

The Influence of Teaching Style on Students' Learning

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Abstract: Education is not only a major plan for national development, but also an important issue for social development. Some researchers have found that different styles of teachers will have completely different impacts on students' learning, but there are still gaps in the experiments on the formation mechanism and specific forms behind it. Therefore, the research theme of this paper is the influence of teachers' teaching style on students' learning. The research methods of this paper are as follows: First, the questionnaire of senior high school English classroom teachers' teaching style is collected, and then the data is analyzed by the test. The results show that traditional and closed-minded teachers are not conducive to the development of students' self-esteem, creativity, learning interest and academic performance. Therefore, teachers should teach students according to their aptitude and find more suitable teaching methods.

Keywords: teaching style, high school students, academic performance

1. Introduction

Education has always been an important issue in today's social development, and it is closely related to social development. Due to the differences in students' education, there are great differences in students' academic performance. Traditional closed teachers are not conducive to the development of students' self-esteem, creativity, so the author hope to through comparing different teachers teaching style to choose more suitable for students' body and mind, academic development of teacher style by comparing different teachers teaching styles and academic performance in high school English classroom. This paper studies the relationship between the two to improve students' classroom participation and academic performance by improving their teaching style.

2. Literature Review

2.1. The Relationship Between Critical Thinking Ability, Teachers' Teaching Style and Academic Achievement

Prior studies on the relationship between critical thinking skills, teacher teaching styles and academic achievement of high school students concluded that the overall perception of teacher teaching styles by high school students was positively correlated with academic achievement. Measurement of teachers' teaching styles in China and other countries has mainly adopted the two methods of observation. Moreover, two measurement perspectives have been formed: the teacher's perspective and the student's perspective. Specifically, measurement from the teacher's perspective

adopted Grigeorenko and Sternberg evaluation scale (TSTI) for measurement. Overall, each one contains 7 items, with a total of 49 items; the students' perspective includes Wu Wudian Teacher Teaching Behavior Scale and He Wen Teacher Teaching Style Questionnaire, which can be oriented to students of all ages in primary and secondary schools and can directly and effectively reflect the overall style of teacher teaching and its importance with adjectives that students are easy to understand. On the question of whether gender will have significant differences in the judgment of teacher's style, some studies believe that gender does not have a significant impact on teacher's style perception, which is different from Singer and Anne [1].

2.2. The Influence of High School English Teachers' Teaching Style on Students' Classroom Participation

It is found that teacher style affects students' classroom participation, and different teachers' teaching styles have significant differences on students' classroom participation. One prior study adopts three survey methods: classroom observation method, questionnaire survey method and interview method. The study sends questionnaires to 12 English teachers to investigate their teaching style, input the data into Excel form and then import into SPSS for next processing; the class status of the selected teachers is recorded.

The study mainly observes the students' response to the teacher, the students' class status, students' behaviors of taking notes, nodding and shaking heads and other body language. Finally, the selected teachers are interviewed. The interviewer records the key words and supplement the interview records according to the keyword information. The study did not clarify whether personal personality, gender and other factors would affect the experimental results, and the questions in the questionnaire were too academic and had many professional terms: many teachers reported that the questionnaire had too many questions, the questions were too professional, and it took too long to fill out the questionnaire. This study also has relatively small sample size. Moreover, the selected school is key middle schools, there is no way to include the situation of ordinary high schools; the selected teachers are all English teachers of grade one, which cannot include the English teachers of grade two and grade three. Only four out of the seven teaching styles were studied, but the comprehensive coverage of all teaching styles was not achieved. The selected audience classes are all parallel classes. Students' learning habits, initial grades, and classroom participation will be different from the key classes, and therefore, only part of the participation in high school English class can be shown [2].

2.3. Correlation Analysis of High School Biology Teachers' Teaching Style and Students' Classroom Participation

Another study shows that there is a significant positive correlation between all dimensions of teachers' teaching style and students' biological performance, that is, the higher the teacher scores in the four dimensions of teacher style, the higher the students' performance; the survey results show that humorous active teachers have the highest correlation with students' academic performance. There is a clear positive correlation between various dimensions of the teaching style of high school biology teachers and various dimensions of students' classroom participation. This study issued the Basic Situation Survey of High School Biology Teachers (Teachers' Form) and the questionnaire on the teaching style of biology teachers in high school. The study also ensured the same ratio of men to women. The Pearson correlation coefficient method examined the construct validity of the questionnaire. Due to time and space constraints, this study is only conducted in one school, which cannot reflect the maximum extent of students' classroom participation and the

teaching style of high school biology teachers; this study does not study the differences between teachers with different working backgrounds and their teaching styles [3].

2.4. The Four Dimensions of Teachers' Teaching Style

The four dimensions of teachers' teaching style are rigorous and logical, humorous and active, caring and sharing, and innovative exploration. Relevant questionnaires were distributed to students using SPSS 13.0 statistical software to compare teachers' scores on the four teaching styles. The results show that the dimensions of teachers' teaching style are rigorous logic, humorous active, caring and sharing, innovation and exploration. This study only selected two schools in Shanghai city and Nantong city, and could not represent the whole teacher group, in order to consider the background factors such as the nature of schools and the differences between urban and rural areas. In this experiment, the teachers' teaching style is analyzed through the students' evaluation of the teacher. Students are worried that the results will be fed back to the teacher, so that the accuracy of the results is affected to some extent [4].

The study of high school biology teachers' teaching style and its influence on students' academic self-efficacy also shows a similar conclusion [5]. The correlation analysis between high school English teachers' teaching style and students' classroom participation is consistent with the conclusion of this experiment [6]. A comparative study on the use of assessment language in senior high school English classrooms in different teaching styles has provided inspiration for the definition of teacher styles in the experiment [7]. The study on the influence of different styles of high school English teachers on students' classroom participation and the correlation of students' self-efficacy is similar to the conclusion of this experiment [8,9].

3. Method

The present study selected four classes of English teachers with different subjects in grade two of the public model high school [10]. The average age of the subjects was 16-18 years old, with both boys and girls. The study distributed a questionnaire about high school students' learning in class, including multiple choice questions (single / multiple choice) and score matching questions. In the part A of the scale, the factors are designed about how English teachers make classroom rules and the priority of teachers when preparing courses (making lesson plans), the main teaching forms and homework assignments. Part B, C are designed to detect students' feelings in English class. The author obtained the average score of the four classes and calculated the maximum value, minimum value, median value, and standard deviation of each class. According to the scale, this study selected the two classes with the most typical teacher style difference for t-test analysis. The t-value is greater than the t cut-off value, so there are obvious differences between the two groups.

4. Results Analysis

Table 1: Descriptive statistics.

	crest value	least value	median	standard deviation	mean
A	126	56	88	15.5	89
B	118	35	86.5	17.35	83.8
C	119	31	91	14.32	91.3
D	124	56	87	15.72	88.3

As shown in table 1, four different classes show some differences in academic achievement.

After summarizing, teaching style of class A teachers are:

1. Discuss the class plan with the students and use the courseware.
2. In line with the teaching schedule, appropriate homework

Student' classroom experience: relatively relaxed, most students are more adapted to the pace of English class and can show more active participation.

Teaching style of class B teachers:

1. Strict
2. Do not discuss the class plan with the students, and the teacher is fully responsible for the courseware.
3. Guidance is a supplement, students' independent learning
4. Sometimes the homework is too much.

Students experience: a small part is comfortable, with relatively good English performance but great pressure (not conducive to the rapid development of future language learning); the learning atmosphere is tense. Students feel helpless, bored, looking forward to the ending of class, stressed out, gradually reduce the expectation of English class.

Teaching style of Class C teachers:

1. Temperate
2. Discuss the class plan with the students.
3. Use the courseware, the class is vivid and interesting.
4. Homework is in line with the course schedule, with an appropriate amount.

Students' classroom experience: most students can feel comfortable, students can actively deal with English learning, the atmosphere is relatively relaxed. Show higher freedom in the results, classroom challenge acceptance, fun.

Teaching style of Class D teachers:

1. Responsible
2. Discuss the class plan with the students and use the courseware.
3. Guidance is the first priority
4. Consistent with course schedule
5. The right amount of homework

Students' classroom experience: relatively relaxed, rich forms, more can fully mobilize students' enthusiasm for learning.

Table 2: Relation between academic achievement and students' well-being in class A.

A class	
More than 100 points	14
80-100	23
60-80	7
Under 60 points	3

As can be seen from the table 2, the number of class A with more than 100 points has A great advantage over other classes, with the upper reaches occupying the main number.

Table 3: Relation between academic achievement and the students' well-being in class B.

B class	
More than 100 points	6
80-100	18
60-80	10
Under 60 points	4

As can be seen from the table 3, there are not many students in the dominant fraction section, and the middle and lower reaches occupy the main number. The number of points below 60 was the most in the four classes, with an impact on the mean.

Table 4: Relation between academic achievement and students' well-being in class C.

C class	
More than 100 points	13
80-100	33
60-80	4
Under 60 points	2

As can be seen from the table 4, the score of 100 in Class C is more dominant in the number of people, and the upper and middle reaches greatly lead the middle and lower reaches, and the number of points lower than 60 is small, which has no significant impact on the mean.

Table 5: Relation between academic achievement and students' well-being in class D.

D class	
More than 100 points	10
80-100	21
60-80	15
Under 60 points	2

As can be seen from this table, class D does not show an obvious trend, but the number of people with points less than 60 is relatively small, which has not had a significant impact on the mean value.

We selected two B (Table 3) and C (Table 4) classes, which are typical of teacher style, and analyzed the t-test. The t value of 2.24 was greater than the t critical value of 1.989, so there were significant differences between the two groups.

According to the scale, students in this class are more likely to feel helpless, bored, and have low expectations for English class. Strictly and do not discuss the course plan with students, mainly with students' independent study, and even the homework exceeds the course progress. In this teacher style, the classroom atmosphere is relatively tense, and most students are under great pressure to study, which is not conducive to the rapid development of language learning in the future. And the results in the final test were not ideal.

Combine two advantages class view: the two-class teacher is mild, will discuss their class plan, often use with rich illustrated courseware, will give students before class put songs related to the course content to fully mobilize students' learning enthusiasm, decorate conforms to the course schedule, classroom atmosphere is relatively relaxed, students can relatively easily cope with the

difficulties in English learning. Such classes have higher degrees of freedom, higher acceptance of classroom challenges, and higher average scores of interests.

The results showed that most students were more comfortable with moderate teachers, but some students had difficulty in completing the basic curriculum requirements if the class was too easy. Therefore, teachers should make personalized teaching plans according to each student's personal situation and find a more suitable learning method for students.

5. Discussion

This study and similar results, the traditional and closed-minded teacher style is not conducive to the development of students' self-esteem and creativity. Research has shown that humorous, gentle and logical teachers can better stimulate students' interest in learning and help students to achieve better grades. Teachers should teach each student according to their aptitude, so that each student can obtain higher classroom participation and establish learning confidence, which will help students explore the long-term development of knowledge; students should improve their adaptability, communicate with the teacher timely and let the teacher know themselves better, thus promote their classroom participation and gradually improve their academic performance with the help of the teacher. There are still some deficiencies in this study: this study was only sampled in one grade of a municipal demonstration high school in a city, and the sample size of this experiment is not representative of all teacher styles; students may worry that the questionnaire cannot be strictly confidential and therefore reserve their own situation.

6. Conclusions

In this study, we investigated the high school English classroom situation and teachers' teaching style, and distributed questionnaires and conducted data analysis. It is concluded that traditional and closed-minded teachers are not conducive to the development of students' self-esteem, creativity and learning interest; gentle and humorous teachers can stimulate students' interest in learning and help them improve their academic performance. Based on this result, teachers should learn more about students' personalities and learning habits, teach them in accordance with their aptitude, and find more suitable for students' learning and long-term development.

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