

Identification of Teaching Styles in English Language Classrooms at Secondary Level

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Abstract

This study focused on the teaching style of the teachers teaching English at secondary level schools (Urban Area) affiliated with Federal Directorate of Education Islamabad (FDEI). The major objectives of the study were: a) To investigate the existing teaching styles of English language teachers in Public secondary schools of Islamabad. (b) To compare the teaching styles of English language teachers gender-wise. The Population was all teachers teaching English as a compulsory subject to secondary level classes in FDEI Urban area. Purposive sampling technique was used to select the sample of teachers teaching English at secondary level schools. An adopted questionnaire “Know Your Teaching Style” with close ended items was used for the purpose of data collection to identify the distinct teaching styles. The instrument was coded, and SPSS 20 was used for data analysis. Before applying descriptive statistics to address the research questions, data cleaning was done. Results show that expert was the most dominant primary teaching style whereas facilitator was the least dominant primary teaching style. On the other hand, the major secondary teaching style was facilitator whereas formal authority was the least dominant secondary teaching style. Male and female teachers also differed in using teaching styles. Most of them preferred expert style, however, personal model style used by male teachers and delegator by the female teachers. These findings highlight that revision and reform is needed in policy and practice for English Language teaching because most preferred teaching styles reflect rote-learning and passive learning.

Keywords: Teaching Styles, English language teaching, primary and secondary teaching style.

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Introduction

Amongst various countries, Pakistan is one where language learning is a crucial issue as English is not our native language. In our education system, English is a compulsory subject up to graduation level, but desired outcomes become very difficult to be achieved. Every year hundreds of students get failed in the subject of English. There are many reasons of their failure; but ways of teaching and students' engagement are two important issues which really need to be focused. Hence, there is a great need to engage students especially in English language classrooms by practicing interactive ways of teaching to achieve the desired learning outcomes. By adopting a wide variety of strategies, English teachers can promote positive emotions, active participation and deep understanding among students.

Unfortunately, in Pakistan English learning in classroom emphasizes on rote memorization of spellings, grammatical rules, words meaning, and so on rather than focusing on comprehension skills development. Hence, our students are unable to understand and even apply the grammar rules and comprehend the statements. That's the reason that our students don't have command over English in terms of reading, writing, speaking as well as listening. There is a great need to utilize such a teaching style in English classrooms that not only eradicate the anxiety of the students but also motivate them to learn English effectively.

Basically, teaching and learning are two main elements of education system looks like a coin which has two sides. Effective and capable teacher and his/her teaching way majorly determine the effectiveness of teaching-learning process and significant enough to achieve learning outcomes. One major challenge teacher faces that which teaching strategies should be used to grasp the students' interest, how to engage students and motivate them to put their efforts to produce fruitful results. Therefore, the present study is an effort to explore that teaching is one of the main factors that can facilitate the student engagement in classroom activities to a greater extent through their effective teaching styles.

The interconnection between the teaching styles and student engagement has become a significant issue for educational psychologists now-a-days. A blend of teaching styles can bring change in students' behavior and their academic performance. The study presented here, intends to measure teaching styles based on Grasha's teaching style model (Grasha, 2002). This model presented that by adopting blend of teaching styles, how a teacher can achieve learning outcomes to a greater extent. Grasha presented three teacher-centered and two student-centered approaches. He argued that a balanced teaching approach can make a greater difference in students learning (Grasha, 2002).

There is a need to promote a conducive learning environment in which a teacher can fulfill the learning needs of the students by applying student-centered activities. Tomlinson (2001) argued that monotonous sort of teaching makes the learners to fail, theories and research proved that there is a need on the part of the instruction to focus three areas regarding students: the student's readiness, interest, and learning profile. Consequently, it will lead towards greater students' academic achievement (Talbure, 2012).

Now-a-days, the emerging trends of modern technologies and gadgets has provided such an easy access to the students that they can approach a larger to smaller bit of knowledge in a second. Hence, it raised the concerns about teaching. Unfortunately, traditional teaching approaches are most frequently used in our classroom settings that are no longer adequate for the present-day students. Hence, these inadequate ways of teaching are unable to engage the students effectively and additionally do not address their learning needs. It implies that teaching styles are one of the major sources to facilitate the student engagement in classroom activities. A teacher can engage the students in learning activities through their effective teaching styles. The dilemma is that our teachers mostly do not consider the learning deficiencies of the learners important while conducting class. But if a teacher uses blend of teaching styles (teacher-centered and student-centered) according to the needs of the students, then it can lead to higher level of student engagement especially in the subject of English. As English is a global language which really needs to be focused so that our students might become able to compete well at national as well as international market. Therefore, teachers needed to adopt such teaching styles that not only eradicate the language anxiety among students but also motivate them to be fully engaged as behaviorally, emotionally and cognitively in classroom activities.

Objectives of the study

Following were the objectives of the study:

1. To investigate the existing teaching styles of English language teachers in Public secondary schools of Islamabad.
2. To compare the teaching styles of English language teachers gender-wise.

Research Questions

The study addressed the following Research Questions:

- a. What are the existing teaching styles of English language teachers in public secondary schools of Islamabad?
- b. Which is the dominant teaching style among English language teachers?
- c. Which is the least dominant teaching style among English language teachers?
- d. Do English language teachers practice a blend of teaching styles?
- e. To what extent is there a difference among the teaching styles of English language teachers based on their gender?

Literature Review

Evrin, Gokce and Enisa (2009) stated that teaching is the utilization of theories in a pleasant, benevolent and concerted environment controlled by the teacher who utilize various activities according to the teaching-learning situation. Teaching is a process in which a most knowledgeable person transmits knowledge and information to the curious one who think and act in a more constructive and intellectual way (Grasha, 1994).

Edmund (1960) described that teaching is an investigation of general principles and way of understanding the human experiences. Teaching normally happens in the classroom circumstances by using variety of formal teaching techniques where an instructor has to pass on knowledge in such an impressive way that makes a student to grip it completely in an effective way (Abbas & Hussain, 2018). It means that a teacher can convey the abstract concepts in a concrete way to the students if he/she conduct different activities based on human experiences in his/her classrooms which not only grasp the attention of the students but also motivate them to participate effectively that will lead towards permanent learning. Light, Cox, and Calkins (2009) stated:

“Teaching is the process of changing the behaviors of the learners by engaging them to learn some content for a certain purpose”.

Kyriakides, Campbell and Christofidou (2002) argued teaching is more than “teaching” and “learning”. It is a combination of complex concepts and activities that involves mutual interactions among the teacher, students and language as a source of knowledge transmission, which may not only bring the changes to the students’ learning behaviors but also in the whole teaching-learning process. In this way, greater achievement can be mutually shared and explored by both learners and teachers to accomplish teaching-learning objectives (Ko & Chung, 2014).

According to Gage (1964) teaching is the process of issuing learning to the students by sharing real life experiences to make them gain an ability that how to change their character and modify their behaviors. It means that an authentic and dedicated teaching is the name of accomplishing the desired outcomes. In the present era of science and technological innovations, teaching methodologies has been totally changed. Teaching is no more an activity of passing the knowledge or information straightforwardly. Now-a-days it is a skill that how to teach an individual using an innovative measurements and instructional medias e.g; Television, Personal Computers helped directions, teaching machines and so on. According to the latest scenario, teaching is not a passive activity, but it is a two-way process between the supplier (teacher) and a recipient (student). Now teaching has gone beyond the mechanical procedure, it becomes more demanding and complicated. In short, teaching is a complex art of students’

behavior modification by giving them an opportunity to experience the real-life situations (Abbas & Hussain, 2018). So teaching is more than telling and evaluating the students. It is a skill that how to identify the students potential and how to utilize their potential to bring a great change in their whole personality.

Teaching Style

Style is a fascinating trait that makes an impression in a field or profession. Style in any aspect of life e.g; art, music, games; makes an event impressive. In the same way, teaching is also an art of passing the knowledge to the students in an impressive way by utilizing different effective styles. These teaching styles represent the qualities and practices utilized by the teachers to direct their classes. It means that teaching style basically represents those characteristics that aides and coordinates the instructional methods which in turn enhance the learners' capacity to learn and helps a teacher to achieve the desired outcomes (Abbas & Hussain 2018). Every teacher adopts different style or might be a blend of teaching styles to make their teaching effective and impressive in terms of achieving their teaching objectives. These styles make them different from each other so that each and every student of the class can also get knowledge in an effective way by experiencing a wide range of teaching styles of different teachers. In short, these styles also meet the challenge of individual differences among students in a classroom by matching with students learning styles. Kaplan and Kies (1995, p.29):

“Teaching style” refers to “a teacher’s personal behaviors and media used to transmit data or receive it from the learner”.

According to Opdenakker & VanDamme (2006), teaching styles represent educators' behaviors and teaching environments. Teaching styles are common behaviors and permanent characteristics of a teacher, which indicate how a teacher can make his/her way of teaching more result-oriented by adopting different teaching methods and teaching roles according to the available educational settings (Khandaghi & Rajaei, 2011). Ali and Mehmood (2012) cited Heimlich (1990) who described that teaching style is an ideology based on an implicit way of instruction which represents the whole picture of a teachers' life i.e.; how he/she behave socially, what are their community values, their teaching experience, attitude and beliefs.

Hein et al., (2012) argued teaching styles are behaviors that a teacher adopts as a result of teacher-student interaction in a classroom situation. These styles may be different according to the learning context, so teachers can adopt different teaching styles simultaneously to accomplish teaching and evaluation objectives.

Every teacher has different educational belief and philosophy for adopting a teaching style. He/She displays different behaviors while conducting their classrooms that can engage and disengage the students towards classroom activities. The term teaching styles indicate general classroom behaviors utilized by a teacher irrespective to the strict teaching method or a technique (Canto & Salazar, 2010).

Hence, it is clear that teaching style is not only a method of knowledge transmission but based on a series of actions that enables a teacher how to deliver lessons, student-teacher interaction, classroom management, coursework supervision and socialization with the students. It implies that teaching style is an indicator to judge the quality and nature of the student-teacher interaction in any classroom (Sheikh & Mahmood, 2014).

Types of Teaching Styles

There are diverse series of frameworks for teaching styles classification. Literature review indicates that different teachers utilizing different teaching styles even though teaching different classes with the same subjects depending on learning needs of the students. Several research studies were undertaken to explore a wide range of teaching styles that are being used in our educational settings.

Literature encompasses different categories of teaching styles including formal versus informal, explanatory versus exploratory, and active versus inactive. Formal style represents formal teaching-learning setting in which teacher disseminate knowledge and students receive it inactively whereas informal style indicates student-centered teaching. In the same way, explanatory style represents a teacher who explain each and every concept expertly, but exploratory style also involves students in learning process by making them to experience the real-life situations. On the other hand, Active teaching style is learner-centered which presents student as an active participant of learning process and teacher as a director who utilize different activities that not only meet the individual difference challenge but also gain student engagement effectively whereas inactive teaching style emphasizes curriculum content and memorization without considering students learning needs (Khandaghi & Rajaei, 2011).

Lowman (1995) found two teaching behaviors: intellectual excitement and interpersonal rapport, both behaviors appear to a greater extent in teaching style. The study found that teachers who are adopting both behaviors are generally excellent, while teachers who do not use fusion of both behaviors considered ineffective and unable to deliver effective lesson plan or to motivate their students (Canto & Salazar, 2010). Deci, Vallerand, Pelletier, Ryan (1991) and Reeve (1996, 2002) argued sometimes teachers use extrinsic incentives to modify the students learning behaviors in terms of thinking, feeling

and behaving. This is controlling style that controls the undesired behavior of the students. The other style is autonomy-supportive where a teacher utilizes activities that motivate the students to learn by utilizing their interests. In this way students are intrinsically motivated to learn and progress rather than stimulated by any extrinsic incentive. Reeve, Bolt, Cai (1999) also described that the controlling style teachers present strict rules and regulations, keenly supervise and monitor and does not allow students to express their point of views whereas autonomy-supportive style teachers provides freedom of choices, asking questions to the students and allow them to share their point of views (Alivernini, Lucidi & Manganelli, 2012). It means that students learn effectively if a teacher use instructional methods by considering students learning needs and interests.

Bibace et al. (1981) and Leung et al. (2003) presented four teaching styles developed by Byrne and Long (1976) in their studies e.g; Assertive style in which teachers directly presents the information to the students, guide the students and provides direct feedback. The second style is suggestive that provides opportunities to ask questions to the teacher and give possible answers, summarizes the lectures and activate the prior knowledge by asking questions to the students. The collaborative style listens to students' experiences and explores students' understanding. The last but not the least is facilitative style which facilitates the students to express their ideas, provides an opportunity to the students to study at their own pace and make them to gain decision-making power. These four teaching styles are basically teaching behaviors presented in the form of a continuum that shows facilitative at one end and assertive at the other end of the continuum (Antoniou & Kalinoglou, 2013).

Kramlinger and Huberty (1990) classified the teaching styles based on the philosophical thoughts of humanism, behaviorism and cognitivism. Humanism emphasizes the role of a teacher as a facilitator who will act as a resource person and moderator to guide the learning experiences of the students. This style is compatible with the realistic, analytical and activist students. Behavioral style based on reinforcement and give an incentive to the students to modify their behaviors. This style represents realistic and activist students. Cognitivism believe on lecture methods based on logics which is most suitable for the theoretical students. Besides, OnStein & Miller (1980) also presented the model based on expressive and instrumental teaching styles, which are further divided into four styles: task solving style, mastery style, problem solvers and humanist. The expressive dimensions reflect emotional engagement while the instrumental dimension involves student's behavior (Sheri et al., 2014).

All the above mentioned researchers stated that teaching is the vital element of education system that can change the whole classroom scenario by applying cluster of teaching behaviors e.g. empathy, teachers equal access to each and every student regarding their learning problems, and effective lesson delivery which can actively involve the students in the learning process. Moreover, there are number of activities on the part of teacher e.g. classroom management, behavior management, lesson presentation, assessment and feedback that can make a learning environment more conducive to engage students effectively.

Grasha's Model of Teaching Styles

Worldwide research studies show that there are number of teaching styles and every teacher has adopted different teaching style. These teaching styles based on teaching behaviors which are applicable to different classroom settings and situations. One of the most common model of teaching style based upon philosophical thoughts of teaching is "Grasha's model of teaching". Grasha (1994) initially identified student learning styles which further develop interest to explore teaching styles. Grasha (1996) found that teachers differ in their ways of teaching; subject content presentation, how to engage students and evaluate student progress. A teacher consistently utilizes teaching style based on his/her philosophical belief during lesson presentation (Grasha, 1996). It implies that if one style is more effective than the other in any subject, then preference will be given to that effective teaching style. It means that there is a great need to develop skill in pre-service teachers during professional development that they should adopt the teaching style according to the teaching-learning context (Stanford, 2014).

Grasha (1996) inferred that teaching style are basically teaching behaviors based on different educational beliefs and philosophies adopted by a teacher in his/ her classroom which makes them different from one another. Basically, Grasha (2002) focused to find what traits a teacher must have for diverse disciplines and how these teaching traits can bring change in learning environment by keeping in view the students' individual differences. So, he developed a model based on five different teaching styles: Expert, Formal Authority, Personal Model, Facilitator and Delegator. These teaching styles represent a wide range of teaching behaviors that are presented mostly in teaching-learning process. Grash (2002) also elaborated clusters of teaching styles which represent different teaching methods related to each cluster. Moreover, he emphasized to utilize blend of teaching styles to gain the desired outcomes of teaching and learning while teaching in a classroom.

Research Design

It was a survey research. The quantitative research method and analysis were used for identification of teaching styles in English language classrooms.

Population

The present study was conducted taking into considering the population stated below:

- a) All 95 teachers teaching English at secondary level schools (36 schools including 22 girls and 14 boys) affiliated with Federal Directorate of Education in Islamabad (Urban Area).

Sample

The sample of the study was forty-eight (18 males & 30 females) English teachers identified with distinct teaching styles from 24 secondary schools (Urban Area) of FDEI, Islamabad. Keeping in view the study nature, purposive sampling was used to get sample of teachers teaching English at secondary level schools and their respective students. Only English language teachers could fulfil the purpose to identify primary and secondary teaching style in this study.

For Data collection, all the teachers teaching English were approached to fill a questionnaire “Know Your Teaching Style” to find their respective teaching styles. After data collection from English teachers, each questionnaire was assessed to identify the distinct teaching styles of the teachers. The criteria for selection of teachers; a teacher must score at least 50% (to get meaningful results) for any two teaching styles. Out of two teaching styles, the teaching style showing high percentage was identified as Primary Teaching Style while the other teaching style was identified as Secondary Teaching Style. Through this criterion, sample of 48 teachers were being selected.

Research Instrument

The study used an adopted instrument “Know your teaching style” developed Shaukat Ali (2012). This instrument was adopted as it was developed keeping in view the cultural and social norms of Pakistan. Secondly, it was presented in the form of paragraphs which encompasses almost all teaching practices and activities applied in a classroom. Thirdly, it was also developed to measure the perceptions of teachers teaching English, as previously it was used at both undergraduate level and in another study at secondary level schools. Moreover, “Know your Teaching Style” instrument explored primary and secondary teaching styles simultaneously which made it different from other inventories.

Grasha (1996) teaching styles survey provided the base for the development of “Know Your Teaching Style” instrument. This instrument was purely developed by gathering opinions of English teachers. The instrument “Know Your Teaching Style” based on 5 teaching styles (expert, formal authority, personal model, facilitator and delegator) derived from Grasha Model. It was based on five paragraphs and every paragraph reflects

five different teaching styles independently. Five different teaching styles comprised of different statements about teaching practices in the form of paragraphs. Each teacher had to mark the box followed by a relevant statement, otherwise left the unfilled statement and move on to the next statement. Marked statements coded as “1” and unfilled statements coded as “0”. Frequency and percentages counted using cross tab for the analysis of data.

Results

In analyzing the data, each group scores compared from other group scores. To find the first and second objective, frequency and percentages were found through cross tabulation method.

Table 1

Different Demographic Characteristics of the Selected Teachers

Demographic Characteristic	Category	Frequency	%age
Gender	Male	18	37.5
	Female	30	62.5
Experience	1-5Years	18	37.5
	6-10Years	12	25
	11-15Years	10	20.8
	16-20Years	8	16.7
Academic Qualification	M.A (Eng)	37	77.1
	M.A (Urdu/ Isl/Pk.Studies)	4	8.3
	M.Sc (Phy/Che/Bio/Maths/ICS)	3	6.25
	M.Phil	4	8.3
Professional Qualification	B.Ed	36	75
	M.ED/M.A Edu	5	10.4

The above table showed different demographic variables of the 48 selected English teachers. Table 4.1 revealed that 62.5% were female and 37.5% were male teachers. Descriptive analysis also showed that 37.5% teachers having 1-5 years experience, 25% having 6-10years teaching experience while 20.8% were 11-15years experience and 16.7% having 16-20 years experience. According to academic qualification, out of forty-eight teachers, 77.1% were MA (English), 8.3% were M.A, 6.25% were M.Sc (Phy/Che/Bio/Maths/C.Sc) and 8.3% M.Phil. According to professional education, it was found that out of forty-eight teachers, 75% teachers were B.Ed, 10.4% teachers were M.Ed./M.A Education and 7 (14.6%) were having no professional qualification. It is important to note that teachers with M.A. Urdu/Pakistan studies and teachers with M.Sc Physics/Maths/Bio etc also taught English in their schools. It is common in secondary schools that if M.A English teacher is not available, the principal/head can assign English class to a teacher with different subject. They were included in this study because they were teaching English subject.

Table 2
 Cross Tab between Primary and Secondary Teaching Styles (48)
 Primary Style * Secondary Style Cross tabulation

			Secondary Style					Total
			Expert	Facilitator	Personal Model	Delegator	Formal Authority	
Primary Style	Expert	Count	0	8	4	4	2	18
		% of Total	0.0	16.7	8.3	8.3	4.2	37.5
	Facilitator	Count	4	0	2	1	0	7
		% of Total	8.3	0.0	4.2	2.1	0.0	14.6
	Personal Model	Count	4	6	0	1	0	11
		% of Total	8.3	12.5	0.0	2.1	0.0	22.9
	Delegator	Count	4	3	2	0	3	12
		% of Total	8.3	6.3	4.2	0.0	6.3	25.0
	Total	Count	12	17	8	6	5	48
		% of Total	25.0	35.4	16.7	12.5	10.4	100.0

Table 3 stated primary and secondary teaching styles of the 48 selected teachers. The table showed that expert was the majorly used primary teaching style whereas delegator was the second majorly used primary teaching style. It implies that expert (37.5%) was the most dominant primary teaching style whereas facilitator (14.6%) was the least dominant primary teaching style. Table also revealed that facilitator was the major secondary teaching style followed by expert and personal model as second and third most used secondary teaching styles among school teachers. It showed that facilitator (35.4%) was the dominant secondary teaching style whereas the least dominant secondary teaching style was formal authority (10.4%).

Table 3
 Cross Tabulation between Gender and Primary Teaching Styles of the School Teachers (48)
 Teacher Gender * Primary Style Cross Tabulation

			Primary Style				Total
			Expert	Facilitator	Personal Model	Delegator	
Teacher Gender	Male	Count	6	3	5	4	18
		% of Total	12.5	6.3	10.4	8.3	37.5
	Female	Count	12	4	6	8	30
		% of Total	25	8.3	12.5	16.7	62.5
	Total	Count	18	7	11	12	48
		% of Total	37.5	14.6	22.9	25.0	100.0

Table 4.4 shows that expert style was followed by 6 (12.5%) male teachers, three(6.3%) were using facilitator, 5 (10.4%) male teachers were personal model and 4(8.3%) male teachers were using delegator as primary teaching style. On the other hand, expert style was followed by 12 (25%) female teachers, 4 (8.3%) were facilitator, 6 (12.5%) female teachers were using personal model and eight (16.7%) female teachers were using delegator as primary teaching style.

Overall 37.5% male and 62.5% female respondents were selected for comparison of primary styles among school teachers. Out of 100%, total 37.5% respondents have expert teaching style, 14.6% facilitator, 22.9% personal model and 25% delegator. Both male and female teachers were using expert style abundantly whereas the second major used primary style by male teachers was personal model and females were using delegator. It means that expert teaching style was equally dominant among male and female teachers but to some extent they are also using personal model and facilitator teaching style.

Table 4
Cross Tabulation between Gender and Secondary Teaching Styles of the Teacher (48)
*Teacher Gender * Secondary Style Cross tabulation*

			Secondary Style					Total
			Expert	Facilitator	Personal Model	Delegator	Formal Authority	
Teacher Gender	Male	Count	5	6	3	2	2	18
		% of Total	10.4	12.5	6.25	4.2	4.2	37.5
	Female	Count	7	11	5	4	3	30
		% of Total	14.6	22.9	10.4	8.3	6.3	62.
		Count	12	17	8	6	5	48
		% of Total	25.0	35.4	16.7	12.5	10.4	100.0

Table 4.5 shows that expert was followed by 5 (10.4%) male teachers, 6 (12.5%) male teachers were facilitator, 3 (6.25%) male teachers were using personal model, delegator was followed by 2 (4.2%) male teachers and 2 (4.2%) male teachers having formal authority as a secondary teaching style. On the other hand, expert was followed by 7 (14.6%) female teachers, 11 (22.9%) female teachers were facilitator, 5 (10.4%) female teachers were having personal model, delegator was followed by 4 (8.3%) female teachers and 3 (6.3%) were having formal authority as secondary teaching style.

Overall 37.5% male and 62.5% female respondents were selected for comparison of secondary styles of English teachers. Out of 100%, total 25% respondents were having expert, 35.4% facilitator, 16.7% personal model, 12.5% delegator and 10.4% formal authority. Facilitator was used equally in high percentage by both male and female teachers. Delegator and formal authority were the least dominant secondary teaching styles among male teachers whereas the least dominant was formal authority among female teachers. It means that facilitator teaching style was equally dominant secondary teaching style among male and female teachers whereas the formal authority was the least dominant secondary teaching style.

Discussion

The study investigated the existing teaching styles of English teachers in secondary level classes. English teachers were using different teaching styles i.e. expert, facilitator, personal model, delegator & formal authority to varying degrees. Moreover, teachers were also using blend of different teaching styles during their classes. These findings also support the idea of the present research that a teacher does not rely on a single pattern of teaching style which is supported by (Sherri, 2014; Abbas & Hussain, 2018). Findings reported that English teachers are practicing the blend of different teaching styles to varying degree in terms of achieving their objectives and fulfilling the learning needs of the students and similar findings are supported by Grasha (2002).

There is a variation in using of teaching styles of English teachers teaching at secondary level classes. The findings show that “expert” is the most prevalent and dominating primary teaching style among English teachers whereas “facilitator” is the least dominant primary teaching style among English teachers at secondary level schools.

On the other hand, “facilitator” is the most prevalent and dominant secondary teaching style, the least dominant secondary teaching style was “Formal Authority” among English teachers at secondary level schools of Islamabad. Males were mostly using expert and personal model as their primary teaching styles whereas females were mostly using expert and delegator as primary teaching styles. Similarly, in secondary teaching styles, both male and female teachers are equally using facilitator and expert teaching styles. There may be many causes for these difference in teaching styles of male and female English teachers e.g; teacher-centered approach as expert teaching style used in order to complete syllabus on time as well as to maintain class discipline, teaching standards and to improve learning efficiency. However, female teachers are also using delegator “student-centered approach” to some extent which shows that they are more focused to develop cognitive skills of the students in terms of making them self-learner and less teacher-dependent. The facilitator was used in abundance equally by male and female teachers as their secondary teaching style which is purely a student-centered approach. It implies that teachers are also focusing to the learning needs of the students.

Karimvand (2011) found that gender had effect on the choice regarding teaching styles. It emphasizes that demographic variables may greatly affect the choices of teachers to adopt any teaching style for teaching. Aliakbari and Soltani (2009) also emphasizing the effect of demographic variables by exploring that Iranian female teachers were most frequently using reflective, active, intuitive, verbal, sensing and sequential teaching styles for English teaching as compared with the male teachers teaching styles.

Conclusion

The present study was conducted to investigate teaching styles in English language classes at secondary level. English teachers were using five teaching styles i.e; expert, facilitator, personal role model, delegator and formal authority to varying degree. Expert and personal model was the most prevalent primary teaching style among English teachers, which are teacher-centered approaches. The second most preferred teaching styles was delegator, which is a student-centered approach. It shows that English teachers were accommodating and incorporating both student-centered and teacher-centered approaches in their teaching methodology to varying degree. On the other hand, the most dominant secondary teaching style was facilitator, equally administered by the male and female teachers at secondary level schools.

The present study basically explored the existing teaching styles of English teachers in secondary level classes. English teachers were using different teaching styles i.e; expert, facilitator, personal model, delegator & formal authority to varying degrees. Moreover, teachers were also using blend of different teaching styles during their classes. These findings also support the idea of the present research that a teacher does not rely on a single pattern of teaching style. They can utilize a teaching style with the combination of different other teaching styles. The present research also explored the blend of teaching styles (primary and secondary) adopted by the English teachers at secondary level classes. Hence, findings showed that English teachers were practicing the blend of different teaching styles to varying degree in terms of achieving their objectives and fulfilling the learning needs of the students. The study declared the primary and secondary along with the rest of teaching styles on the basis of calculated percentages. It implies that our teachers are practicing the blend of teaching styles to varying degree.

There is a great variation exist in teaching styles of English teachers teaching at secondary level classes. The findings show that “expert” is the most prevalent and dominating primary teaching style among English teachers whereas “facilitator” is the least dominant primary teaching style among English teachers at secondary level schools while the major secondary teaching style was facilitator whereas formal authority was the least dominant secondary teaching style. Both male and female teachers were using expert style abundantly whereas the second major used primary style by male teachers was personal model and females were using delegator.

Recommendations

There is a great need to focus on professional training of teachers (Pre-service and In-service both) especially English teachers to use facilitator and delegator teaching style. Most of the teachers were focused on content delivery rather than developing a critical thinking skill in students. It raises the issue of poor teaching methods; as learning needs of the students has been greatly ignored. Mostly teacher training courses are focusing on subject content and its understanding but there is a great need to concentrate on actual teaching practices. Hence, teachers need practice-oriented training in such a way that they can be able to adopt such an effective teaching style which coincide with the learners psychological needs. The trend should be transformed from teacher-centered to student-centered teaching approaches. The present study also supports the idea that expert teaching style (teacher-centered) was being greatly focused in our English classrooms with little bit blend of personal model, delegator and facilitator and very slightly formal authority has been used. It implies that a professionally trained teacher can create a conducive learning environment and meaningful learning. English language training workshops need to be arranged, in which teachers may gain an idea by practicing variety of teaching styles that how students can be engaged effectively by considering students' individual differences important.

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