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Exploring the effect of teaching styles on EFL students' learning

(The case of Third-Year Students at Belhadj Bouchaib University)

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a

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Dedication 1

With immense joy and a heart full of emotions, i dedicate this modest work to my dear family for their boundless affection and invaluable advice. They have never ceased to pray for me throughout my academic endeavor and have consistently encouraged me.

To my beloved mother

An endless source of tenderness, patience, and sacrifices. Your prayers and blessings have been a great support to me throughout my life. No matter what I may say or write, I could never express my deep affection and gratitude enough. I hope to never disappoint you or betray your trust and sacrifices. May Almighty God preserve you and grant you health, long life, and happiness. I love you my guardian angel.

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Dedication 2

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Abstract

This research work is set in order to shed light on the effectiveness of teaching styles on EFL students learning. Emphasizes the importance of teaching methods to improve student participation in the department. The third-year students of English department at Belhadj Bouchaib University has been chosen as a case study to increase the credibility of the research. Two questionnaires are used for both teachers and students. Moreover, this current study contained three chapters. The first chapter includes general definitions of the most important concepts related to the research topic. The second chapter is devoted to the methodology followed during the investigation while providing original and tangible knowledge on the topic. The third chapter analyses the findings and explain the result derived from our investigation, the data obtained through the research analyzed. After analyzing the data collected from the research, the main findings show that using different teaching styles improve students and encourage learners to recognize and use their inherent capabilities in acquiring knowledge. In addition to that the students showed that different teaching style has a great benefit to improve them in studying.

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List of Acronyms

ELL: English Language learning

EFL: English as a Foreign Language

LMD: licence Master Doctorate

AI: Artificial Intelligence

Q: Question

General Introducion

General introduction

General introduction

English as a Foreign Language (EFL) instruction stands as a dynamic field where the fusion of innovative pedagogical approaches and diverse teaching styles shapes the learning experiences of students worldwide. At the heart of this work lies the crucial relationship between teaching styles and student learning outcomes. This research embarks on a journey to explore the intricate dynamics between teaching styles and the learning process of EFL students, with a keen focus on elucidating strategies for fostering successful educational programs in this context.

In today's globalized world, proficiency in the English language is increasingly recognized as a fundamental skill, facilitating communication, collaboration, and academic achievement across borders. Teaching a foreign language requires both teachers' and students' efforts to achieve optimum results. Students have unique individual characteristics, thus teachers must apply suitable teaching methods. Moreover, teaching styles include a variety of activities that teachers must implement in the classroom. There are different types of teaching methods that play a prominent role in improving the student's learning process and the method of teaching based on authority is one of the most prevalent methods since antiquity to the present. The authoritative teaching approach proves to be a valuable method for maintaining classroom order, with the teacher assuming the role of the guide. This method revolves around the teacher being the central source of information on a given subject, thereby placing the focus of the educational process squarely on them. Additionally, the directive teaching style, sometimes referred to as the natural method, finds application in teaching foreign languages, emphasizing the exclusion of learners' native language and solely utilizing the target language. Another instructional approach applicable in classrooms is the discussion method. Here, teachers offer students clear and purposeful guidance, fostering effective

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learning through mutual discussion between teacher and students on the topics presented during class.

Teaching styles can play a crucial role in the language acquisition process for EFL students. Different teachers may adopt various approaches, methods, and techniques when teaching English and these choices can significantly influence students' language learning experiences and outcomes. Besides, the research aims to explore the effectiveness of teacher's teaching styles on the learning of EFL students. EFL teachers encounter different problems to improve learners' level to clarify what the teacher is seeking for the following research questions are addressed:

1. What impact do teaching styles have on the learning process?
2. How can strategies be implemented to enhance teaching styles and promote effective learning?

In order to answer the above research questions, the following hypotheses are established:

1. Teaching methods encourage learners to recognize and use their inherent capabilities in acquiring knowledge.
2. In order to achieve successful learning, educators should employ multiple teaching styles to enhance student progress.

The data of this research were collected by means of two questionnaires: one for Third year English students and another was addressed to EFL teachers who belong to the department of English at Belhadj Bouchaib in Ain Temouchent.

This research work is divided into three main chapters. The first chapter is related to the theoretical side of the work i.e. Literature Review, where it exposes the most important concepts that are related to the research topic, starting with definitions of teaching and teaching styles, with The focus on the impact of teaching styles on the EFL students' motivation and engagement. Second chapter deals with the methodology and data collection

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methods. It contains the research design, the research setting and the sample population, which has been chosen in this study. In addition, the chapter describes the research instruments that contribute in collecting the needed data. Addedly, the third chapter is about the analyses of data gathered by the questionnaires, where the results are analyzed and discussed. And to conclude, an overall conclusion is provided that summarizes the whole message.

1. Chapter One: Literature

Review

Chapter one: literature Review

1.1 Introduction

Teaching styles have a profound impact on the learning of EFL students. The choice of teaching style can significantly influence their language acquisition, engagement, motivation, and overall learning outcomes. Besides they are connected to a professor's instructive esteem framework and stem from their reasoning of instruction. Being mindful of your own teaching style (or styles) can offer assistance you progress your educating strategies. a huge body of investigate that demonstrates that the understudy needs an suitable way to think about and get it the lessons, in this manner key issues related to instructing procedures such as the common concept of enhancement and building inspiration in the classroom are included. In this chapter, we try to give an overview of teaching styles and their impact on the learning of EFL students

1.2 An Overview of EFL Teaching

EFL teaching refers to English language instruction provided to individuals whose first language is not English, typically in a non-English-speaking country. According to Gebhard (2006), EFL can be defined as English study by people who do not speak English as their first language. He added that in such a context, students have few opportunities to be exposed to English for conversation outside of the classroom. A similar definition is expressed by Harmer (2007), who defined EFL as the teaching of English where the Students may study English in their own country or take brief English-language courses. A third definition is suggested by Camenson (2007), who indicated that EFL students may need to acquire English for academic, travel, or business objectives, even if their native language is the primary mode of communication. He also further stated that EFL students often learn English 1for only a few hours per week, have limited exposure to the language outside of the classroom, and have a natural background in the classroom Camenson (2007).

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EFL teachers aim to develop students' speaking, writing, and reading skills in English, which is considered a foreign language in their learning context. Understanding the context, needs, and motivations of EFL students is crucial for effective teaching. EFL teachers should also be aware of potential challenges, such as varying levels of exposure to the English language among students. EFL teachers should also consider individual differences in their technology acceptance and use, as these factors can significantly impact their teaching practices and students' learning outcomes.

In fact, some studies found that according to Brown (2003), Teaching and learning styles refer to how teachers and students interact during the learning process. Teachers' views and ideals regarding the role of learners in the exchange are reflected in their teaching behaviors. In addition teaching practices mirror the principles and values that teachers hold about the learners role in the exchange Heimlich and Norland (2002).

EFL teaching involves various effective approaches and methodologies to enhance English language learning for students. Some key points from the sources include:

First, Effective teaching approaches for EFL include blended learning, scaffolding, flipped classrooms, student-centered learning, differentiated pedagogy, and formative assessment.

Second, Technology plays a crucial role in enhancing EFL learning outcomes by providing interactive learning experiences, access to authentic language materials, creating quizzes, and exercises, and facilitating real-time interaction and feedback between teachers and students.

Third, EFL teachers need to have a range of skills, be knowledgeable about best practices in language teaching, understand individual student needs, and employ teaching approaches that engage and motivate students to produce positive learning outcomes.

1.3 Definition of Teaching

Teaching can be defined as the process of imparting knowledge, skills, and values to learners through instructional methods and strategies. It involves the deliberate facilitation of

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learning by an educator or instructor, who guides and supports learners in acquiring new information, understanding concepts, developing skills, and fostering personal growth.

Teaching is the deliberate sharing of information and expertise in the field of education. This is typically organized within a discipline and, more broadly, refers to the giving of another person or artifact as stimulation for an individual's intellectual and psychological development. According to Amidon (1967) teaching is an interactive process that mostly consists of teacher-student conversation that happens in the classroom during certain activities that can be defined.

Schlechty said that “teaching is an art and it’s should create situations to facilitate learning and then motivate learners to be interested in what is being conveyed to them” (2004, p.38).Teaching is the creation and management of a setting in which there are gaps or impediments that an individual will strive to overcome and will learn in the process of doing so. (Brubacher, 1939).

1.4 Definition of Teaching Styles

Every educator approaches teaching in a different way. The major criteria that directs an educator toward the most effective strategy is the potential effectiveness of a certain teaching style for the students in that teacher's classroom. The importance of teaching styles in fostering understanding, skills, and values related to the subject matter has been emphasized time and time again throughout history. To put it another way, teaching styles characterize the methods of the teacher and the classroom setting. A teaching style is defined as “a mode of expression in which the teacher achieves the balance between developing a guiding vision that informs our teaching and responding flexibility to different content” (Brookfield, 1990 p.4). The teaching behaviors that instructors regularly exhibit are the main focus of many definitions of teaching style. The learning-teaching process can be made more

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effective by teachers who are aware of their own teaching styles as well as the superior and limited aspects of each style.

According to Trowbridge and Bybee (1996), As long as the style is acceptable for the subject and the students, the underlying assumption of teaching style is that it is the most efficient and effective way to communicate the material. Teaching methods advance students' knowledge, abilities, and morals in relation to the subject. Put differently, a teacher's management style pertains to how they conduct themselves throughout class and how they oversee the curriculum.

A teaching style has been thoroughly examined and extensively discussed in a number of academic disciplines, including social psychology and language learning. It has been difficult for theorists to agree upon a single definition, nevertheless, because teaching style is a complicated concept that seems overly easy at first. It is difficult to reduce the vast concept of "teaching style" to a single definition. The term becomes even more complicated when it comes to language learning (Williams & Burden,1997). The theory behind teaching styles was originally proposed by philosophers John Locke and Jean-Jacques Rousseau. They are important because no two students acquire information in the same way.

1.5 Theories of Teaching Styles

There are many teaching styles that help university students succeed. However, due to social, cultural, and technological advancements, traditional teaching approaches have seen substantial modifications over the past century. in a modern classroom. Because students must be able to understand what the teacher is teaching, different teaching styles are required. The subject matter, the teacher's approach to learning, the classroom demographics, and the university mission statement can all influence the teaching techniques that are employed. Students demand specific information and skills that teachers possess. By providing

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students with thorough explanations of the lectures, the instructor aims to maintain their respect as subject matter experts. Additionally, he encourages his students to share their expertise in order to improve their competency. In general, the teacher's job is to impart knowledge and make sure the students are ready. Numerous teaching techniques aid in the teacher's ability to assist his students' progress. The professor may employ multiple techniques simultaneously if needed, and the selection of the best style is contingent upon the state of the department's student body.

1.5.1 The Authoritative Teaching Style

According to Morton (2003), the authoritative teaching style has the following attributes: It is carried out in an instructive, entertaining, and appealing manner. The text is well-organized and simple to grasp. Students can comprehend the progression of arguments or the reasoning behind categorizing facts or concepts. Students feel involved. Active involvement, meaningful examples, and thought-provoking questions can help engage participants. Regardless of class size, asking questions is a vital approach to draw students. Teachers that teach in a formal, authoritative approach tend to focus on the subject. This strategy places the instructor in charge of producing and managing content, while students are supposed to accept it. An teacher who uses this teaching approach describes themselves as a "flashlight" for their pupils, guiding them through topics and resources to understand their significance and respect for the field. This teaching technique reduces the importance of teacher-student interactions and student-student ties. This teaching technique often requires little student engagement in the classroom. Sage served as a model for the stage.

The authoritative teaching approach has both advantages and disadvantages, which are expressed in: The first benefit is an emphasis on clear expectations and appropriate means of action. Secondly, disadvantages: A strong dedication to this technique can lead to strict, regimented, and less flexible approaches to managing pupils and their problems. The

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authority lecture style is widely used in education. It emphasizes behavioral principles, high expectations of appropriate behavior, clear explanations of acceptable and unacceptable behaviors, and positive student-teacher relationships. Authority style, also known as "show" or "news," is a popular teaching method for social and historical subjects. It clarifies and explains fundamental concepts to students (Saad 2000). Then we go on to the roles of instructors and students in this manner (authority style, The authority in teaching style is limited to verbal expressions, without questions or discussion, and without the use of specific explanatory aids except for blackboard chalk and some simple means. The teacher plays the role of a castor, delivering information orally in a logical sequence that leads to the transition from easy to difficult, simple to complex, tangible to abstract. The student's responsibility here is to receive knowledge by listening and paying attention to the graduation of the presented lecture in order to grasp and distribute it.

1.5.2 The Directive Teaching Style

The directive teaching style is a structured method of education that demands a deep comprehension of the subject matter from the instructor. Consequently, behaviorist learning principles form the basis of this strategy, which also helps it capture students' interest. Even now, there is still curiosity and enthusiasm about this strategy. The so-called "natural method," which prioritizes the target language over the learner's home tongue, is often (though not only) employed in the instruction of foreign languages.

The directing technique of language education entails employing the teacher's physical and mental talents to create an instant and direct visual link between information, speech, words, phrases, idioms, definitions, grammar, and presentations without using the learner's native language. The teacher's job in the directing teaching style is to supervise class activities, stimulate students to participate in class by asking numerous questions, and correct their faults right away. Students and professors collaborate in the learning process, which is

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important in this student role. On the other hand, the student's part is more active than in the grammar-translation technique. Furthermore, there is student self-correction, and they are forced to talk frequently, highlighting their communicative qualities. This teaching method prioritizes developing communication skills and inductive grammar instruction. Furthermore, this strategy increases speech and listening abilities, allowing pupils to speak for extended periods of time throughout class.

Thornton (2013), states that the directing approach encourages learning by having students listen to and follow orders. In this technique, the teacher informs the pupils what to do, how to do it, and when it should be done. The instructor conveys knowledge to pupils through lectures, assigned readings, audio/visual presentations, demonstrations, role acting, and other methods. Students learn most effectively by listening, taking notes, acting out scenarios, and applying what they are taught. The only input the teacher seeks is, "Do you understand the instructions?".

1.5.3 The Discussion Teaching Style

A discussion teaching style involves the exchange of ideas between two or more students over a primary topic or issue. In the classroom, discussion refers mostly to whole-class exercises that the instructor encourages or motivates. Students may or may not be seeking solutions to a problem. In an ideal world, a semester address would focus mostly on student support. The teacher encourages and motivates pupils just to keep the conversation going. For tough projects, students are typically asked to work individually or in groups, and they must maintain motivation and attention. Students working in this setting must be able to do more than simply absorb course information; they must also be able to work well in groups and handle a range of interpersonal responsibilities. Advantage: Promotes individual learning among pupils. Disadvantage: Requires time and may not always be positive or encouraging.

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According to Brown (2000), He observed exceptional teachers with varying styles. As the teacher becomes more at ease with his teaching position in the classroom, he ensures that his teaching style is consistent with others and with how he feels most genuine in the classroom; then he learns how to use its benefits. The discussion approach encourages learning through involvement. Socrates' teaching technique stimulates critical thinking and spirited conversation by encouraging pupils to reply to hard questions. The teacher acts as a facilitator, guiding the topic to its logical conclusion. Students learn how to form ideas and back them up with facts and statistics.

1.5.4 The Delegator Teaching Style

Delegator teaching approach encourages students to learn by doing. The trainer allows students to work alone or in groups to set objectives, construct strategies, make decisions, and so on. People are acknowledged and commended for their ability to work autonomously, fulfill deadlines, and produce high-quality results. Thornton (2013), declared Suggestions for using the delegating style:

- Express confidence in people's ability and motivation.
- Have trainees develop their own performance measures to evaluate their work.
- Have teams select a team leader, define roles and responsibilities, and establish operating rules.
- Have people teach each other.

Using a suitable combination of teaching methods promotes student learning, growth, and independence. Too much dependence on one technique leads to pupils losing interest and being excessively reliant on the teacher.

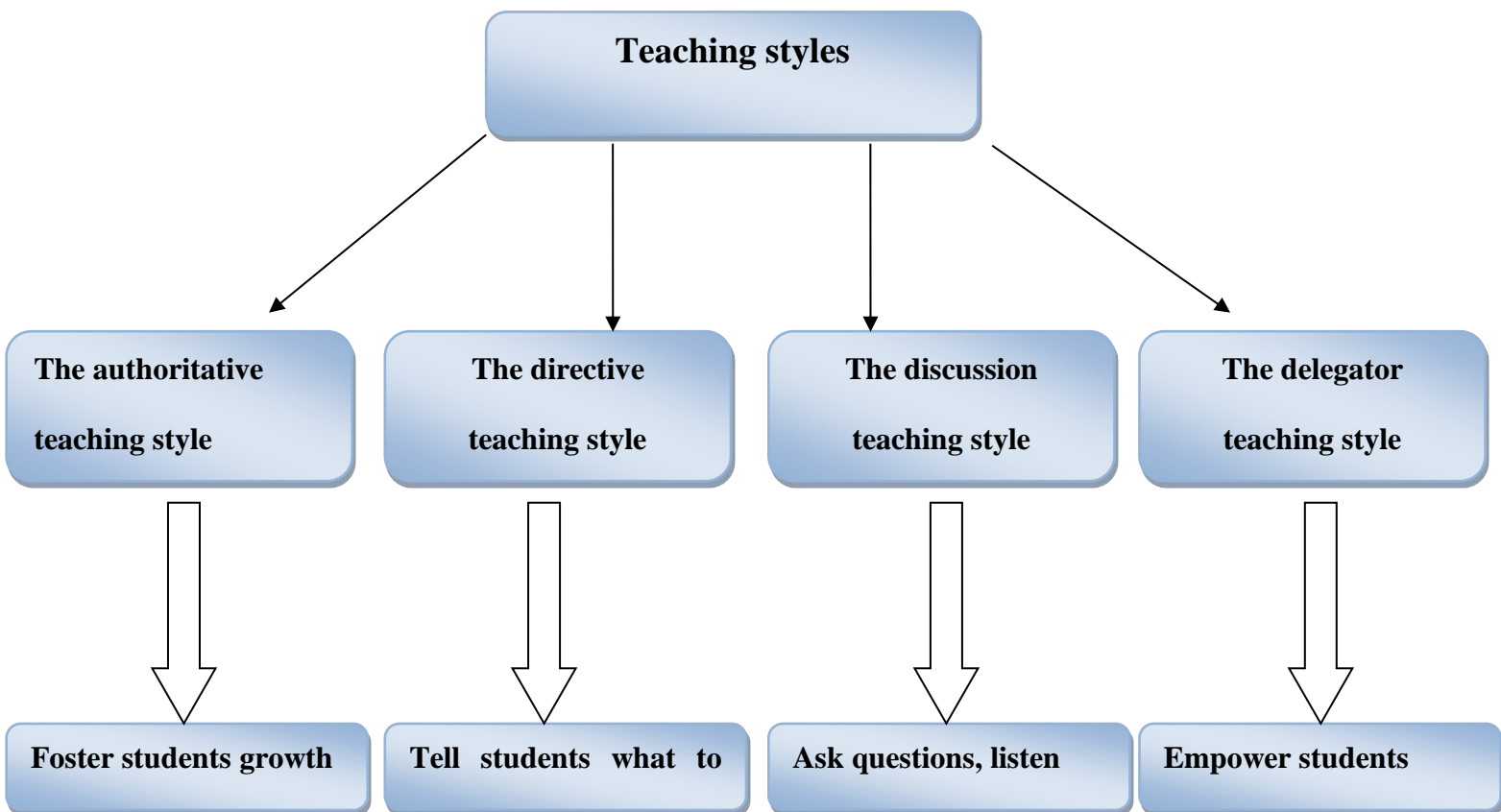


Figure 1.5 Different teaching styles

1.6 The Role of Teaching Styles in Developing Language Skills

Teaching styles play a crucial role in developing language skills by providing students with good learning experiences and influencing their learning styles and language learning outcomes. A mismatch between teacher instructional styles and students' language learning styles may lead to negative impacts on students' language learning, while a deliberate mismatch may bring benefits such as helping learners to develop different learning styles and allowing them to cope with difficulties. The relationship between learning styles and teaching styles is an aspect on which there appears to have been little research conducted, and it is

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therefore important to investigate this relationship in order to maximize the effectiveness of learning in the language classroom.

Grasha (1996) states that teaching styles are multidimensional and can affect teachers' presentation of information, interaction with students, classroom task management, and supervision of coursework. Conti (1998) adds that teaching styles persist regardless of the teaching conditions. Cornett (1983) argues that Modifications to teaching styles can result in a more beneficial experience for both students and teachers. In terms of second language learning and language teaching methods, Cook (2008) defines a language teaching style as a "loosely connected set of teaching techniques believed to share the same goals of language teaching and the same perspectives on language and second language development". Peacock (2001) defines second language teaching style as the instructor's natural, habitual and preferred way of presenting new information and teaching language skills in classroom.

Research has shown that teaching style is vital for providing students with good learning experiences and can also affect students' achievement outcomes (Heimlich & Norland, 2002; Giles et al. 2006; Razak, Ahmad, & Shad, 2007; Soliven, 2003; Akbari & Allvar, 2010; Black, 1993; Miglietti & Strange, 1998).

1.6.1 The Role of Authoritative Teaching Style

The authoritative teaching style is a balanced approach that combines high control with high student involvement, creating an optimal learning environment for developing language skills. Authoritative teachers establish clear rules and expectations, yet they also value student input and encourage collaboration. This approach fosters autonomy, responsibility, and a strong sense of community in the classroom. Research has shown that an authoritative teaching style is positively correlated with students' feelings of autonomy, competence, and relatedness, as well as with positive learning outcomes such as high self-

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evaluated and comparative language competence, high academic engagement, low language class anxiety, and a strong intention to continue language studies. In contrast, an authoritarian teaching style, which is high in controllingness and low in autonomy-support, has been found to be detrimental to students' feelings of autonomy, competence, and relatedness, and is associated with poor learning outcomes.

In terms of language learning styles, researchers have found that teaching style is vital for providing students with good learning experiences. A study by Heimlich and Norland (1994; 2002) identified nine combinations of teaching styles that represent a style of instruction that students will learn best. These styles include Intellectual Excitement, which focuses mainly on the content to be learnt and how knowledge is presented, and Interpersonal Rapport, which emphasizes learners' and focuses more on their needs and interests.

1.6.2 The Role of Directive Teaching Style

The Directive teaching style plays a significant role in developing language skills by promoting learning through listening and following directions. In this technique, the teacher instructs the pupils on what to do, how to do it, and when it should be done. The instructor conveys knowledge to pupils through lectures, prescribed readings, audio/visual presentations, demonstrations, role-playing, and other methods. Students learn most effectively by listening, taking notes, acting out scenarios, and applying what they are taught. The directing style is particularly useful for starting with the big picture and providing the context before launching into specifics. It is essential to be clear and concise, ensuring students know exactly what they must do to succeed and by what criteria their work will be evaluated. Clear goals, explicit deadlines, and concise instructions boost student motivation while reducing mis understanding.

1.6.3 The Role of Discussion Teaching Style

The teaching-speaking cycle, as proposed by Goh and Burns (2012), integrates vocabulary, grammar, task-based, and strategy-based approaches to improve speaking ability. This cycle covers seven stages, including focus on speaking, input provision, speaking practice, monitoring, and feedback, with an emphasis on strategy use for solving interaction problems and enhancing communication effectiveness.

Discussion strategies play an important part in language skill development because they improve language learners' communicative competence and speaking capacities. Discussion approaches, such as those described in the materials supplied, help students study a foreign language to build speaking abilities, communication competency, and critical thinking. These strategies include exchanging ideas, expressing opinions, defending positions, and listening to others, all of which help to improve language fluency and communication effectiveness in the target language. Language learning discussions encourage students to actively participate, apply information in new contexts, improve cognitive skills, and develop thinking abilities, resulting in a deeper understanding of the language and improved linguistic skills.

1.6.4 The Role of the Delegator Teaching Style

The delegator teaching style, also known as the group style, is a student-centric approach where the teacher acts as a facilitator and observer, while students collaborate and learn from each other. This style is particularly effective for lab-based experiments, group tutoring classes, creative writing, debates, and other peer-to-peer activities. By dividing the class into small groups and assigning projects related to the course content, students take ownership of their education and become self-directed learners. The delegator style encourages learning and collaboration among students, allowing for individualized learning experiences, and promoting the development of problem-solving and decision-making skills.

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However, it can be inefficient, as students have to find the right answers for themselves and may not be suitable for all subjects or students.

Teaching styles, including the delegator style, are influenced by teachers' beliefs about and attitudes towards classroom management. Effective classroom management fosters emotional, organizational, and instructional support, including positive climate, teacher sensitivity, proper behavior management, and effective language modeling and feedback. Teachers' management profiles are affected by multiple variables, such as teaching experience and gender. Incorporating the delegator style into language skill development can foster autonomy in learners and contribute to learning by providing a convenient and positive learning environment, promoting critical thinking, collaboration, and communication skills, and supporting student-centered learning and autonomy. Teachers should consider their students' needs and context when adopting teaching styles, as no single style is universally adopted in an educational setting.

The delegator teaching style, as described by Grasha (1996), is a teaching style that fosters autonomy in learners and encourages students to work independently. This teaching style is characterized by the teacher being available at the request of students, rather than dictating the learning process. The delegator teacher is seen as a resourceful person who empowers students to take charge of their own learning. In the context of language skill development, the delegator teaching style can be particularly effective. By encouraging students to work independently and take charge of their own learning, students are given the opportunity to practice and develop their language skills in a more autonomous and self-directed manner. This can lead to increased motivation, engagement, and ownership of the learning process, which can in turn lead to improved language skills.

1.7 The Impact of Teaching Styles on the EFL Students' Motivation and Engagement

The effect of teaching methods on EFL students' motivation and involvement according to Heimlich is a significant topic in education, as it highlights the importance of adapting teaching styles to cater to students' needs and promote engagement. Heimlich and Norland (1994) defined teaching style as a constant quality independent of prevailing settings or subject content, related to the entire learning exchange. They proposed two dimensions based on beliefs about teaching: sensitivity and inclusion. Sensitivity refers to an educator's beliefs on the importance of knowing individual learners and their needs, while inclusion refers to an educator's beliefs about the importance of involving the learners in the learning process and how much control they have over their learning in the classroom.

Several research studies have shown that teaching styles have a substantial influence on EFL students' motivation and engagement. Teaching methods significantly influence students' academic achievement, contentment, and involvement. Different teaching techniques, such as autonomy support, social relatedness, and control, have been found to have an impact on students' agentic involvement, either favorably or adversely. According to research, when students experience a positive contact with their professors, they are more inclined to engage in academic activities, resulting in improved involvement and total academic accomplishment. Furthermore, the quality of lecturers, lesson plans, resources, and technology use has a direct influence on students' academic achievement and satisfaction levels. Teachers' teaching methods are critical in generating a conducive learning atmosphere that supports students' enthusiasm, curiosity, discovery, and active engagement in the classroom.

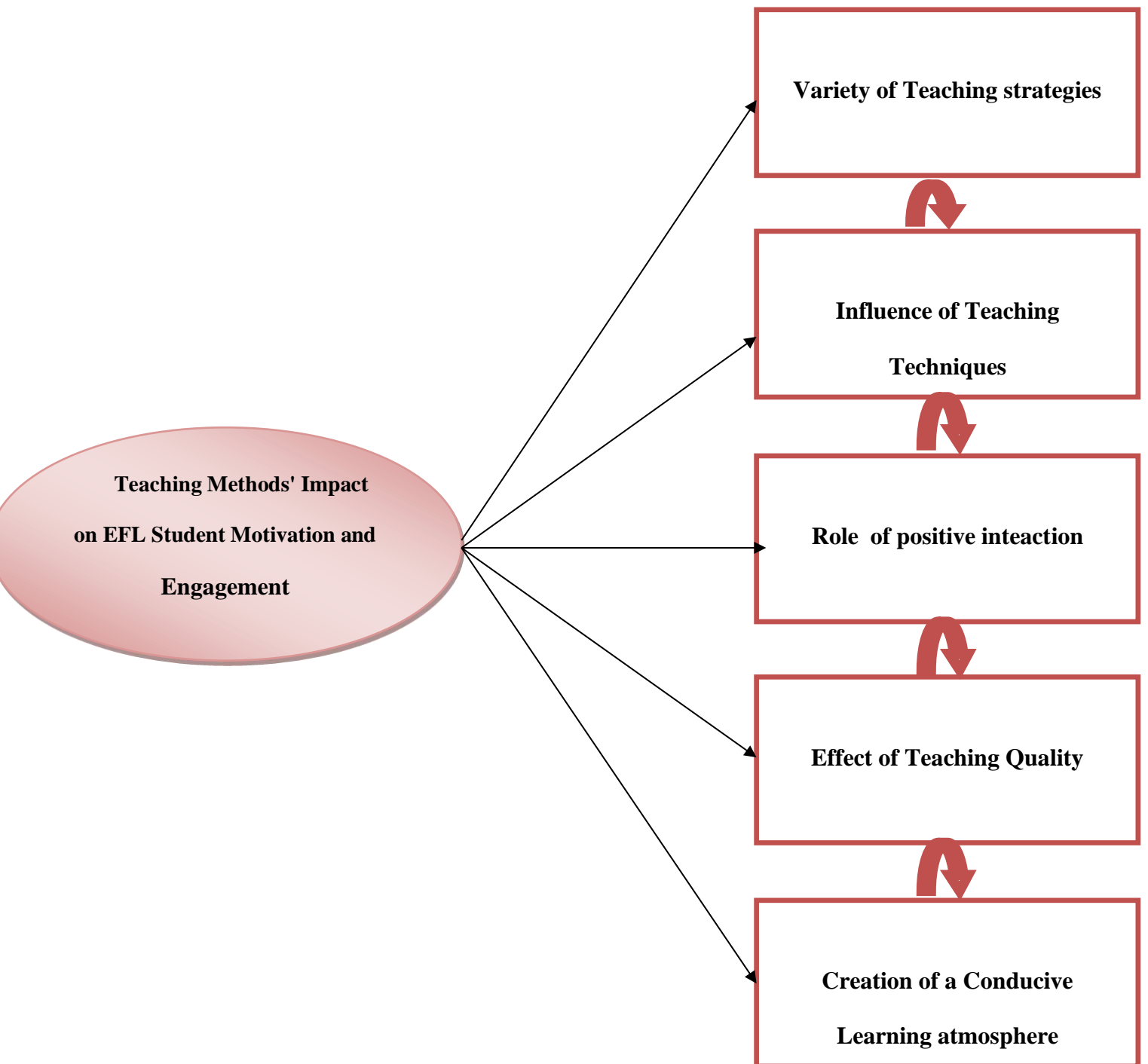


Figure 1.7 The impact of teaching styles on the EFL students' motivation and engagement

1.8 Conclusion

Some teachers employ many teaching styles to help their students learn in the classroom, while others focus only on one style, which can be beneficial or hinder the growth of students' learning processes. Teachers not only help students to master the content of the course but also teach them how to apply the content in particular contexts, preparing them for future challenges. During this chapter, we focused on teaching methods first, and then dealt with the the role of each teaching methods in developing language skills .as we concluded that teaching styles have a significant impact on the EFL students' motivation and engagement.

2. Chapter Two: Research

Methodology and Data

Collection

Chapter two: Research Methodology and Data Collection

2.1 Introduction

This chapter is a crucial part of the research for it attempts to describe the methodology adopted in undertaking this study. One search tool, a questionnaire is sent to both third year English students and EFL teachers at BelhadjBouchaib University Ain Temouchent. Furthermore, it plainly unveils the sample population from which data was obtained and the setting in which the study took place. Additionally, it presents the main instruments used to gather evidence and further extends to cover the reasons behind and the purpose of conducting this research study.

2.2 Research Design and Methodology

Many researchers and students ask many questions to get an answer to help them complete their research in any field, as they have many techniques and processes to find answers to their questions, including research. According to Leedy and Ormrod (2001), Research is sometimes misunderstood as acquiring information, recording facts, or searching for information. Research is the process of gathering, analyzing, and interpreting data in order to better understand a phenomena. The research process is methodical in terms of aims, data, and findings, and it takes place within the boundaries of current guidelines. MacMillan and Schumacher (2001) define it as a plan for selecting individuals, study settings, and data collecting processes to address the research question(s). Jason and Glenwick (2016), research methods are essential for community-based studies, which involve observational techniques and participant observation.

Hancock and Algozzine (2006) find that the core of research is "about answering questions as we attempt to understand the world around us!", and that in developing theses and dissertations "research involves systematic actions that help the researcher add credibility to the questions and answers engaged in his or her research" (p. 3). That is, we may all be

Chapter two: Research Methodology and Data Collection

called researchers since we seek answers and solutions; yet, in academic circles, research is more systematic, which increases its dependability and validity. For Durrheim (2004), research design is a strategic framework for action that acts as a bridge between research questions and the execution or implementation of the research strategy. Similarly, Kothari (2004) defines research design as the “blue print for the collection, measurement and analysis of data” for it “includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data” (p. 31).

To collect data, social researchers use various strategies. In this study, procedures were used: questionnaire surveys for students and teachers. The former is used to collect quantitative result.

2.3 Research Approaches

2.3.1 Quantitative Method

The process of collecting and analyzing numerical data is referred to as quantitative research. Quantitative research uses statistics and graphs to examine or validate ideas and assumptions. Quantitative data is based on numbers. Data may be analyzed using basic mathematics or complex statistical methods to identify trends. Graphs and tables are commonly used to report the results. Creswell (2003), states that quantitative research uses inquiry procedures such as experiments and surveys to gather data on predetermined instruments that provide statistical data. Creswell and Creswell (2018) define quantitative research as “an approach for testing objective theories by examining the relationship among variables” emphasizing that the latter “can be measured, typically on instruments, so that data can be analysed using statistical procedures” (p. 41). Jason and Glenwick (2016) for their part state that quantitative research “is deductive, tests theories or hypotheses, and studies the

Chapter two: Research Methodology and Data Collection

relationship among variables” with the goal of “producing universal, generalizable knowledge” (pp. 257-273).

Quantitative research emerged approximately 1250 A.D., spurred by investigators seeking to quantify data. Since then quantitative research has dominated the western cultural as the research approach to develop meaning and new information. Quantitative research methods use numerical or statistical approaches to study design. Leedy and Ormrod (2001) alleged that quantitative research develops on current ideas through particular surveys and experiments. The methodology of quantitative research assumes an empiricist perspective (Creswell, 2003).

Furthermore, since quantitative research is concerned with quantity rather than quality, it necessitates the collection of completely empirical and systematic data that can then be extended to the entire population. Therefore, it employs instruments and procedures that facilitate the collecting of numerical evidence. Surveys, questionnaires (closed-ended questions), experiments, non-participant observations, and organized interviews are some examples of such devices. As a result, mathematical techniques and computational models are used to measure, analyze, and present quantitative data in the form of graphs, tables, and so on, with the ultimate goal of solving the research problem by validating or refuting the pre-stated hypotheses.

2.3.2 Qualitative Method

In contrast to the quantitative research, the qualitative one is more concerned with the quality rather than the quantity of data. Kothari (2004) claims that quantitative research is truly fundamental especially “in the behavioural sciences where the aim is to discover the underlying motives of human behaviour” and thus be able to “analyse the various factors which motivate people to behave in a particular manner or which make people like or dislike a

Chapter two: Research Methodology and Data Collection

particular thing” (p. 3). Therefore, qualitative research is mostly employed in the behavioral sciences in order to investigate and comprehend societal issues. It provides insight into human experiences, actions, views, and attitudes.

According to Creswell (2012), qualitative research is a method of exploring and analyzing the meanings that people or groups attribute to a social human event. The research process involves developing questions and methods, collecting data in a participant setting, evaluating the data inductively, moving from specifics to general themes, and interpreting the significance of the findings. The final written report follows a flexible writing framework. Hence, the qualitative research entails the collection of descriptive, non-numerical data represented in the form of words instead of numbers, and thus gathered by means of case studies, in depth interviews, focus groups, and open-ended questions in questionnaires, participant observations and document analysis.

Table 2.3 Characteristics of the quantitative and qualitative research methods

Quantitative Research Method	Qualitative Research Method
Focus: to test existing theories and assumptions.	Focus: to formulate a theory or a hypothesis.
Analysis: done through ‘statistical analysis’ of numbers, tables and graphs.	Analysis: done through summaries and interpretations of words and ideas
Participants: many.	Participants: few.
Type of questions : Closed-ended/MCQ	Type of questions: Open-ended.

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2.4 Research Setting

This current study, takes place at the level of Belhadj Bouchaib University of Ain Temouchent, at the Department of Letters and English Language (2023/2024), where the English language is considered to be a foreign language. The system of learning in this university is the LMD system that is used in all the Algerian universities, where by the use of this system, the students can pass through three major stages which are: Licence, Master and Doctorate.

2.5 Participants /Sample Population

The research work is undertaken in the English department of BELHADJ BOUCHAIB University of Ain-Temouchent in Algeria. The target population gathered both L3 English students, and EFL teachers of BELHADJ BOUCHAIB University of Ain-Temouchent.

2.5.1 Students' Sample Population

The participants to whom the questionnaire was directed are L3 English students. The participants were randomly chosen from different gender (males and females) at the university center of Ain Temouchent. Moreover, the sample of respondents consists of 41 students, more clarification is provided in the following table.

Table 2.5.1 Students' sample population

Age	Females	Males	Total
19 – 24	25	6	31
25 – 34	2	7	9
35 – 44	0	1	1

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Total	27	14	41
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2.5.2 Teachers' Sample Population

In this study, another questionnaire was addressed to a number of EFL teachers who teach in the department of letters and English language in Belhadj Bouchaib University, where the teachers were selected in an indiscriminate way. In addition to that, the provided questionnaire was responded only by seven teachers.

Table 2.5.2 Teachers' sample population

Age	Females	Males	Total
20 – 30	2	1	3
30 – 40	1	0	1
40 – 50	2	1	3
Total	5	2	7

2.6 The Research Instruments

Research instruments refer to the tools used by researchers in the long quest for data collection. According to Birmingham and Wilkinson (2003), Instruments for research are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose. They continue to emphasize that "no single research instrument is inherently superior to any other since each has its own strengths and weaknesses.

In any research, the instruments that are used in the collecting of data are very essential. They are divided into two diverse categories: the qualitative and the quantitative instruments.

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As far as our research is concerned, the quantitative tool is represented by means of two online google form questionnaires, one for the students and the other for the teachers of English. In addition to that, the quantitative instrument is an approach that concentrates on statistics and numbers.

2.7 The Questionnaire as a Research Tool

The questionnaire is certainly the most common method of data collection especially in the field of social sciences due to its affordability and easy to use nature. Brown (2001) defines questionnaires as « written instruments that require respondents to reply to questions or assertions by writing or selecting replies ». A questionnaire, as heart of the survey is depending on a set of questions to gather data from respondents. Researchers use questions to gather information for their studies, which may then be answered by respondents. A questionnaire, being the primary and most often used method of gathering primary and quantitative data, standardizes and compares the data collection process. This allows for quicker, more accurate data collecting and processing (Krosnick, 2018; Malhotra, 2006).

Primarily, the questionnaire is generally known as a collection of questions that are used to gather the required data about a specific topic and it can be facts or opinions. Furthermore, the questionnaire is depicted as a systematic series of questions used to gather feedback from a certain demographic (individuals). The questionnaire is often distributed to respondents in two ways: personally by the researcher or via email. Furthermore, to build an effective questionnaire that responders can simply answer, the questions should be basic and unambiguous. This necessitates the researcher to avoid complex and unclear queries. In addition to that, through the fieldwork of a questionnaire, the researcher can include two types of questions which are Open-ended questions and Closed-ended questions:

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- Open-ended questions allow the target demographic to respond to the questions in their own terms. This implies that the researcher asks the participants questions but does not give any suggested replies. There are several common types of open-ended questions such as: classical text questions, matrix with text inputs, Also what, where, when, and how questions,
- Closed-ended questions: In this style of question, the researcher presents a selection of possibilities as replies, and the respondents select the most relevant one for them. In other words, some questions contain several solutions to a certain question. Closed questions structure the answer by only allowing responses which fit into pre-decided category which called nominal data .The category can be restricted to as few as two options, i.e, Dichotomous (e.g, 'yes' or 'no' , 'male' or 'female'), and it is considered one of the easiest questions and the best types of questionnaire.

In this research study the aim of the questionnaire is collecting the maximum data elements to attempt to answer the suggested hypotheses. Besides that, it is designed to know Effectiveness of teacher's teaching styles on the learning of EFL students. In addition, the questionnaire is directed to both students and teachers (male and female) who belong to the department of letters and English language at the University of Ain Temochent. The questionnaire was written in the English language and that because it was addressed to a population that belong to English department (students and teachers).

2.7.1 Students' Questionnaire

In this research work, the questionnaire was given to the third-year English students from BelhadjBouchaib University at the department of English. , An online google form questionnaire link was shared randomly for both genders, with different groups on various social media platforms (Facebook groups and google), and it take more than two week to get

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their answers. . The sample includes 41 participants, (27) females and (14) males. In addition to that, the questionnaire was written in very clear, simple, and easy English. It begins with a brief introduction to demonstrate what the subject of this study is about. It consists of thirteen questions that have a relation with the topic of the research besides that the questions were designed to examine the Effectiveness of teacher's teaching styles on the learning of EFL students. The questionnaire, therefore, contains different types of questions each used for a specific purpose and they include: Yes/No questions, it denotes to answer only by yes or no and nothing else, multiple choice questions {MCQ}, selecting one or more answers from the list of choice Open-ended questions: it is about point of view, and close-ended questions contain choices from {agree, strongly agree, neutral, disagree, strongly disagree}. Thus, this questionnaire is set in order to achieve a certain purposes which are answering the major research issues.

2.7.2 Teachers' Questionnaire

The data gathered from the teachers were also collected by means of a questionnaire. The target population consists of seven EFL teachers in Belhadj Bouchaib University . The aim of this questionnaire is to investigate their observations about the effectiveness of teacher's teaching styles on the learning of EFL students. We received their comments about the case under investigation via e-mail within a week . This questionnaire was written in the English language since it was addressed to teachers that belong to the English Department, It starts with a small introduction about the topic, and it contains nine questions; open-ended questions and closed-ended questions.

2.8 Students' Questionnaire Objectives

The learners' questionnaire contains thirteen (13) questions designed to assist the investigator in gathering the necessary information .In the form of yes/no and multiple-

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choice questions, the questionnaire addresses various perspectives on the effect of teachers teaching methods on the learning of EFL students. The questions were centered on an array of subjects, including:

Q1: The objective behind this question is to determine the age range of the participants being asked, which can help categorize individuals into different age groups.

Q2: The aim of the inquiry is to obtain details regarding the respondent's gender identity, and gather information regarding the gender distribution within a group or population for multiple uses.

Q3: The question aims to obtain information regarding the amount of time an individual has dedicated to learning English as a second language. Different timescales are represented by the alternatives that responders can select from. Assessing language competency, determining exposure or experience level with the English language, monitoring advancement, and customizing language learning materials and programs to suit the requirements of various learners may all be done with the help of this data.

Q4: Evaluating the respondent's degree of English language competency is the aim of the question. There are three alternatives that indicate varying degrees of skill that people can select from.

Q5: Information concerning the respondent's familiarity with or prior understanding of various teaching philosophies is what the question aims to extract. If the respondent has any prior knowledge or awareness of teaching methods, they can express it with the following options: a. Yes or No. This inquiry is intended to gauge the respondent's level of familiarity with the topic so that resources or information can be tailored to suit their needs.

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Q6: Finding out what the respondent thinks and prefers about various teaching philosophies in connection to their own educational experiences is the aim of the question. Educators can utilize many approaches or strategies in the classroom, as shown by the options given.

Q7: The purpose of this question is to gauge how well-informed or knowledgeable the respondent is about the significance of teaching styles to their academic work.

Q8: Finding out how comfortable a respondent is asking questions and getting answers from their teachers during class, this data aids in assessing the dynamics of classroom interaction and student involvement.

Q9: Information regarding the specific obstacles or problems students faces in their classroom setting is what the inquiry is intended to elicit. By doing so, it becomes easier to identify the frequent problems that students encounter, which helps to guide the development of interventions or support systems that deal with such problems and improve the learning environment.

Q10: The question's goal is to learn more about the respondent's opinion on how successful role-playing exercises are as a teaching tool. This aids in comprehending how role-playing affects their educational experience and provides guidance for instructional tactics that improve student engagement and learning objectives.

Q11: Finding out how the respondent prefers to get feedback on their academic performance is the main goal of the question. Educators can better customize feedback practices to student preferences, increase motivation and engagement, and enhance the efficiency of feedback delivery with the use of this information.

Q12: The purpose of the question is to find out which learning strategies or comprehension-boosting activities the responder prefers. Based on individual preferences and learning needs,

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this information assists educators in personalizing their teaching strategies and resources to enhance learning results.

Q13: The aim of this question is inquiring about particular barriers or difficulties that the responder has personally encountered when putting teaching strategies for English as a Foreign Language (EFL) learners into practice. The development of solutions or interventions to improve EFL learning experiences and instructional methodologies is aided by this information, which also helps identify common roadblocks.

2.9 Teachers' Questionnaire Objectives

Seven (07) educators from Ain Temouchent University's English department were asked to complete the questionnaire. Teachers' questionnaire contains nine (09) questions that revolve about the effect of teachers teaching methods on the learning of EFL students, the questions include the following ideas:

Q1: The objective behind this question is to collect data on the gender identity of individuals, which is an important variable for health surveys, administrative data, and research.

Q2: The purpose of asking teachers about their age group is to gather demographic information that can be used for various purposes such as identifying potential generational differences, addressing age-related challenges or needs, and ensuring a diverse and inclusive teaching environment.

Q3: Asking teachers about their experience can provide valuable insights into their qualifications, teaching philosophy, professional development needs, and contributions to the school community.

Q4: The objective of this question is to identify the preferred teaching style of the teachers being asked, which can be useful for understanding their teaching approach and how it aligns

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with different learning styles. This information can help in tailoring instruction to meet the needs of diverse learners and in creating an effective learning environment. It's important to note that people don't necessarily have a single style, and that learning styles are not necessarily fixed or exclusive. Instead, they can be thought of as strengths or preferences that can be used to enhance learning by incorporating different modalities.

Q5: The objective behind asking teachers whether they follow one teaching style or more than one is to assess their flexibility and adaptability in the classroom. This question aims to understand if teachers are open to utilizing different teaching approaches based on the diverse learning needs of students. It evaluates their ability to adjust their teaching methods to cater to various learning styles, paces, and individual differences among students, promoting effective and student-centered instruction.

Q6: This question aims to understand the considerations that teachers take into account when choosing the most effective teaching methods for their students. This question is important because teachers need to consider various factors such as student characteristics, subject matter, and contextual factors to ensure that the teaching methods they select are appropriate for their students' needs and abilities.

Q7: This question aims to gain insight into the challenges they encounter during lessons and to identify potential solutions.

Q8: Understanding the difficulties and obstacles they encounter while utilizing various teaching methods. By inquiring about these challenges, educators can reflect on their experiences, share insights on what works and what doesn't, and seek solutions to improve their teaching practices.

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Q9: The purpose is to gather insights on how educators adapt and innovate in the face of challenges related to implementing different teaching styles in the classroom. This question aims to uncover practical solutions and strategies that teachers use to ensure effective learning for all students, despite varying abilities and learning styles.

2.10 Data Analysis procedures

For the methods of data collection, it is commonly assumed that they play an important role in the process of investigating about a certain topic. As far as our study is concerned, we focus on adopting the quantitative approach, which provides us with data that are needed and related to the topic, which is studied. Although there are various tools to gather the needed data such as the questionnaire, interview group focus and other instruments, in this study, only the online google form questionnaire was used in the collecting of data (information), which was sent first to the supervisor in order to correct it so that it can be shared for both L3 students and EFL teachers that belong to the English Department. This approach is specialized in dealing with the data collection by structured techniques and instruments. In addition, this approach has also a relationship with the statistics and numbers in the process of collecting data and information. Thus, by using the questionnaire, the researcher tends to calculate the statistics and the amount of answers that have been given by the participants.

On the other hand, the qualitative approach is a method that deals with the non-statistical methods in the process of collecting the needed data for the research. This approach generally relies on instruments as the interview, focus group and the observation, in addition to that this method also uses semi-structured ways like using the open-ended and in-depth interview besides the open-ended questions that have been used on surveys. The latter focuses on investigating the experiences of peoples in details, like by the observation or other tools.

2.11 Conclusion

The second chapter is mainly concerned with the research methodology in order to give an overview on how it is carried out. It highlights and explains the methodological approach adopted for the study, the chosen sample population and the instruments implemented to gather quantitative data namely the questionnaire. The main findings, therefore, will be thoroughly discussed and analysed in the following chapter.

3. Chapter Three:

Data Analysis, Results

Interpretation and

Recommendation

Chapter three: Data Analysis, Results Interpretation and recommendations

3.1 Introduction

This chapter focuses on data analysis and discussion. The researcher takes a look at data acquired using specific instruments. In terms of this current research, the questionnaires are employed to collect data. Furthermore, one of the questionnaires used in this study addresses students, while another aims at teachers, and both participants belong to the department of English at BelhadjBouchaib University in Ain Temouchent. In addition, in this chapter, the questionnaire findings are analyzed and discussed in order to address the research questions.

3.2 Data Analysis and Interpretation

The following part is fundamentally devoted to the analysis and discussion of the main results and findings of the present study, which were acquired by the two principal data collection tools, namely the questionnaire that was sent to both EFL teachers and L3 English students.

3.2.1 Analysis of Students' Questionnaire

This questionnaire is designed for English students of the third-year classes that belong to the English department at Belhadj Bouchaib University. The survey was answered by forty-one (41) students from both genders. The results of the gathered data from part two are as follows:

Chapter three: Data Analysis, Results Interpretation and recommendations

Question 01: What is your age group?

Table 3.2.1 Participants' sample population

Age group	Female	Male	%
19 – 24	25	6	75.6%
25 – 35	2	7	22%
35 – 44	0	1	2.4%
Total	27	14	100%

The first question is designed to specify and classify respondents into their corresponding age groups with relation to both genders. From the results of table 3.1, the majority of students (75.6%) were between 19-24 years old, while (22%) were between 24-34 years old. Furthermore, the age group from 35-44 has the least percentage of (2.4%) for it includes only one (1) male.

Question 02: What is your Gender?

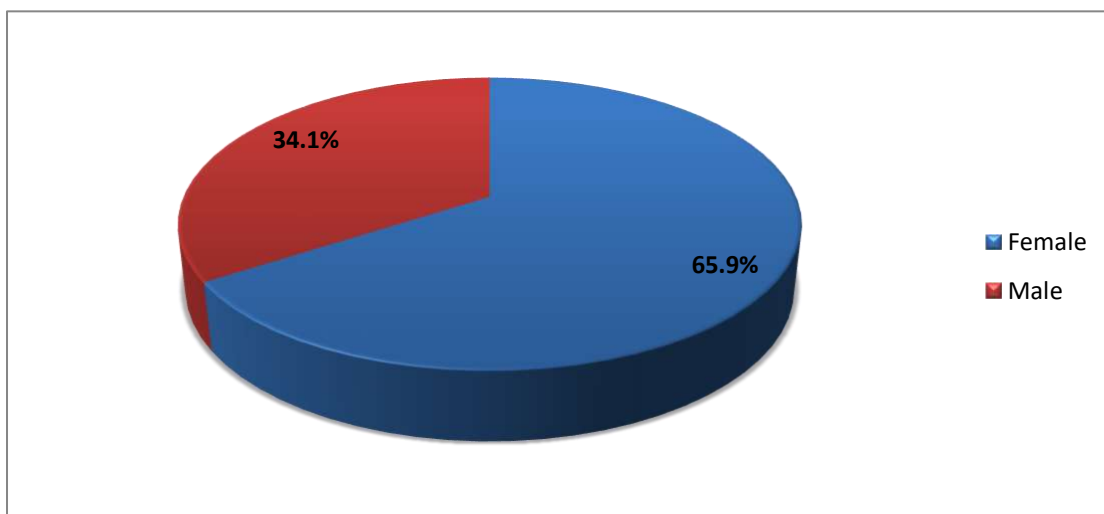


Figure 2.3 The participants' gender

Chapter three: Data Analysis, Results Interpretation and recommendations

In this figure, the participants have been asked to identify their gender. It was noticed that a higher number of females with a percentage of (65.9%) compared to males (34.1%) filled the questionnaire.

Question 03: How long have you been learning English as a foreign language?

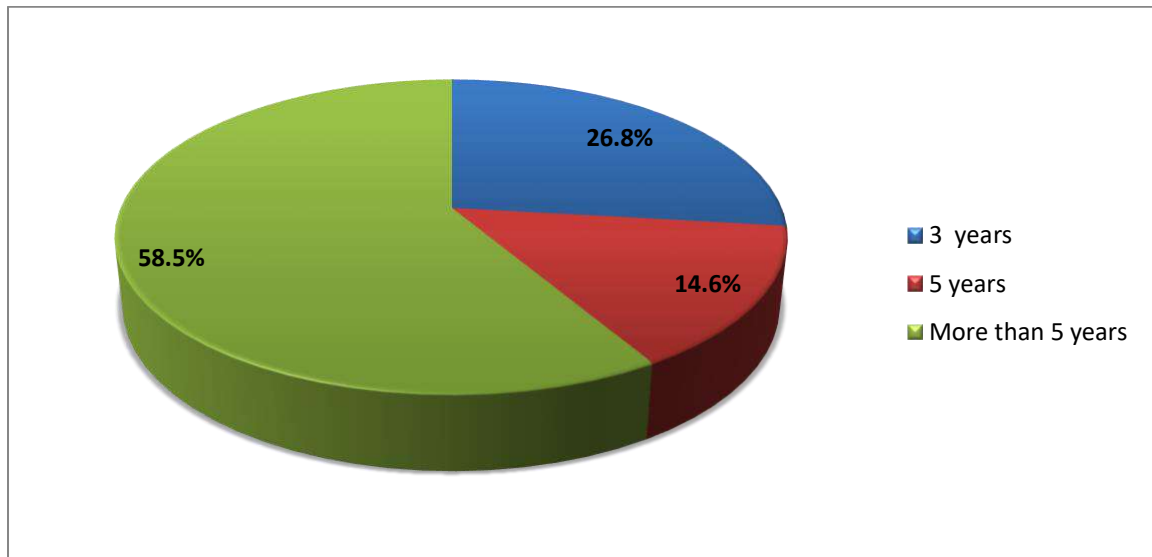


Figure 3.4 Students' duration of learning English as a foreign language

The results of this question show that twenty-four (24) students (rating 58.5%) had been learning English as a foreign language for more than 5 years, whereas eleven (11) students (rating 26.8%) learnt it for 3 years. Moreover, only six (6) students (14%) declared that they'd been learning it for 5 years.

Chapter three: Data Analysis, Results Interpretation and recommendations

Question 04: What is your current level of English proficiency?

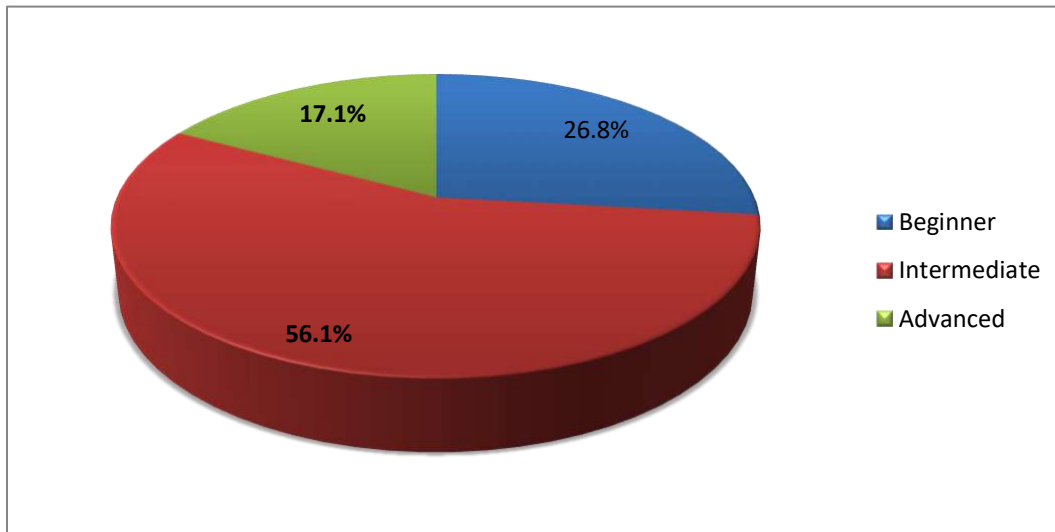


Figure 3.5 Students' level of English proficiency

The results of this figure show that most of the students (56.1%) were intermediate in English level proficiency, and the others (17.1%) reported having beginning English skills. This suggests that only a tiny minority of individuals have basic or poor mastery of the English language. On the other hand, a smaller proportion of the students, specifically (26.8%) of the participants, claimed advanced English competence.

Question 05: Do you have a pre-knowledge about teaching styles?

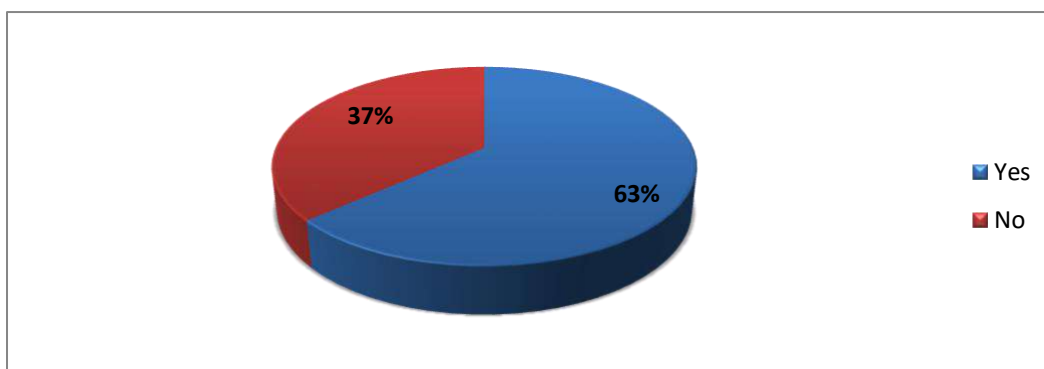


Figure 3.6 Students' pre-knowledge about teaching styles

Chapter three: Data Analysis, Results Interpretation and recommendations

In the fifth question, the students' have been asked whether they have pre-knowledge about teaching styles or not. As it is shown in the above pie-chart, twenty-six of the students (rating 63%) answered with 'yes'. This indicates that they have pre-knowledge about teaching styles, while fifteen of the students (37%) have no idea what is teaching styles.

Question 06: Which teaching style(s) do you find most effective during your study?

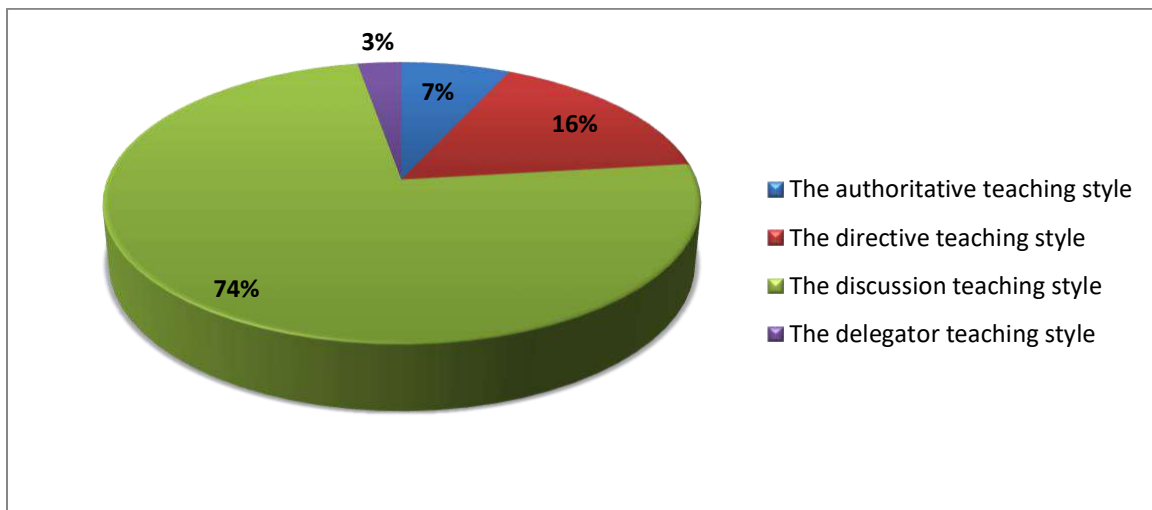


Figure 3.7 The most effective teaching styles

The figure 3.7 Results indicate that the majority of students (74%) chose the discussion teaching approach for their studies. This shows that students would prefer an interactive method in which they can actively participate in conversations and engage with the content. Moreover, the directive teaching style received (16%) of the responses, and (7%) of students said that the delegator teaching method is The most effective one. On the other hand, the delegator teaching style received the lowest percentage (3%).

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Question 07: Is the teaching styles important in your study?

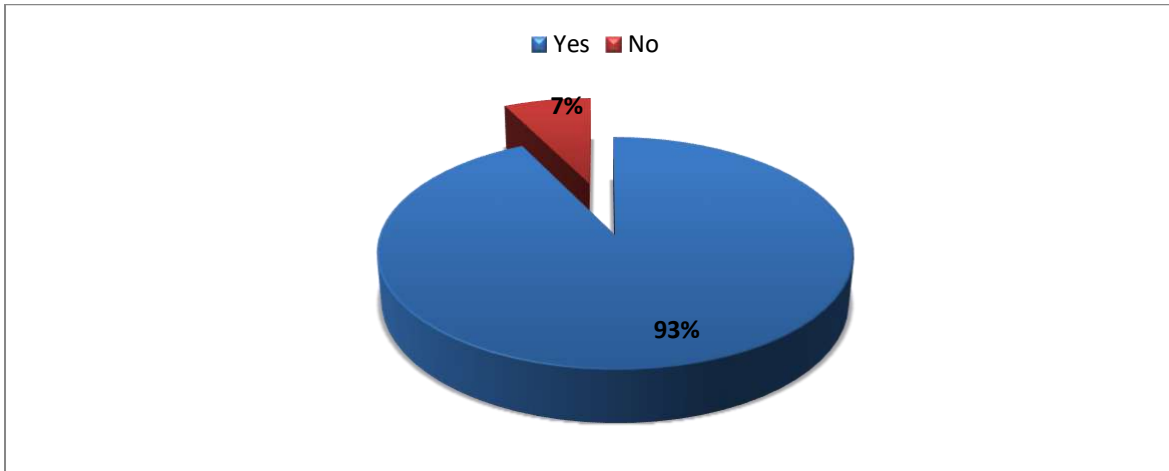


Figure 3.8 The importance of teaching styles to students opinion

A higher Percentage was (93%), thirty-eight (38) students said that teaching style is important in their studies, while the other three students rating (15%) did not believe that teaching style is important.

Question 08: Are you comfortable asking questions and seeking clarifications from your teachers during class?

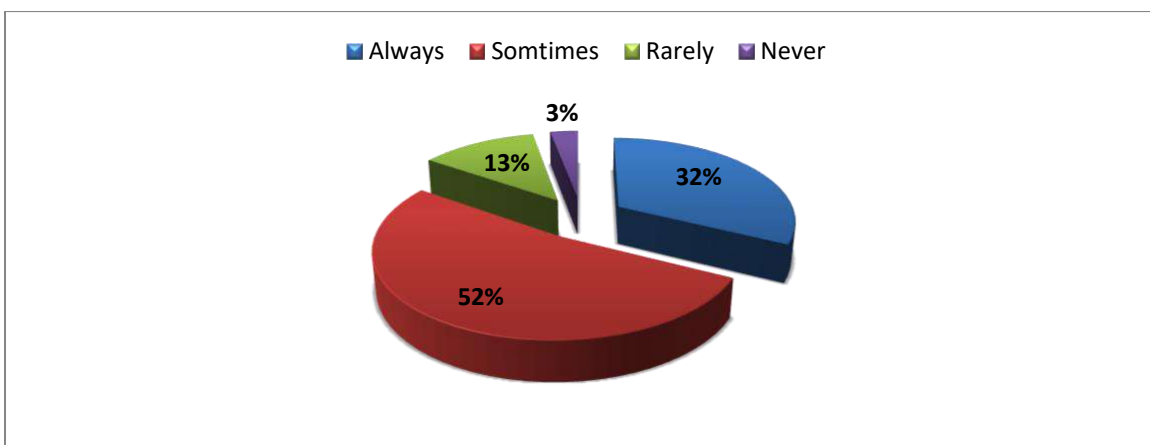


Figure 3.9 Students' comfort level regarding asking questions during class

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In this question, we attempted to measure the students' comfort level regarding asking questions and seeking clarifications from teachers during class. As a result, we notice that (52%) of the students responded with the option sometimes, which means that they feel comfortable asking questions and requesting explanations. While thirteen of informants (13) rating (32%) answered with the option always, whereas only (5%) claimed that they rarely ask questions. the last choice was never with a rate of (3%).

Question 09: What problems do you face in your classroom?

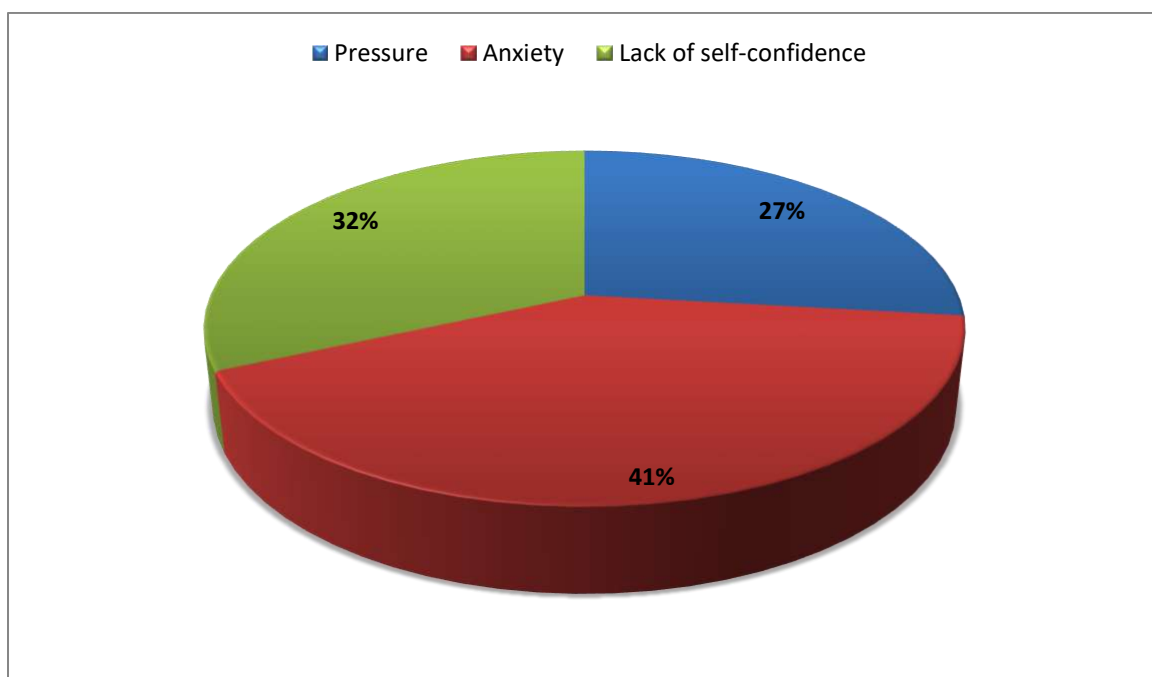


Figure 3.10 Students' problems in the classroom

The result of figure 3.10 above indicates that the majority of students (41%) have seen anxiety as the most common problem that they face in the classroom, also(32%) of students

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reported that lack of self-confidence is a big problem that they face in the classroom. while eleven (11) of students rating (27%) said pressure.

Question 10: Do you learn more in class when you engage in role-playing activities?

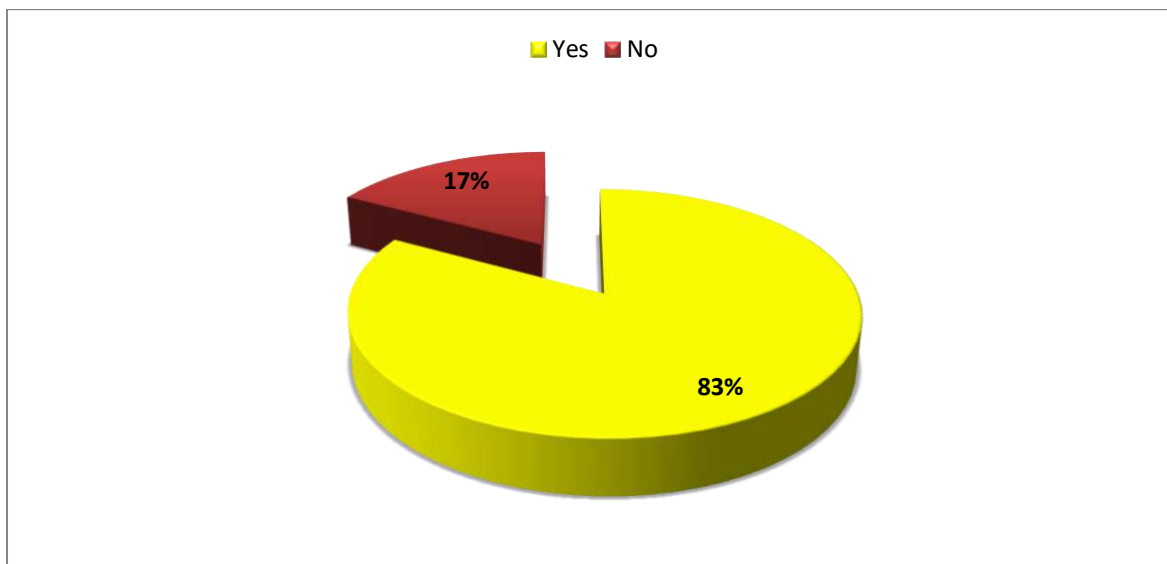


Figure 3.11 Impact of engaging in role-playing activities in class

From this figure, (83%) of the students which is equivalent to 34 students, indicated that they learn more in class when they engage in role-playing activities. This suggests that a majority of the students perceive role-playing exercises as useful to their learning. While (17%) of them stated that they do not learn more in class when they engage in role-playing activities.

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Question 11: How do you prefer to receive feedback from your teacher?

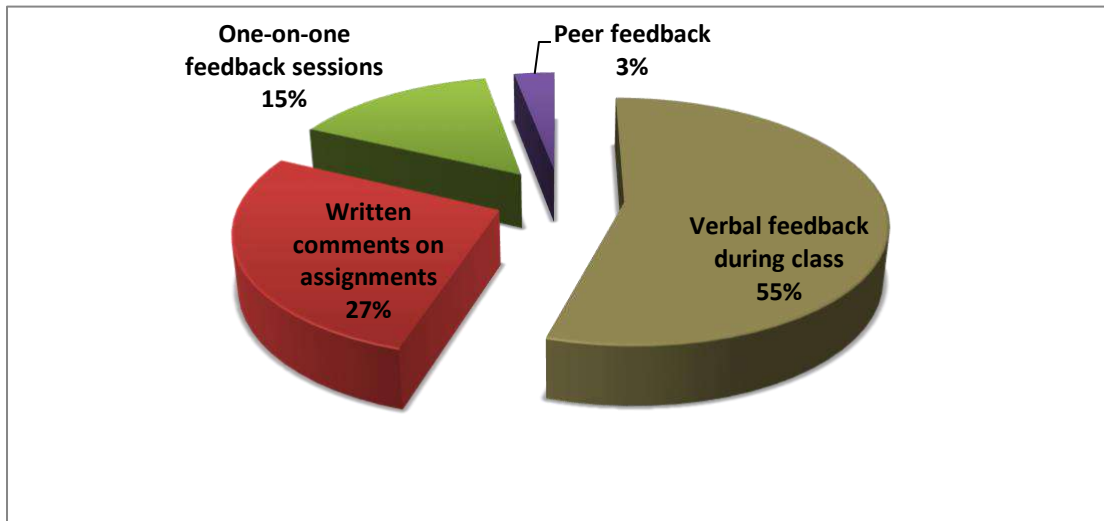


Figure 3.12 Preferred method of receiving feedback

The results of figure 3.12 show that (55%) of the students expressed a preference for receiving feedback verbally during class. This implies that most students value in-person input during class discussions. Whereas, (27%) of the students indicated a preference for receiving feedback through written comments on assignments or exams, and (15%) of them reported a preference for one-on-one feedback sessions with their teacher. Peer feedbacks are less commonly preferred methods among students within a rate of (3%).

Question 12: What makes you understand better?

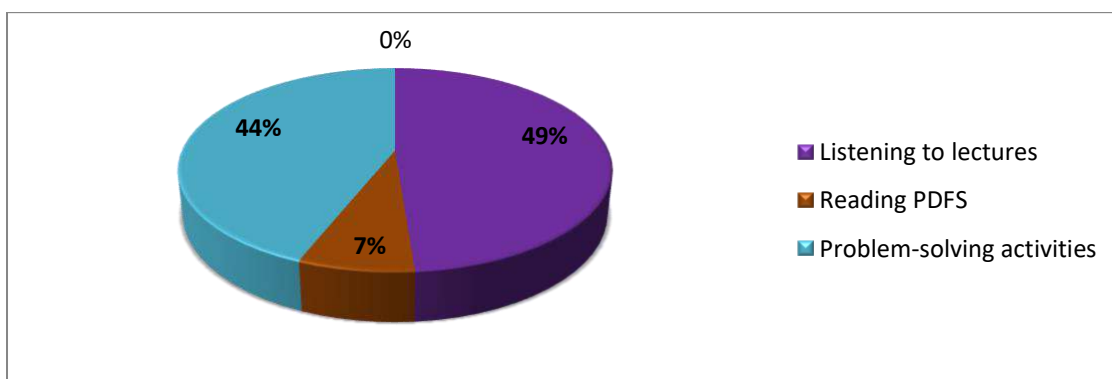


Figure 3.13 Factors that enhance understanding

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In this question, the majority of students (49%) claimed that listening to lectures is the best way to understand lessons. Then (44%) of students maintained that reading assignments better than listening to a lecture and reading books, however (7%) these percentages mean that reading books is the best one than the others.

Question 13: Which of the following obstacles have you personally encountered that can affect the implementation of teaching strategies in EFL learning?

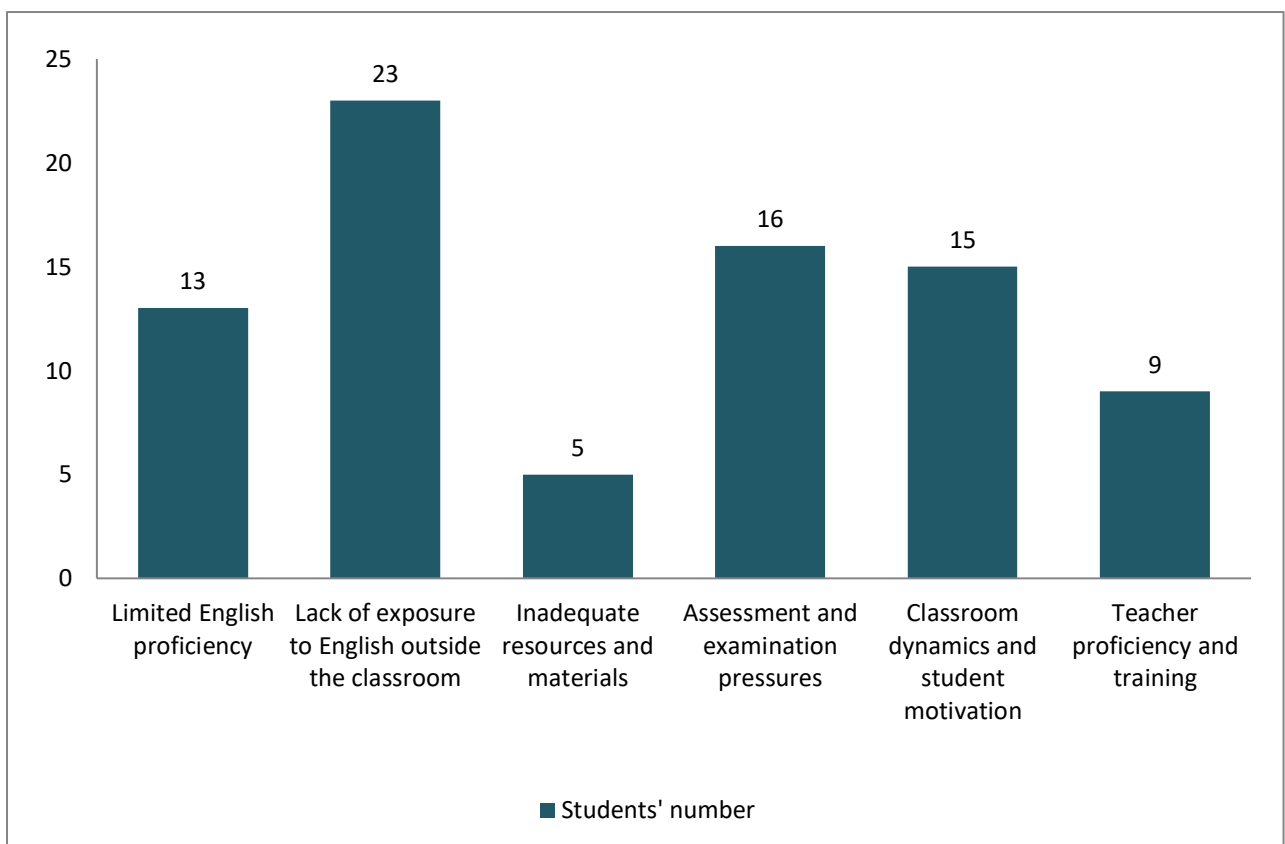


Figure 3.14 Students' obstacles affecting the implementation of teaching strategies in EFL learning

In the last question, (23) students stated that they have personally encountered a lack of exposure to English outside the classroom as an obstacle, and Five pupils identified inadequate resources and tools as a barrier. This implies that a significant number of students face challenges in finding opportunities to practice and engage with English

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beyond the classroom setting. Moreover, (16) students cited assessment and examination stress, and (15) of them identified classroom student dynamics and motivation. Also (13) students indicated that they have personally encountered poor English ability as a barrier to the implementation of instructional techniques in EFL learning. Lasetly, only (5) students mentioned inadequate resources and tools as an obstacle. This shows that fewer students believe that a lack of sufficient resources and materials impedes the successful implementation of instructional methodologie.

3.2.2 Analysis of Teachers' Questionnaire

The second questionnaire in this research was addressed to seven (7) teachers of English language. It was held in the English department at BelhadjBouchaib university of Ain Temouchent. The results of the gathered data from this questionnaire are as follows:

Question 01: What is your Gender?

Table 3.2.2 Teachers' gender

Options	N-°	%
Female	5	71%
Male	2	29%
Total	7	100%

In the first question, from results of table 4 (71%) of teachers are females, whears only (29%) of them are males.

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Question 02: What is your age group?

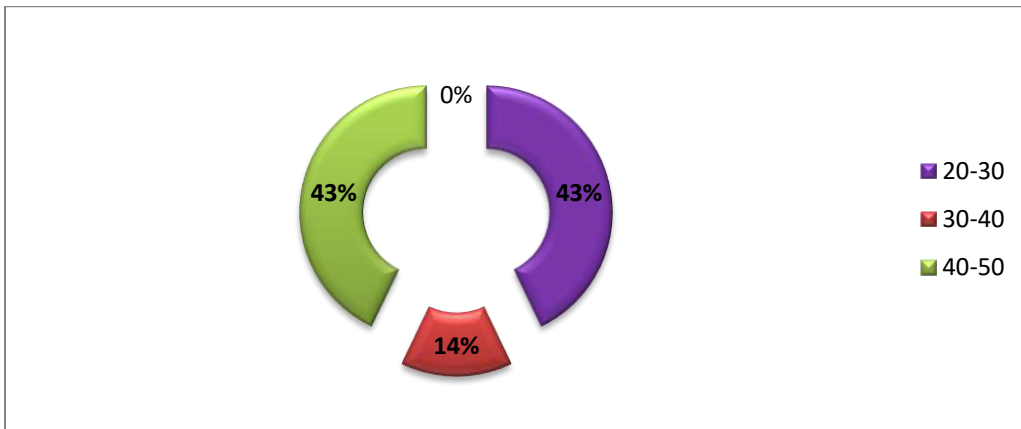


Figure 3.15 Participants' sample population

In the figure above, a proportion of 43% of teachers represented both age groups 20-30 and 40-50. On the other hand, 14% of teachers were between 30-40 years old.

Question 03: How many years of experience?

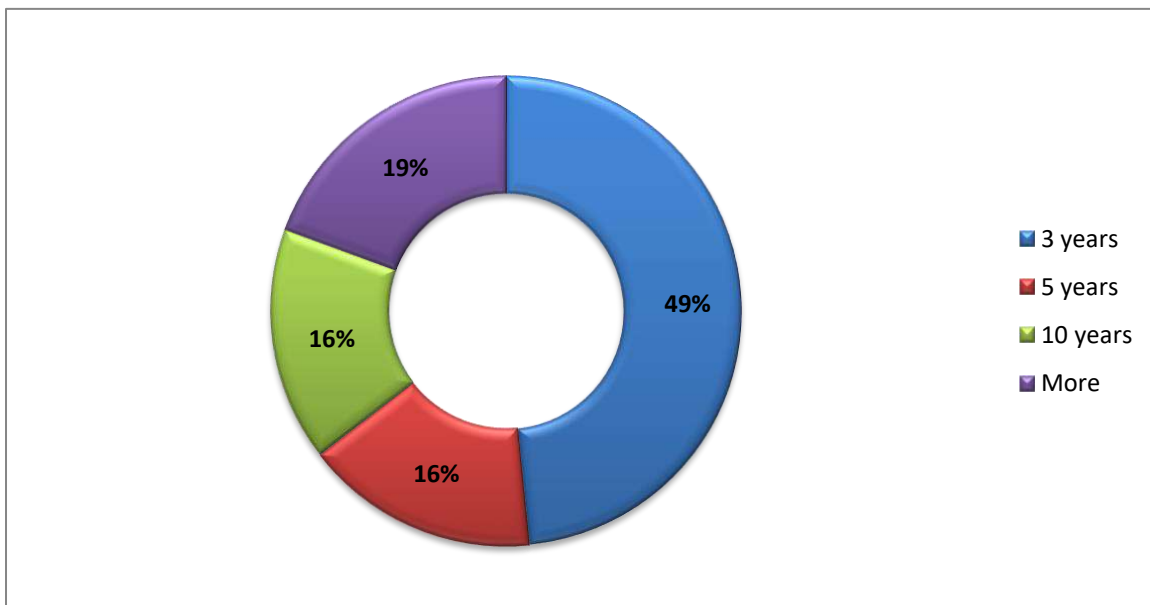


Figure 3.16 Teachers' years of experience

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The graph above indicates that the majority of teachers rating (46%) had 3 years of experience, and (19%) of them had 5 years of experience. While, only (16%) of teachers reported that they were both 10 years and more.

Question 04: Which teaching style(s) do you prefer to use in your teaching?

4- Which teaching style(s) do you prefer to use in your teaching ?

7 réponses

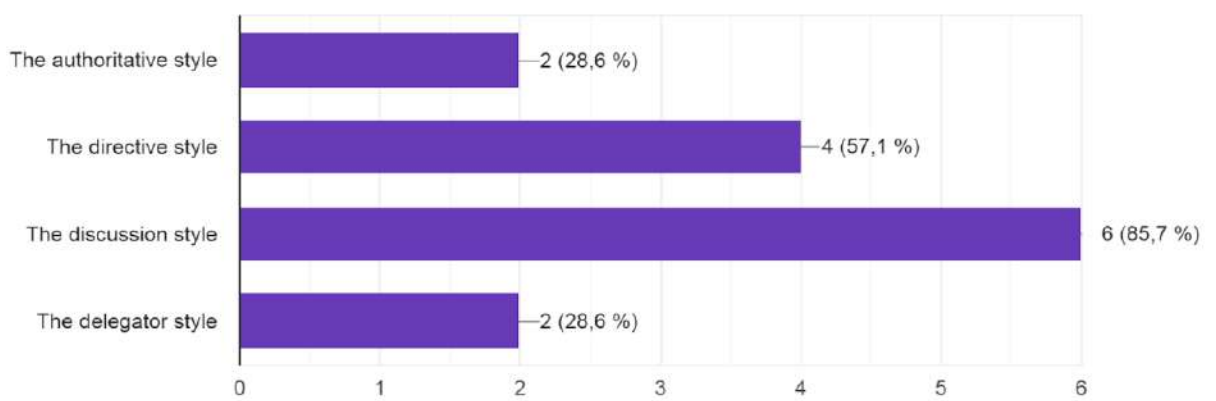


Figure 3.17 Preferred teaching styles used by teachers

In the fourth question, since it was a multiple-choice question, the teachers selected more than one option and it was as follow:

(85.7%) of teachers said that they preferred the discussion teaching style. Besides, (57.1%) of teachers reported that the best option is the directive teaching style. On the other hand, the authoritative and the delegator teaching styles were chosen by 28.6% of teachers.

Question 05: Do you follow one teaching style or more than one?

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In this question, the teachers were asked whether they use one teaching style or more. For that the results show that all the teachers followed more than one method. They preferred to use different styles depends on the nature of the classroom students.

Question 06: What factors does the teacher consider while selecting the best method for teaching his students?

According to the answers obtained from our respondents, the most of teachers' responses were between Learning styles, needs, and objectives. This demonstrates an understanding that each student has distinct learning preferences and goals, and teachers strive to connect their approaches with these variables. Two teachers stated considering the goals and expectations of the class, and the category or level of students when selecting teaching strategies. Moreover, One teacher mentioned considering the feedback received from students. This indicates that teachers value the input and response from students to assess the effectiveness of different teaching methods. Additionally, two teachers mentioned considering students' progress and the rhythm of progress, and emphasized the importance of being eclectic in teaching methods.

Question 07: What are the consequences or problems that you face during the lessons?

As a result from the question above, two teachers mentioned that a problem they face during lessons is the students' lack of focus and concentration. Furthermore, one teacher highlighted the lack of students' motivation as a problem that affects the teacher's performance. Then, one of them emphasized the difficulty of students struggling to understand certain vocabulary, necessitating repeated translation. And acknowledged that misbehaving can be an issue during lessons, but indicated confidence in their abilities to deal and contain such situations. One instructor took a positive approach, seeing issues during sessions as

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chances for learning and progress, whereas the last one mentioned two problems related to technology.

The first problem was students' unthoughtful use of cell phones and access to the internet, which could lead to a lack of concentration. The second problem was students' unthoughtful use of artificial intelligence (AI).

Question 08: Have you faced any challenges when implementing different teaching styles in the classroom?

In this question, three teachers' answers were precise and concise, they said yes, and they did not provide specific details about the challenges faced. Another teacher stated that implementing distinct teaching styles and methods is so useful, and he has had fruitful results from it, it boosted the teaching process. The others reported that one of the challenges in such a case is being confronted with the reality that some styles will work for some learners while not working for others.

Question 09: How do you overcome these challenges to ensure effective learning?

Concerning the last question, the participants have been asked about how they overcame challenges to ensure effective learning. One teacher noted that they overcame challenges by taking control of the classroom while yet keeping a friendly and communicative environment. Another teacher mentioned that they overcame problems by adapting their teaching methods to their learners' different requirements, goals, and learning styles. They highlighted the need of getting student input to facilitate optimal learning. Furthermore, the majority of them observed that they overcame obstacles by being creative and keeping their student's interest, Assigning additional tasks to learners, encouraging them to collaborate in groups, and increasing their workload, and the importance of being open-minded to the different learning paces of students and having patience when facing difficulties with the

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significance of creating a supportive and suitable classroom environment. The final response suggested that the educator filled problems by using reflective teaching strategies.

3.3 Further suggestions and comments

Only four teachers provided comments, they reported that to improve the learning experience, educators should boost student motivation, encourage classroom interaction, and encourage active involvement. This fosters interest, engagement, and knowledge retention. Encouraging interaction between students and teachers fosters a dynamic learning environment, benefiting academic growth and overall development.

3.4 Results / Findings Interpretation

The fundamental purpose of this research work is to investigate how different teaching styles employed by teachers impact the learning outcomes of EFL students. Moreover, the present study focuses on understanding the relationship between teaching styles and student learning in the context of (ELL) English language learning. Therefore, was accomplished throughout the implementation of the two major research instruments, which are the questionnaires, in an effort to collect relevant data and eventually either confirm or disconfirm the previously stated hypotheses to the problematic research questions.

The result of the student's questionnaire undoubtedly showed the importance of teaching strategies in the development of students learning, learners are interested in teaching styles, they believed that they are very important in their study. According to students' views, using more than one teaching method is effective for learning in class. The majority of students preferred to receive verbal feedback from their teachers during class since it allows for better communication and understanding between the teacher and his student. And break down the lessons in a way that makes them more accessible and easier to grasp.

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The results of this study indicated that learning through role-playing activities has been the most successful method. They improved student learning by providing a unique, engaging, and memorable learning experience that goes beyond traditional teaching techniques and has helped students learn complicated subjects better. Additionally, for problem-solving activities, they enhanced students in identifying issues and engaging in activities that improve their critical thinking, creativity, and brainstorming solutions.

On the other hand, the results of teacher questionnaires showed that, despite gender differences and years of teaching experience, teaching styles are considered challenging in terms of meeting students' needs. However, they used different styles depending on the nature of classroom students. The teachers who have always worked to overcome challenges when implementing various teaching strategies ensure effective learning through a list of solutions and suggestions, including the use of different teaching styles as part of the learning process, to help teachers take control of their students and improve them effectively.

In brief, all the findings presented previously strengthened the ideas of the subject under investigation. They seem to confirm the two mentioned hypotheses that assume boosting the effectiveness of teaching styles on the learning of EFL students for both learners' and teachers' feedback.

3.5 Suggestions and Recommendations

English is the second foreign language that is taught in today's educational system, thus it is regarded as a vital language for communicating with the globe. Students have a harder time learning it due to the fact that is not their native tongue. Furthermore, teachers often struggle with selecting the best teaching approach for students who want to enhance their English skills. Teachers suppose they are selecting the most effective technique to teach their

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students in the classroom, but they are mistaken, and as a result, some students struggle to understand the lessons in the manner chosen by the teacher, which is one of the most significant reasons why they are unable to pass their exams. That is why teachers have to pay attention to their students' comprehension of instructional issues and seek appropriate and relevant solutions or methods to help them improve their listening skills. Based on the findings presented in the conclusion.

In the light of what has been previously discussed and on the basis of the main findings obtained from this study, a set of some possible suggestions and recommendations can be proposed for teachers in order to teach EFL effectively:

Ensure Comprehension

- EFL teachers have to slow down speech delivery and repeat explanations to ensure learners fully understand the material.
- Teachers may provide additional support and assistance to help students overcome any challenges in grasping the content.

Engage and Motivate Students

- Teachers are required to consider the students' interests and customize classes accordingly to keep them engaged and motivated.
- Teachers may foster a positive learning environment by building close relationships with students, which promotes communication and trust.

Inclusive Approach

- Teachers can collaborate with all students, not just the top performers, to ensure each individual receives the attention and assistance they need.

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- Teachers should treat learners as friends to foster a sense of community and teamwork, further enhancing the learning experience.

Encourage Participation

- It is advisable for teachers to encourage active participation and collaboration among students to create a dynamic and engaging learning environment.
- Teachers can provide opportunities for students to practice and apply their language skills in a supportive and encouraging setting.

Continuous Improvement

- Teachers can regularly assess and adapt your teaching methods to address the evolving needs and preferences of your students.
- Teachers may seek feedback from students and continuously refine your approach to ensure maximum effectiveness.
- Finally, we hope that other researchers take this study and conduct it on a broader level with wider samples of participants, and more other instruments such as classroom observation and the interview. Perhaps even apply the same pattern in different provinces as a way of conducting a comparative study.

3.6 Conclusion

As far as this research study is concerned, the third chapter has been devoted to the data analyses and the discussion of the results. It has been provided by the questionnaires that have been addressed to the students and the teachers of English departement at BelhadjBouchaib University. Moreover, the objective of using the questionnaire was to investigate the effectiveness of teacher's teaching styles on the learning of EFL students. This work tried To test the hypotheses which were made for the research questions and explain the results presented the results in tables and figures. Lastly, this chapter also provided useful suggestions to simplify the teaching and learning process and to overcome the obstacles students face while studying in the classroom.

General Conclusion

General conclusion

General conclusion

Teaching English is by nature an effective process, it depends on the active engagement of both teachers and the learners. Teaching methods are one of the most important ways to improve the learning process, they play a pivotal role in facilitating the acquisition of language skills by empowering learners to harness their innate abilities and engage actively in the learning process.

The study took place in Belhadj Bouchaib University of Ain Temouchent with The main purpose of investigating the impact of teacher's teaching styles on the learning process of English as a foreign language (EFL) students, with the overarching goal of enhancing student engagement, comprehension, and language acquisition through the identification of effective pedagogical approaches.

In terms of structure, this research consists of three chapters; the first one provides a literature review related to the topic of the impact of teaching styles on the learning process. A second chapter presents the methodology part and data collection. The third chapter concerned with the analysis, interpretation and discussion of the findings that will answer the research question in order to accept or refuse the hypotheses.

Through the deployment of varied teaching styles, educators can cater to the diverse learning preferences and cognitive needs of students, thereby fostering a more inclusive and effective learning environment. Furthermore, the integration of multiple teaching strategies not only enhances student comprehension and retention but also cultivates critical thinking, creativity, and problem-solving skills essential for language proficiency. From this point of view, student growth is dependent on the professor's unique teaching technique, which provides an excellent chance for student-professor engagement in the classroom. The results we obtained suggest that these strategies can help students enhance their abilities and

General conclusion

comprehension of teachings. To understand how teaching strategies influenced EFL students' learning,

To conclude, after analyzing and discussing the questionnaires collected from teachers and students, we can say that the proposed hypotheses can be confirmed in the sense that teaching methods influence the learning process and that is what it pushes the learners towards realizing abilities on their own to reach knowledge. To accomplish effective learning, teachers should employ many teaching styles to develop learners, as the suitable approach is determined by the needs of the department's students.

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Appendices

Appendix A

APPENDIX A

Students' Questionnaire

Thank you in advance for responding anonymously to this questionnaire, the answers to which will contribute to the completion of master dissertation. Give us a help by answering the following questions:

1- What is your age group?

- a. 19-24
- b. 25-34
- c. 35-44

2- What is your Gender ?

- a. Male
- b. Female

3- How long have you been learning English as a foreign language?

- a. 3 years
- b. 5 years
- c. More than 5 years

4- What is your current level of English proficiency?

- a. Beginner
- b. Intermediate
- c. Advanced

5- Do you have a pre-knowledge about teaching styles?

- a. Yes

APPENDIX A

b. No

6- Which teaching style(s) do you find most effective during your study ?

- a. The authoritative teaching style
- b. The directive teaching style
- c. The discussion teaching style
- d. The delegator teaching style

7- Is the teaching styles important in your study?

- a. Yes
- b. No

8- Are you comfortable asking questions and seeking clarifications from your teachers during class?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

9- What problems do you face in your classroom?

- a. Pressure
- b. Anxiety
- c. Lack of self-confidence

10- Do you learn more in class when you engage in role-playing activities?

- a. Yes
- b. No

APPENDIX A

11- How do you prefer to receive feedback from your teacher?

- a. Verbal feedback during class
- b. Written comments on assignments or exams
- c. One-on-one feedback sessions
- d. Peer feedback
- e. Others

12- What makes you understand better?

- a. Listening to lectures
- b. Reading PDFS
- c. Problem-solving activities

13- Which of the following obstacles have you personally encountered that can affect the implementation of teaching strategies in EFL learning? (Please select all that apply)

- a. Limited English proficiency
- b. Lack of exposure to English outside the classroom
- c. Inadequate resources and materials
- d. Assessment and examination pressures
- e. Classroom dynamics and student motivation
- f. Teacher proficiency and training

Thank you for your collaboration and help!

Appendix B

ABBENDIX B

Teachers' Questionnaire

Thank you in advance for responding anonymously to this questionnaire, the answers to which will contribute to the completion of master dissertation. Give us a help by answering the following questions :

1- What is your Gender ?

- a) Male
- b) Female

2- What is your age group?

- a) 20-30
- b) 30-40
- c) 40-50

3- How many years of experience do you have?

- a) 3 years
- b) 5 years
- c) 10 years
- d) More

4- Which teaching style do you prefer to use in your teaching?

- e. The authoritative style
- f. The directive style
- g. The discussion style
- h. The delegator style

APPENDIX B

5- Do you follow one teaching style or more than one?

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.....-

6- What factors does the teacher consider while selecting the best method for teaching his students?

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7- What are the consequences or problems that you face during the lessons?

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8- Have you faced any challenges when implementing different teaching styles in the classroom?

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APPENDIX B

9- How do you overcome these challenges to ensure effective learning

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10- Additional comments or suggestions if any are welcome?

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Thank you for your collaboration.

Summary

This research investigates the impact of different teaching styles on EFL students' learning, focusing on improving student participation. The study uses third-year students from BelhadjBouchaib University as a case study. Two questionnaires were used for both teachers and students. The study has three chapters: defining key concepts, describing the research methodology, and analyzing the findings. The main findings indicate that different teaching styles enhance students' learning and encourage them to use their inherent abilities. Students also found that different teaching styles significantly improved their studying abilities.

الملخص

تتطلع هذه الدراسة إلى استكشاف تأثير أساليب التدريس المتنوعة على عملية تعلم الطلاب اللغة الإنجليزية كلغة أجنبية، مع التركيز البارز على تحسين مشاركة الطلاب. تستخدم الدراسة طلاب السنة الثالثة في جامعة بلحاج بوشعيب كدراسة حالة. تم استخدام استبيانين للمعلمين و الطلاب. تنقسم الدراسة إلى ثلاثة فصول: تعريف المفاهيم الرئيسية، وشرح منهجية البحث، وتحليل النتائج. تشير النتائج الرئيسية إلى أن أساليب التدريس المتنوعة تعزز تعلم الطلاب وتشجعهم على الاستفادة من قدراتهم الطبيعية. كما وجد الطلاب أن أساليب التدريس المختلفة ساهمت بشكل كبير في تحسين قدراتهم في الدراسة

Résumé

Cette recherche étudie l'impact de différents styles d'enseignement sur l'apprentissage des étudiants EFL, en se concentrant sur l'amélioration de la participation des étudiants. L'étude utilise comme étude de cas des étudiants de troisième année de l'Université Belhadj Bouchaib. Deux questionnaires ont été utilisés à la fois pour les enseignants et les étudiants. L'étude comporte trois chapitres : définition des concepts clés, description de la méthodologie de recherche et analyse des résultats. Les principales conclusions indiquent que différents styles d'enseignement améliorent l'apprentissage des étudiants et les encouragent à

utiliser leurs capacités inhérentes. Les étudiants ont également constaté que différents styles d'enseignement amélioraient considérablement leurs capacités d'étude.