied in this research were descriptive statistics, prerequisite analysis, and inferential statistics. The teaching style and English proficiency score for students was measured using SPSS software 20.0.

3. RESULT AND DISCUSSION

3.1 Results

3.1.1 Descriptive Statistics

a. Students' English proficiency

The test consists of 30 questions. The explanation of the English proficiency statistics analysis is as follows table:

Table 1. Descriptive Statistics of Reading Anxiety

No	Item	Score
1	Mean	28,56
2	Median	123,56
3	Mode	123
4	Variance	18,096
5	Std. Deviation	4,254
6	Minimum	113
7	Maximum	131

From the table above, it can be explained that mean score is 123,16, media is 123,56a, mode is 123, variance is 18,096, standard deviation is 4,254, minimum score is 113, and maximum score is 131. Based on the scoring category of students' English proficiency presented in chapter III, the mean score implies that the students' English proficiency is in low category.

The score distribution of students' English proficiency is then presented into the category based on the criteria provided in previous chapter. The distribution of achievement

category is exhibited in the following table:

Table 2. Criteria of Students' English Proficiency

No	Criteria	Scoring Range	Freq	%
1	Very good	86 - 100	0	0
2	Good	71 - 85	0	0
3	Moderate	56 - 70	0	0
4	Low	≤ 55	50	100
Total			50	100

Based on the table above, it can be described that there are 50 student or 100% is in low category, 0 students or 0% are in moderate category, 0 students or 0% are in good category, and 0 student or 0% is in very good category. Based on the table above, it can be known that the students' English proficiency is in low category, since most students are in the category.

b. Teaching Style Questionnaire

The teaching style in learning English is obtained from questionnaire of English learning motivation. It consists of 40 items with five optional answer using Likert scale. The outcome of teaching style is presented in the following table:

Table 3. Descriptive Statistics of Teaching Style

No	Item	Score
1	Mean	123,16
2	Median	123,56
3	Mode	123
4	Variance	18,096
5	Std. Deviation	4,254
6	Minimum	133
7	Maximum	131

From the table above, it can be described that the teaching style obtains mean score that is 123.16, median is 123.56, mode is 123, variance is 18.096, standard deviation is 4.254, minimum score is 133, and maximum score is 131. Based on the mean score obtained, it can be stated that students' motivation in learning English is in moderate category.

The score distribution of teaching style is then presented into the category based on the criteria provided in previous chapter. The distribution of level of teaching styles presented in the following table:

Table 4. Criteria of Teaching Style

No	Criteria	Scoring Range	Freq	%
1	High	Always or almost use	0	0
2		Usually use	0	0
3	Moderate	Sometimes use	50	100
4		Generally, not use	0	0
5	Low	Never or never almost	0	0
Total			50	100

Based on the table above, it can be described that there is 0 student or 0% is in low category, 50 students or 100% are in moderate category, 0 students or 0% are in high category. The category in the table above indicates that the teaching style, since most students are in moderate category.

3.1.2 Prerequisite Analysis

When performing the statistical analysis, normality testing was used to determine whether the data was normally distributed; if the asymptotic sig (2-tailed) value was greater than α (0.05), the data was considered normally distributed. If this condition happened, H0 was accepted and H1 was rejected.

Table 5. Result of Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Teaching Style Proficiency	,107	50	,200	,956	50	,058
	,129	50	*	,970	50	,228
			,036			

The table 5, showed that the value of shapiro-wilk analysis was 0,058. The statistic was 0,956. Because the statistic was greater than α (0.897 > 0.05), it means that H0 was accepted and H1 was rejected. It is rejected. It could be concluding that the data was normally distributed.

Table 6. Result of linearity testing

	Proficiency * Teaching Style			Within Groups	Total
	Between Groups		Deviation from Linearity		
	Linearity				
Sum	1387,906	2,436	1385,469	2542,41	3930,320
Squares				4	
Df	16	1	15	33	49
Mean	86,744	2,436	92,365	77,043	
Square					
F	1,126	,032	1,199		
Sig.	,373	,860	,320		

Based on the table above, shows that the significant value of linearity was 0.320, because the significant value was greater than α (0.05) then relationship between the variable of teaching style and variable of students' English proficiency was linear.

3.1.3 Inferential Statistics

The inferential statistics is presented the data as the outcome of hypothesis testing using SPSS version 21.0 by using the analysis of simple linear regression. It is used to prove whether the hypothesis is rejected or accepted. The outcome of statistics analysis contains Model Summary and ANOVA table as presented as follows:

Table 7. Model Summary of statistic

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,032a	,001	-,020	9,010

Based on the Model Summary table above, it can be explained that the score of R was 0.032, which is R is the symbol of correlation. Based on the table of correlation level presented in previous chapter, the score is in very low. It means there is a positive and very low correlation between teaching style and students' English proficiency. Besides, it is also obtained R Square that is 0.001. This score indicated that the effect of teaching style in students' English proficiency is 0.1% and 99% the rest is determined by another factor that is not observed in this study.

Table 8. ANOVA

Model	Df	F	Sig.
1 Regression	1	0.050	,825b
Residual	48		
Total	49		

The table of ANOVA above, it can be explained that the score of Fcount is 0,050 with the significance score is 0.825. The score of Fcount is then compared to the score of Ftable at significance level is 0.05 or 5% and it is obtained 4.03. Since the score of Ftable is lower than Fcount, it means that there is an effect of teaching style in students' English proficiency. Besides, the significance value is greater than α (0.05), so that it can be explained that the influence is not significant.

3.2 Discussions

Based on the finding above, it is obtained the score of students' correlations between teaching style and English proficiency, that is -0.032. This score indicates that there is a positive and very low correlation between teaching style in their English proficiency. Besides, there is also obtained the score of contribution of teaching style in students' English proficiency that is 0.001. This means that teaching style has contribution as many as 0.1% in students' English proficiency. While 99.999% the rest is influenced by another factor which is not observed in this study.

And then, based on the outcome in finding above, it is obtained the score of Fcount as many as 0.050. Since this score is lower than Ftable, it means that there is not any influence of motivation in learning English toward students' English proficiency. Besides, the score of significance is 0.825 which is greater than α (0.05). So that, it can be stated that there is not any significance influence between teaching style and English proficiency at SMA Negeri 5 Baubau in school year of 2018/2019.

Questionnaire was used to find out the type of teaching style used by the teacher. The questionnaire contained some question related to teaching style that examined in this study namely Expert, Formal Authority, Personal Model, Facilitator, and Delegator. The outcomes of questionnaire obtained were first, related to the expert teaching style, it was found that the average score of expert teaching style was 176. It means that the expert teaching style categorized as "high" since the average score was within the interval 169 – 200. It indicated that expert teaching style was always of almost use by teacher in teaching and learning process.

Second, related to the formal authority teaching style, it was found that the average score of formal authority teaching style was 148. It means that the formal authority teaching style categorized as "high" since the average score was within the interval 137 – 168. Even though, the outcome indicated that formal authority teaching style categorized as high but in term of frequency of use it indicated that this teaching style was in the criteria usually use by teacher in teaching and learning process. Third, related to the personal teaching style, it was found that the average score of personal teaching style was 151. It means that the personal teaching style categorized as "high" since the average score

was within the interval 137 – 168. Although this teaching style was categorized as “high” but in term of frequency of use it indicated that personal teaching style was in the criteria usually use by teacher in teaching and learning process.

Fourth, related to the facilitator teaching style, it was found that the average score of facilitator teaching style was 146. It means that the facilitator teaching style categorized as “high” since the average score was within the interval 137 – 168 but in term of frequency of use it indicated that this teaching style was in the criteria usually use by teacher in teaching and learning process. Fifth, related to delegator teaching style, it was found that the average score of delegator teaching style was 149. It means that the delegator teaching style categorized as “high” since the average score was within the interval 137 – 168. Although this teaching style was categorized as “high” but in term of frequency of use it indicated that delegator teaching style was in the criteria usually use by teacher in teaching and learning process.

In conclusion, generally, all of the teaching style were used by the teacher in the process of teaching and learning. Based on the outcome of questionnaire answered by the students, it can be concluded that the teacher combines or change their teaching style at the learning process based on the students’ needs. However, it can be seen that the most commonly used was expert teaching style. Through this teaching style, students are encouraged to improve their competence like finding facts and concepts, work on course project, and improve their ability based on the feedback given by the teacher. This was caused by teachers’ roles at learning process was as an expert who gave transmit the information, organize and help students by focusing on facts at teaching material and act as source of knowledge in detail. Because of this teaching style, it makes students’ competence is challenged.

Grasha [5] stated that expert teaching style can support students in the process of teaching and learning because this style the teacher share knowledge, demonstrate their expertise, give advice to students and provide feedback to improve understanding and promote learning. Therefore, through expert teaching style, students were challenged to improve their competence and knowledge and also gained more confidence to solve problems they face in

the process of learning with the assist of teachers.

The result above is supported by Shaari *et al.* [12] with the outcome indicates that there is a significant but modest relationship between lectures’ teaching style with the students’ academic achievement. Therefore, Mergel [13] stated that the function of teaching is to produce effective teaching. A good lesson should involve teachers’ skills to ensure the teaching method suit with students’ learning objectives and learning style. Furthermore, a systematic teaching process should be done by teachers in the development of students’ knowledge using appropriate teaching style in order to create an effective learning environment in the classroom.

4. CONCLUSION

Based on the finding of the research and the data analysis, this study concludes that there is not any significant influence between teaching style and English proficiency at SMA Negeri 5 Baubau. This conclusion is based the outcome of statistics analysis which finds that the score of Fcount is 0.050 with the significance value is 0.825. Because the score of Fcount is greater than Ftable and the score of significance is greater than α (0.05), it means null hypothesis is accepted and alternative hypothesis is rejected.

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