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College of Humanities and Social Sciences

A Study on the Learner Satisfaction and the Teaching Style in an Afterschool English
Program in Armenia

A thesis submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

By

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DEDICATION

I dedicate this study to my beloved mother, Iskuhi Tosunyan, whose love for me knows no bounds and who taught me the value of hard work.

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Abstract

Various research stated that teaching styles might affect both teaching quality and learner satisfaction. This study aimed to explore the causes of learner low satisfaction with the teaching styles in the afterschool English program. The study possessed a mixed-method approach as both qualitative and quantitative data were gathered.

The participants were thirty-two intermediate level teenagers and three instructors selected with purposive sampling. A structured questionnaire for the teachers, class observations, student evaluation forms of the activities, a focus group interview with the students, and one-to-one interviews with the teachers were carried to gather sufficient and reliable data. The questionnaire and survey results were analyzed via the Statistical Package for Excel and the Statistical Package for the Social Sciences (SPSS) using descriptive statistics, such as mean, frequencies and percentages, as well as the interview results were analyzed and compared with the previous data.

The findings revealed four main preferred teaching styles among the three EFL instructors: Personal Model, Delegator, Formal Authority, and Facilitator. Another finding of the study disclosed a mismatch between the teachers preferred teaching styles and the actual ones they used in the classrooms. The findings also showed the connection between teaching styles and learner satisfaction through the activities the teachers used in the classrooms. Finally, the findings revealed a range of activities that needed to be improved in the three EFL instructors' classrooms.

Keywords: Learner satisfaction, teaching style, preferred teaching style, teaching quality

CHAPTER ONE: INTRODUCTION

Introduction

Educators from the early years have been interested in engaging people in active and motivated learning. Nowadays, learners' education is gradually being regarded as a service industry, and private schools, colleges and educational institutions are starting to pay more attention to meeting their students' learning needs (Davis & Swanson 2001; DeShields et al., 2005).

Appleton-Knapp and Krentler (2006) claimed that students' satisfaction with their learning needs and educational experience is the preferred outcome in studying and learning. Therefore, student retention and motivation are essential issues for several universities that are trying to increase student satisfaction by taking into consideration their learning needs and experience (Joseph et al., 2005; Lala & Priluck, 2011).

Although several private schools, colleges, and educational institutions consider themselves part of the service industry, students are not stated to be customers, partial employees, co-producers, or educational system products. However, regardless of students being treated as customers, partial employees or products, it is significant to intensely monitor the quality of service educational institutions offer to students to recruit and retain them (Hill, 1995; Lala & Priluck, 2011; Mills & Morris, 1986).

The role of the instructors is core in learner satisfaction. They have many tools to enrich the course in online, offline and blended mode. Furthermore, Liu et al. (2014), through their study, ensured that the interaction between students and instructor leads to motivation and satisfaction with both the program material and the teacher's teaching style (Liu et al., 2014). Hence, instructors need to provide students with resources and support them to feel like they are not alone in their learning trace.

In conclusion, first, learners' satisfaction has been identified as the most significant indicators to evaluate students' learning motivation. When students satisfy their basic needs for competence, interaction, and autonomy, their motivation and performance get improved. Second, teaching style and teaching quality have a significant effect on learners' satisfaction.

Accordingly, students, not only as "consumers" but as "partners", should receive a precious learning experience and expected teaching quality to achieve self-satisfaction in learning. Hence, one of the vital pedagogical concerns is to find and develop the methods, strategies and skills needed for successful student-teacher interactions and student satisfaction and motivation.

1.1 Statement of the Problem

Annual surveys have been conducted in an Armenian afterschool program to reveal the students' learning satisfaction with the program and the teaching. One of the most striking results from the previous year was that several students were not satisfied with the teaching style they were exposed to: 34.1% low satisfaction from intermediate, 22.5% pre-intermediate, 21.6% elementary, 12.5% starter, 6.7% upper-intermediate, 1.7% advanced, and 0.9% beginner students (See Appendix A). Much research has shown that, in general, various aspects of teaching can influence learners' satisfaction. However, little has been accomplished in identifying factors that influence students' satisfaction with teachers' teaching styles.

Thus, to figure out the tangible results from the previous annual survey, the current study investigates if and how the teaching styles influence the students' satisfaction and motivation.

1.2 Research Questions

The following research questions guided the current study:

- 1) What are the teachers' preferred teaching styles?
- 2) Do the teachers' preferred teaching styles correspond to the actual ones they use in the classrooms?
- 3) What factors cause students' low satisfaction with the teachers' teaching styles in one of the afterschool programs in Armenia?

Since little has been seriously accomplished in identifying the correlation, firstly, between teachers' preferred teaching styles and the actual ones they use in the classroom and, secondly, students' satisfaction with the teachers' teaching styles, this research seeks to figure them out. The findings of the current research will allow the researcher to elicit several factors that can influence the students' satisfaction. The findings and the literature review of this study can also provide general pedagogical implications for teachers to achieve learners' satisfaction. Finally, the study will provide some basis for further research on learners' satisfaction through the teaching style.

1.3 Definitions of Terms

As the research questions imply, the central concepts of the study are teaching style and learner satisfaction. Thus, below, the definitions of the terms are introduced.

Teaching style is "a set of teaching tactics and approaches" (Galton et al, 1980).

Learner satisfaction is "an essential indicator of students' overall academic experiences, expectations, performance and achievement" (Virtanen et al, 2017; Wu et al., 2010, p.156).

CHAPTER TWO: LITERATURE REVIEW

2.1 Learner Satisfaction

Learner satisfaction is the attitudes, perceptions, and expectations of learners towards learning (Wu et al., 2010, p.156). The term may also be defined as the relationship between learners' expectations and actual gains (Rashidi and Moghadam, 2014, p. 3). Flammger (1991) defined learner satisfaction as realizing one's learning needs, an index to evaluate the joy of task fulfillment after performing learning activities, and the acceptance of sufficiency. Along with students' learning results and academic success, learner satisfaction is also one of the most critical indicators of teaching quality. Knowledge, skills, capabilities, and emotions are all involved in the delivery of education, and they are primary factors affecting learning results and learner satisfaction (Chang, I. Y., & Chang, W. Y., 2012, p. 282; Komarek and Bielefeldt, 2015, p. 4; Ocker, 2001, p. 430).

Measuring learner satisfaction is vital to educational institutions to identify teaching areas for improvement (Eom et al., 2006; Marsh, 1982; Zerihun, Beishuizen, &Os, 2012). Long (1985, p.11) believed that the purposes of learning are learning results and learner satisfaction. Several researchers claimed that learner satisfaction is the balance between individuals' expectations and the actual learning experience. When the experience is equivalent to or higher than individuals' former expectation, the students feel completely satisfied; when the experience is lower than expectation, they feel dissatisfied (Dziuban et al., 2007; Long 1985; Martin, 1988, p. 89; Flammger, 1991).

2.2 Categorizations of Learner Satisfaction

There are many interpretations of various factors of learner satisfaction. Davis and Davis (1990, as cited in Chien, 2007) distinguished the degree of student's participation, the trainer's teaching abilities, and the student's characteristics as factors in learning satisfaction. Kerwin (1981, as cited in Chen, 2012) and Binner et al. (1994) stated the following critical factors: *the location, the learning facilities, the course management, the staff, the informal communication* (after-school communication), *the respect* that teacher shows to his students, *the teacher's attitude toward training*. Ke and Kwak (2013, p 81) identified five student satisfaction elements: *learner relevance, active learning, authentic learning, learner autonomy, and technical competence*. Huang (2002) categorized learner satisfaction into six elements: *teachers' teaching, class materials, learning results, interpersonal relationship, learning environment, and administration*. Li (2002), Urdan and Weggen (2000, as cited in Green and Denton, 2012) categorized learner satisfaction into five groupings: *teachers' teaching, class materials, learning environment, school environment, and student-teacher relationship*. Wei (2003) studied the learning satisfaction of a community college in Tainan, and his categorization includes four groups: *teacher and teaching, course content, learning environment, and administrative services*. When Wu (1991) studied senior education institutions, she categorized learner satisfaction as *class materials, teachers' teaching, and interpersonal relationships*. Chen (1997) categorized learning satisfaction as *teaching methods, course material, learning results, student-teacher interaction, interpersonal relationship, and support*. Ma (1989) studied teachers' teaching and students' learning satisfaction when she studied short-term training programs, and she categorized learner satisfaction into *teachers' teaching style, learning results, and interpersonal relationships*.

However, after an extensive review, the literature showed the factors might be eternal; the most common aspects are *teachers' teaching style*, *class material*, *interpersonal relationship*, *learning results*, *learning environment*, and *teacher-student interaction* (Binner et al., 1994; Chen, 1999; Davis & Davis, 1990, as cited in Chien, 2007; Huang, 2002; Huang & Wang, 2012, p.139; Kerwin, 1981, as cited in Chen, 2012; Li, 2002; Ma, 1989; Wei 2003; Wu, 1991, Wu et al. 2010).

As far as different context is concerned, Martirosyan (2015, as cited in Weerasinghe & Fernando, 2018) determined program curricula and faculty services as the key factors of student satisfaction levels in the Armenian context. In Sri Lanka, reliability and empathy were the most influential and significant factors for student satisfaction levels (Pathmini et al., 2014, as cited in Weerasinghe & Fernando, 2018). In India, cooperation, the kindness of the administrative staff and the educational system's responsiveness are the essential factors in learner satisfaction. (Malik et al., 2010). In New Zealand, accommodation, community, safety, culture and teaching are the most critical attributes of learner satisfaction (Andrea and Benjamin, 2013, as cited in Weerasinghe & Fernando, 2018).

Teacher and teaching refer to students' satisfaction towards teachers' qualifications, personality, teaching methods, teaching style, and attitude. Students may regularly be confronted with challenging and stimulating teaching styles that can either derive intense student learning satisfaction or dissatisfaction in a student-centred class (Lo, 2010, p.48; Ocker, 2001, p. 448). However, Komarek and Bielefeldt (2015, p. 3) indicated that implementing more active methods effectively improves student engagement and learner satisfaction. Though there may be an "unbalance" between the course's challenges and the student's possession of learning skills,

teachers should take the responsibility to make them compatible (Winberg and Hedman, 2008, cited in LO, 2010, p. 51; Ocker, 2001, p. 432).

2.3 Teaching Style

The teaching style is “a teacher’s preferred way of accomplishing tasks, solving problems, and making decisions in the process of teaching. Besides, differing from individual to individual, it may sometimes vary between different groups, for example, schools” (Sternberg, 1997, as cited in Gafoor & Babu 2012, p.56). Brown (2001) explained teaching styles as a teacher’s behavior in implementing the teacher’s teaching philosophy. Bennett (1976) referred to teaching style as a teacher’s pervasive personal behavior and media used in the teacher-student interaction. Heimlich & Norland (2002, p.17-18) defined teaching style as a preference for teaching behavior and the congruence between the teaching behavior and the teaching belief. Accordingly, the most common definition of the teaching style may be considered the teacher’s preferred way to explain, assign and check in the process of teaching.

2.4 Categorizations of Teaching Style

There are various teaching style categorizations. Grasha (1996) distinguished five main teaching styles: *Expert*, *Formal Authority*, *Personal Model*, *Facilitator*, and *Delegator*. *The expert* possesses the knowledge and skills that students need; however, this knowledge is sometimes overused in the classroom and students become intimidated by the teacher’s knowledge. *The formal authority* has a precise and systematic way of conducting lessons, but the dependence on this style can only lead to standardized and less flexible ways to manage students’ needs. *The personal model* shows a teacher who teaches through personal examples and encourages them to observe the teacher as a role model. The obvious disadvantage is that some teachers may believe that their approach is the best way to lead learners, and some of the

students may feel inadequate being shown how to do things. *The facilitator* focuses on teacher-student interactions; the teacher guides students by asking questions, exploring options, suggesting alternatives and concentrates on the classroom goal to develop independent work capacity. The only disadvantage is time; the style can be time-consuming as a more direct approach is needed to make learners feel comfortable. *The delegator* encourages students to work on projects independently or as part of autonomous teams; however, some students may not have the capability to function autonomously, they may become anxious if they are not closely supervised (Grasha, 1996).

Sternberg and Grigorenko (1997) classified seven categories for teaching styles: *the legislative style* (creativity), *the executive style* (conforming), *the judicial style* (analytical), *the local style* (concrete ideas and details), *the global style* (abstract thinking and general problems), *the liberal style* (new ways to deal with tasks), and *the conservative style* (traditional ways to deal with tasks).

Dressel and Marcus (1982) and Woods (1995) categorized teaching styles into three categories: *discipline-centred*, *student-centred*, and *teacher-centred*. In a discipline-centred model, the course has a fixed structure. In the student-centred model, students are the focal point of all activities. In a teacher-centred model, the teacher is considered an authority and expert as students are passive recipients of this teaching model. However, Behar-Horenstein (2006), with many other researchers, distinguished only two of them as the main categories in teaching style: *teacher-centred* and *student-centred*.

Moston and Ashworth (1986) completed teachings style categorization, according to Doherty's (2003) list of teaching methods.

1. *Command*: Teachers make all decisions.

2. *Practice*: Students carry out teacher-prescribed tasks.
3. *Reciprocal*: Students work in pairs: one performs, the other provides feedback.
4. *Self-check*: Students assess their performance against criteria.
5. *Inclusion*: Teachers plan, students monitor their work.
6. *Guided Discovery*: Students try to solve teachers' set problems with assistance.
7. *Divergent*: Students solve teachers' set problems without teachers' assistance.
8. *Individual*: Teachers determine content, students plan the program.
9. *Learner Initiated*: Students plan their program, teachers give advice.
10. *Self Teaching*: Students take full responsibility for the learning process.

2.5 Match between Teachers' Teaching Styles and Learners' Learning Styles

Many researchers claimed that the teaching style had a significant role in students achievement, satisfaction and motivation; the most desirable results are calculated when both learning and teaching are conducted in an individual's preferred modality (Dunn, R. & Dunn, K., 1978; Ford & Chen, 2001, p.12; Felder, 1988, p.490; Gafoor & Babu, 2012). Gafoor and Babu (2012) compared learning and teaching as the two sides of the same coin; one focuses on the learner, the other on the teacher. The match between an instructor's teaching style with a student's learning style experiences the student's greater satisfaction (Ford & Chen, 2001, p.12; Gafoor & Babu 2012; Gilakjani, 2012, p. 51; Baleghizadeh & Shakouri, 2015,p. 398-399). Moreover, the classroom methodology should be improved based on students' learning experiences and style preferences (Beck, 2001, p.3; Zhenhui, 2001, p. 4). Accordingly, a consistent teaching style proposes its achieving methods: 1) applying a student-centred teaching style, 2) fostering a learning style, and 3) linking teaching and learning styles (Liu & He, 2014).

Researchers claim that learner satisfaction cannot be fixed and always alters depending on the changeable learning and teaching styles. Teachers have several opportunities to balance their teaching styles with the students' learning style to achieve learners' satisfaction, such as accommodating particular styles and providing learners with instructional approaches (Dunn and Dunn, 1978; Grasha, 1996; Felder, 1988). Thus, neither students nor teachers are always from one side of a style; they cannot always cluster into one package of styles (Dunn and Dunn, 1978).

2.6 Mismatch between Teachers' Teaching Styles and Learners' Learning Styles

Teachers need to provide proper guidance for learning English so that students can swim in the open seas. According to Felder (1988), learner dissatisfaction occurs when students' preferred methods of processing information and learning are not aligned with the teachers' preferred styles and teaching methods. This mismatch may demotivate students and affect their general performance (Felder, 1988). Hyman and Rosoff (1984, p.35-36) made the following recommendations for teachers in their comparative analysis of the mismatch between teaching and learning styles and dissatisfaction:

1. Admit that learning styles are not fixed.
2. Ensure students' success by giving them tasks that were neither too easy nor too hard.
3. Work with students' strengths and interests.
4. Use a multi-dimensional perspective to pay attention to actions, not abilities.
5. Look beyond cognitive areas.
6. Provide regular positive feedback to support students.
7. Help students discover meaning and value in the learning task.
8. Make students feel as a valued part of a learning community.

9. Admit that they can thoroughly control only their actions in the classroom.
10. Stay students in teaching.
11. Avoid performing only for one person or a particular group involved in a learning situation.

Dunn and Dunn (1978) claimed that most teachers could link their teaching styles to learners' learning styles to achieve their learners' satisfaction. While matching teaching styles to learning styles, the instructional methods should be analyzed and determined how they can address or meet the various learning styles' needs (Dunn & Dunn, 1978; Smith & Renzulli, 1984, p.44). After selecting the student's learning style preference, the teacher needs to design instructional methods that meet the student's needs (Dunn & Dunn, 1978; Smith & Renzulli, 1984, p.45).

2.7 Learner motivation

Motivation is an intricate part of satisfaction; hence, learner motivation is a psychological behavior that influences the learners' preferences of investing their time, energy, and effort in any given task and their feelings and persistence during various learning tasks. Learning motivation engages students in completing academic activities (Appleton et al., 2008; Ramli, 2014, p.725). Teachers are encouraged to create a motivating learning environment that enhances students' autonomy and competence, providing students with self-directed learning opportunities. Teachers are also recommended to plan learning activities that might increase students' self-perceived mastery (Appleton et al., 2008; Ramli, 2014, p. 727; Turner, 1995 p.421).

Motivation is usually higher at the beginning of the learning programs than after completing it. Thus, it might affect or be affected by learners' experiences, such as

student-student and teacher-student interactions. After all, the presence or the absence of motivation will impact the learners' satisfaction level (Dziuban et al., 2015; Kirmizi, 2015).

To conclude, students may not always be satisfied and motivated with the delivery of material (Osgerby, 2013, p.88). Every course needs to have a structure, flexibility and usability. No matter the formatting of the course, it should be accessible through the teachers' teaching style; hence, the instructor should care about delivering the course and maintaining a strong presence to support and motivate students (Hahessy et al., 2014; Sockalingam, 2012). Thus, in light of the reviewed literature, the current study attempts to provide additional evidence on teaching styles, whether there is a match or mismatch between teachers' teaching styles and learner satisfaction and .

CHAPTER THREE: METHODOLOGY

The three main research questions emerged at the beginning of the study to properly analyze teaching styles and learner satisfaction. The objectives of this study were to focus on the instructor role and teaching styles as they pertain to learner satisfaction. The study possessed a mixed-method research with quantitative and qualitative data

3.1 Context

The study was conducted in one of the after school English programs in Armenia. The program aims to teach and improve from Elementary to Upper-Intermediate level students' General English receptive and productive writing skills. Students learn and study grammar, vocabulary, pronunciation, and develop reading, writing, speaking, listening, and interaction skills. The course is available only in offline mode.

The general English courses consist of 19,5 hours of teaching per month and 117 hours for each level. Classes have a maximum of 12 students, allowing teachers to provide each student with the personal attention they require. Throughout the course, the teachers are supposed to create their lesson plans, design additional activities, interactive games and develop their teaching materials.

3.2 Participants

The study participants were 32 intermediate level teenagers (18 male and 14 female) and 3 EFL instructors (female). The participants were chosen based on several criteria, which is described in detail in the sampling procedure. The age of the student participants was in the range of 14-16. The age of teacher-participants ranged from 27-35. All the teachers have more than four years of teaching experience in the EFL context. One of them was an alumnus of the American University in Armenia and had more than seven years of EFL teaching experience; the

other two instructors were graduates of Yerevan Brusov State University of Languages and Social Sciences and Yerevan State University in Armenia. The classes of all teacher participants were observed three times a week, and they were interviewed after nine complete lessons. They were ready to identify the weaknesses and improve their teaching styles.

3.3 Sampling Procedure

According to the previous annual survey results in the English afterschool program in Armenia, there was a low satisfaction with how the teachers explain lessons, check and assign homework. We asked the headmaster to share the evaluation survey results to figure out the level and the age of the students who voted for low satisfaction (see Appendix A). Later, we suggested doing research. Consequently, the research included only intermediate level teenagers' (34.1% low satisfaction) in the General English courses in the scope of this study.

Both the student and teacher participants gave their oral consent to take part in the research. They were informed beforehand that they would be observed, and the data collected in the classroom would be used only by the researcher within the scope of the current study. Moreover, they were happy to be observed and be interviewed. They were also notified that all the participants would stay anonymous in the study to protect their privacy.

3.4 Instruments

This study benefited multiple instruments from qualitative and quantitative data collection tools to ensure data triangulation and reach the aims mentioned above. The study was taking place within six weeks, during which the participants were to be observed and complete evaluative questionnaires. While the purpose of the study is to examine the teachers teaching styles and learners satisfaction, no specific instructions were provided to control the lessons. The teachers' only requirements were to complete the teaching style questionnaire and share the

types of activities they were going to use before each lesson. The students were asked to complete evaluative surveys after each observation.

3.4.1 Questionnaire

Teacher participants' teaching styles were determined using the Teaching Style survey based on Grasha, 1974 Teaching Style Scale (See Appendix B; it was used to collect the quantitative data. The Teaching Style structured online questionnaire (see Appendix C) included ten questions, two questions related to per style. It consisted of five-point Likert scale items, ranging from 1 (Strongly disagree/կտրականապես դեմ եմ) to 5 (Strongly agree/լիովին համամիտ եմ).

The survey was in English, but an Armenian translation was also provided to ensure the participants in-depth understanding of the questions and statements. For example, *I desire to be an authority for students because of my position as a teacher and age.* Հազվի առնելով իմ տարիքը և ուսուցչի պաշտոնը՝ ես ցանկանում եմ հեղինակություն լինել իմ ուսանողների համար : (see Appendix C) Further, to have a valid and accurate translation the survey was double-checked by another native Armenian who graduated from Yerevan Brusov State University of Languages and Social Sciences, the faculty of Translation and Intercultural Communication.

3.4.2 Evaluation form

The lesson evaluation forms with the students were conducted. The Questionnaire consisted of two Likert-type items with a four-point scale from 1. Poor/ Վատ to 4. Excellent/ Գերազանց and three open-ended questions (Appendix D). Similarly, it was in English, but an Armenian translation was also provided to ensure the participants' in-depth understanding of the questions and statements. For example, *How would you rate the group work you had in this*

lesson? Ինչպէ՞ս կգնահատե՞ք այս դասի խմբային աշխատանքը: The student participants were also asked to feel free and write in Armenian for open-ended questions if they want.

3.4.3 Narrative record form

The narrative record form, also known as an anecdotal record, was made to record the teaching process, teachers' teaching style and the students' behaviour during the lessons. The record incorporated two forms: the first (see Appendix E) was based on the Grasha's (1996) five teachings styles scale to elicit the teaching process in a lesson, to reveal the teachers' styles and the students' behaviour, and the second (see Appendix F) was taken and modified to clarify teaching styles and teacher assistance in the lesson.

3.4.4 Focus group interview

The primary purpose of the focus group interview is to address the questions that the questionnaires and observations failed to cover with sufficient depth. (Appendix F) Therefore, the interview questions are basically derived from the questionnaires and observations during the data collection stage. It included 17 questions about four main areas that were notified as the source of low satisfaction.

3.4.5 One-to-one interviews

The one-to-one interviews were conducted with the interview guide based on several characteristics (Appendix G). The semi-structured one-to-one interviews with the teachers intended to determine their teaching approaches and attitudes towards the four main areas that revealed the students' low satisfaction.

3.5 Instrument piloting

To assess the instruments' applicability and practicality, they were piloted before the implementation. First, the teacher's survey was sent to two English teachers who currently are

second-year students in the Teaching English as a Foreign Language (MA TEFL) Program at the American University of Armenia. Secondly, the students' survey was completed by two 14-year-old students. According to their feedback, some improvements were made.

3.6 Procedure

The data collection stage comprised a questionnaire for the teacher participants, observations, overall three lesson evaluation forms (three evaluations for each teacher's lessons), a follow-up focus group interview with students, one-to-one interview with teachers. At the beginning of the data collection, three EFL teachers completed a structured questionnaire on teaching styles. Overall, nine observations (three observations for each teacher) were conducted in a month to elicit the teaching process in three different classrooms and reveal their teaching styles. To measure the students' satisfaction with each lesson, they were asked to complete the evaluation questionnaires. Later, the answers of the lesson evaluation forms were discussed in focus group interviews with the students and one-to-one interviews with the teachers.

3.7 Data analysis

The current study was mixed-methods research; therefore, the data were analyzed both qualitatively and quantitatively. The quantitative data from the questionnaires were analyzed via the Statistical Package for Excel and the Statistical Package for the Social Sciences (SPSS) using descriptive statistics, such as mean, frequencies and percentages. The interviews were recorded and transcribed. The qualitative data was analyzed following the inductive approach through content analysis by coding and categorizing the answers; the categories emerged from the data.

CHAPTER FOUR: RESULTS

The current study aims to explore the causes of learner low satisfaction with the teaching styles in the afterschool English program. Based on the results of the questionnaires, evaluation forms, class observations, and follow up one-to-one teacher and focus group student interviews, the next sections of this chapter will provide answers for each research question.

4. 1 Research Question 1

The first leading research question of the current study is the following:

1) What are the teachers' preferred teaching styles?

The evidence from the analysis of the teachers' teaching style questionnaire was employed to answer this research question. As mentioned above, the questionnaire is based on Grasha, 1974 Teaching Style Scale (Expert, Formal Authority, Personal Model, Facilitator and Delegator); each style includes two questions to be answered. The literature review has already clarified that every teacher adopts various teaching styles in the teaching process, and it is impossible to distinguish a specific one for each of them. However, we expected to reveal the dominant teaching styles for each teacher. The responses to the teachers' questionnaire were analyzed using descriptive statistics (mean) via the statistical package for Excel.

Figure 1.1 illustrates two dominant teaching styles for each teacher: Personal Model and Delegator for Teacher A, Formal Authority and Delegator for Teacher B, and Personal Model and Facilitator for Teacher C.

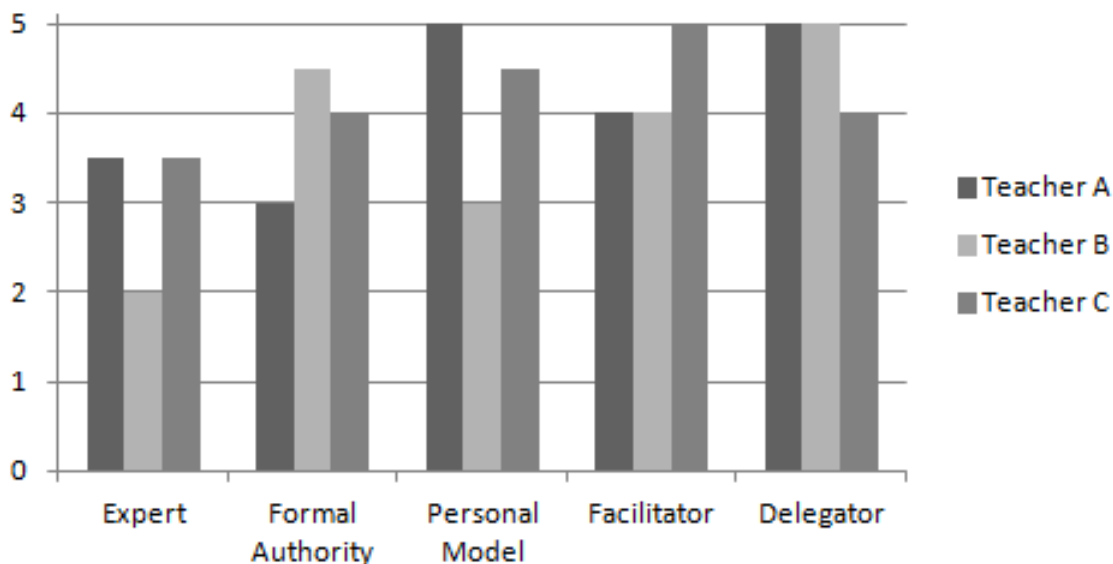


Figure 1.1 The Mean of the Teachers' preferred teaching style questionnaire

4.2 Research Question 2

2) Do the teachers' preferred teaching styles correspond to the actual ones they use in the classrooms?

To find out the answer to this question, overall, nine observations were conducted: three class observations for each EFL instructor with the same group of learners. The narrative records of the observations were categorized and analyzed via the Statistical Package for the Social Sciences (SPSS) and Excel. Comparing the results of the teaching styles questionnaire with the Frequency analysis of the teachers' observed teaching styles, a complete match was released in

the case of Teacher B and a mismatch in the case of Teacher C. Correspondingly, during the three observations, Teacher A dominantly possessed one of her preferred teaching styles: the Delegator. Teacher B applied thoroughly the same teaching styles as her preferred ones: Formal Authority and Delegator. However, Teacher C had a role of Formal authority and Expert rather than her preferred Personal model and Facilitator. (Figure 1.1 and 1.2)

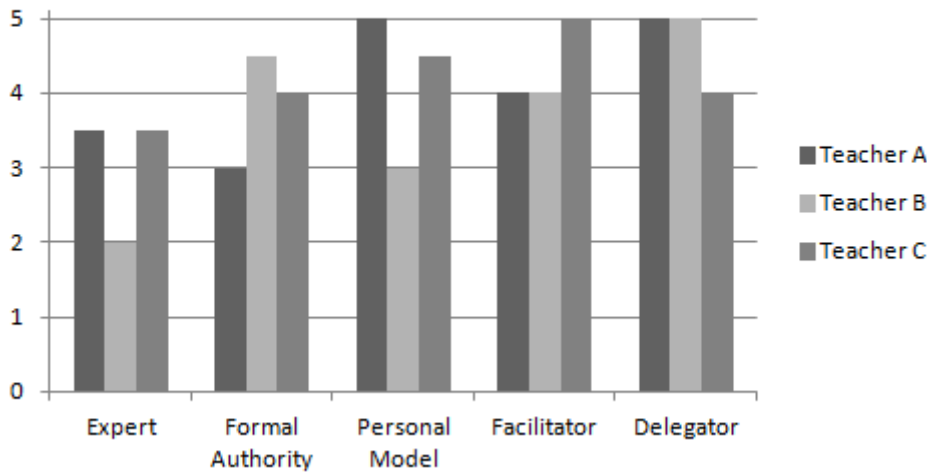


Figure 1.1 The Mean of the Teachers' preferred teaching styles

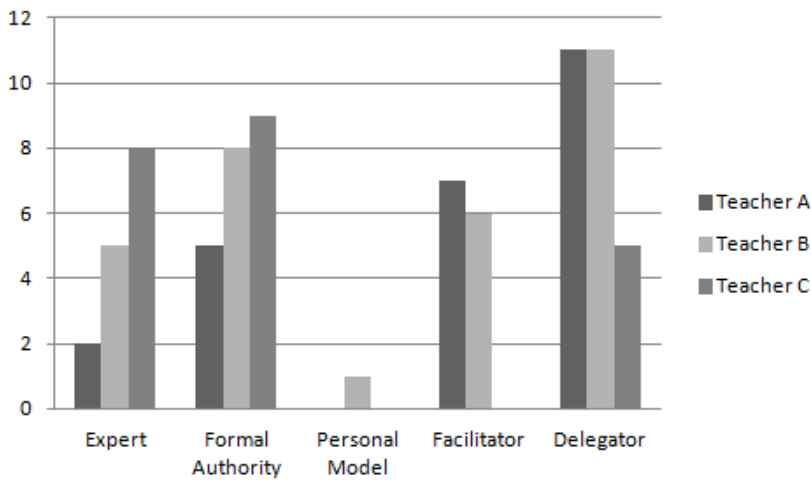


Figure 1.2 The Frequency analysis of the observed teaching styles

4.3 Research Question 3

3) What factors cause students' low satisfaction with the teachers' teaching styles in one of the afterschool programs in Armenia?

The researcher used the data from the post-lesson evaluation surveys, the follow-up focused group interviews with students and one-to-one interviews with teachers at the end of the study to address the third research question. The data were analyzed using SPSS. Respectively, the data were illustrated starting from Teacher A, B, C.

Teacher A

The subjective analyses of three observations' in **Teacher A's** classroom allowed the researcher to describe her individual teaching style. The teacher maintained acceptable volume, intonation and rate of speech. Concerning the subject matter content, the Teacher spoke English clearly without any major errors at the appropriate level. She applied Standard English and sometimes L1 (Armenian), which really helped her manage the whole class properly. She used the board to highlight the essential words and phrases. Several S-S interactions (pair work, group work); opportunities for real communication was created. She was aware of her students' progress and provided necessary help by maintaining the students' interest. The Teacher also tried to delegate the students to complete all the tasks fluently and smoothly; therefore, the atmosphere was warm and friendly.

Regarding time management, she was able to control it. However, depending on the type of the activity (esp. Pair and group works), she made some changes in the time she had tended to spend, and even sometimes she forgot to tell the students the allocated time of the activities. Nevertheless, the teacher seemed confident and maintained a positive classroom dynamic during the whole lesson.

Overall, three observations in **Teacher A's** classroom revealed 13.8% low satisfaction with the way the group work and 6.5% the pair work were conducted (Table 1, 2). The class observations also indicate several students' passive performance in some pair and group work activities. (See Appendix I for the satisfaction of each day). As mentioned above, she used to deliver pair work worksheets or the instructions without mentioned the time the students need to have them completed. The students got disappointed when they could not manage to finish the task.

Table 1

Teacher A class satisfaction with the Group activities

Group Work		Frequency	Percent
Valid	poor	4	13.8
	fair	8	27.6
	good	10	34.5
	excellent	7	24.1
	Total	29	100.0

Table 2

Teacher A class satisfaction with the Pair activities

PairWork		Frequency	Percent
Valid	poor	2	6.5
	fair	11	35.5
	good	14	45.2
	excellent	4	12.9
	Total	31	100.0

Additionally, the open-ended questions in the evaluation questionnaires' revealed several aspects that needed to be considered. The students in this group asked to include more writing

activities, grammar, discussions, speaking activities, debates, listening activities, videos and extracurricular exercises (Table 3).

Table 3

The student participants' suggestions in Teacher A's class

Note: The participants could choose more than one answer.

To figure out the highest demand for grammar, writing and listening, an interview with Teacher A was conducted. The Teacher expanded on not teaching grammar, as it is not a part of her course. The students are supposed to know and use grammar relevant to their level. Whenever she finds students with weaker accuracy, she usually advises some websites or books that they can use to master it on their own at home.

Related to listening skills, she claimed that the course books she applies are based on academic listening skills, methods and techniques, and she uses mainly the activities included in the books to teach listening skills. She clarified that probably 2/3 of each unit contains listening activities. Therefore, she added that listening activities are a core part of the students' homework; they need to work on it at home to improve it as much and as fast as possible.

As far as writing is concerned, it is probably the only thing she works online to teach. During the lesson, she gives the students some hints, phrases, transitions, and methods to structure their writing. The rest they do at home and get feedback online. Writing exercises are 10% of their class-work, 90% is left for homework. (See Appendix J)

To conclude, using the formal authority and delegator features, she tended to focus on content. The teacher sometimes had a teacher-centred classroom, where she felt responsible for providing and controlling the flow of the content, and the students only received the content. She was rarely an observer to promote peer collaboration and encourage student-to-student learning. However, there was a mismatch between the learners' needs, satisfaction, and how she conducted the activities in class.

Teacher B

The three observations in Teacher B's class could subjectively examine her individual teaching style. She maintained acceptable volume, intonation and rate of speech. She spoke English accurately without any errors at the appropriate level for the students. She used Standard English and sometimes L1. However, all mentioned above did not help her to manage the whole class properly during several activities. She used three colours on the board to highlight the essential words and phrases. She was trying to assist students; nevertheless, some of the students seemed puzzled and unconfident while reading the instructions for some of the activities. After explaining the instructions, the teacher did not ask instruction checking questions (ICQs). Therefore, not all the tasks were clear for some of the students.

She had a good time management. However, depending on the type of the activity (esp. Pair and group work) she was not able to maintain discipline and control. She tried to answer all the questions asked by the active students, but the care for the shy and passive students was not obvious. Thus, the active students were motivated and encouraged to participate, while the passive and shy students were taken aside.

The physical attributes of classroom were motivating for the class. It was convenient enough to focus the students on the lesson and monitor the whole class. The teacher included

variety of the techniques and technology in the lesson. The materials she used were appropriate for the targeted level.

In **Teacher B's** classroom, three evaluative questionnaires disclosed somewhat equal low satisfaction with the way the three types of activities were conducted: Individual work- 19%, Pair work 14.3%, Group work - 11.4% activities (Tables 4,5,6). Though the teacher tried to incorporate various types of activities, the narrative records of the observations also prove noisy and messy behavior of students and the absence of ICQs for the individual, pair and group work activities. Therefore, the students suggested having organized and silent group work activities in the open-ended questions of the evaluation forms.

Table 4

Teacher B class satisfaction with the

Individual activities

Individual work		Frequency	Percent
Valid	poor	6	17.1
	fair	4	11.4
	good	17	48.6
	excellent	6	17.1
	Total	33	94.3
Missing	System	2	5.7
Total		35	100.0

Group work		Frequency	Percent
Valid	poor	4	11.4
	fair	1	2.9
	good	3	8.6
	excellent	3	8.6
	Total	11	31.4
Missing	System	24	68.6
Total		35	100.0

Table 5

Teacher B class satisfaction with the Group activities

Table 6

Teacher B class satisfaction with the Pair activities

Pair work		Frequency	Percent
Valid	poor	5	14.3
	fair	7	20.0
	good	8	22.9
	excellent	2	5.7
	Total	22	62.9
Missing	System	13	37.1
Total		35	100.0

However, the students suggested including more grammar, speaking, listening, vocabulary activities, group work, debates and discussions, videos, songs, games and longer breaks. The highest demand is for grammar, video and listening activities. (Table 8)

Table 7

The student participants' suggestions in Teacher B's class

Note: The participants could choose more than one answer.

In order to find out the reasons for these requirements, an interview with Teacher B was conducted. It turned out that she teaches Grammar once a week, which means each third lesson is about a new grammatical topic. She teaches Grammar inductively, trying to build the new topic on the students' background knowledge and making connections with it. She tends to involve the students in grammar lessons by detecting or noticing the peculiarities of this or that grammatical topic. She also incorporates some grammar activities in homework. Therefore, she added that the course includes Grammar Workbooks; students can learn and revise some topics independently.

Relating to listening activities, Teacher B mentioned the use of pre-, while, and post-listening activities to help students pay attention to the information they need. Besides, she assigns listening activities as homework. Later, she added that the students who are not so good at listening are usually given the script with the listening at the beginning for them to pay attention to how each word can be pronounced. She thought it helps them a lot to understand listening better.

Concerning videos, she claimed that the students are given videos almost during every lesson. She also ensured to use videos with subtitles as homework to develop the students' reading speed. However, the narrative record of the observations also proved the lack of videos in the classroom (see Appendix L).

To conclude, depending on the lesson stage and the activity type, Teacher B applied the features of Formal Authority and Delegator styles. However, there was a need to improve classroom management and increase the use of ICQs. There was also an incongruity among the actual activities Teacher B uses in class, the ones she declares to use in class and the students' needs.

Teacher C

The Teacher maintained professional comportment and appearance. She mastered the subject and avoided using L1 as much as she could. She allocated sufficient time for each task/activity, allowed students to respond within each task/activity and maintained a good pace; however, the lesson was not dynamic. She showed good command and knowledge of the subject, but the knowledge overweighed the teaching method possessed in the lesson. Through the personal questions, she tried to make the students participate in discussions. Therefore, the Teacher's role mainly consisted of the features related to the expert and formal authority.

The teacher tended to maintain discipline and control due to her age and position. However, she did not manage to monitor and give feedback to everyone as not all the students were eager to participate in the discussions. Moreover, she created her lessons based on the students thinking ability and did not exhibit sensitivity to students as individuals. Whenever she found a student could not express an idea, she skipped him/her turn. The students had to use the Internet to make some activities easier and pleasant to complete.

After each observed lesson in **Teacher C's** classroom, evaluation forms indicate low satisfaction with the way the pair work (12.9%), group work (16.1%), and individual activities (25.8%) were conducted. Additionally, the narrative records of the observations showed several techniques and approaches of expert and formal authority for teacher C; she asked the students to complete the activities mentioned above without providing them with the appropriate instructions and explanations (Table 9,10,11). Thus, the absence of proper instructions for the activities can cause dissatisfaction with different types of activities.

		Group work	
		Frequency	Percent
Valid	poor	5	16.1
	fair	3	9.7
	good	4	12.9
	excellent	8	25.8
	Total	20	64.5
Missing	System	11	35.5
Total		31	100.0

Table 9

Teacher C class satisfaction with the individual activities

Table 10

Teacher C class satisfaction with the pair work activities

Table 8

Teacher C class satisfaction with the group activities

Pair work

		Frequency	Percent
Valid	poor	4	12.9
	fair	1	3.2
	good	1	3.2
	excellent	4	12.9
	Total	10	32.3
Missing	System	21	67.7
Total		31	100.0

Individual activity

		Frequency	Percent
Valid	poor	8	25.8
	fair	6	19.4
	good	6	19.4
	excellent	11	35.5
	Total	31	100.0

Table 13 states the students' low satisfaction with the lack of videos and listening activities in the lessons. Besides, the narrative records of the observations also showed less frequent use of listening activities and videos in class.

Table 13

The Student participants' suggestions in Teacher C's class

Suggestions

		Frequency	Percent
Valid	Videos	7	30.4
	Listening activities	6	26.1
	Debates	4	17.4
	Grammar	1	4.3
	Writing	1	4.3
	Interesting topics	1	4.3
	Visuals	1	4.3
	Interactive games	1	4.3
	Speaking	1	4.3
	Total	23	100.0

Note: The participants could choose more than one answer.

To reveal the causes of these requests, we conducted an interview with Teacher C. She claimed that the students are permanently assigned to complete listening activities mainly during the lesson; she does not find it effective to include them in their homework.

Regarding videos, she proved that they do not have them very often; she sometimes includes the videos to make students more interested and active about the topic. She assigns to watch videos at home to get some information, vocabulary, to develop listening skills. Afterwards, they discuss these videos with their groupmates and activate their speaking and discussion skills in class (See appendix N).

To conclude, Teacher C attempted to challenge her students to enhance their competence. However, the teaching style manifested in the activities she applied did not meet the students' needs. The students were mostly given to complete Individual worksheets without being provided with the instructions beforehand.

To clarify what the students meant by suggesting grammar, writing and listening and what they tend to have, we conducted a focused group interview (4 students from each group). The students complained that they had grammar only twice a month and sometimes once a week, which decreases their chances to reach accuracy in writing and speaking and increases the probability of failure in the tests at school. Their primary aim to study English is to speak fluently and accurately and take English exams well. Besides, the students required to be provided with more grammar worksheets, check grammar in class rather than check them with the help of the answer keys. Also, the students asked to have more grammar-related homework on paper but not assigned in the online systems.

As far as writing is concerned, the students ensured that they have short writing exercises a lot but an essay once a month. They would like to have more writing practice to be confident to chat with friends from foreign countries, pass exams well, and get ready to take university entrance exams. They would suggest the teachers give various topics to choose for essays and blogs once a week as it is fun. They would also like to have writing exercises as homework both for individual and pair work.

With regard to listening, the students stated having listening exercises for almost every lesson but complained that they were very short. The students want to improve their listening skills to watch movies, fluently communicate with foreign friends, and get ready for the university entrance exams. They also suggested having listening games, making Vlogs and sharing with friends. Besides, they would like to have many supplementary online listening exercises.

Concerning videos, the students asked to have almost every lesson rather than watching them twice a week. They wanted to make the lessons more exciting and to get to know a lot

about the topic of the day and in general. They would also like to have longer videos with related exercises (see Appendix O).

In conclusion, firstly, in the case of Teacher B only there is a complete match between her preferred teaching style and the teaching used in class. In the case of Teacher A and Teacher C, there is a mismatch between the declared teaching styles they use and the actual teaching in class. Secondly, there is a mismatch between the students' needs and the three teachers' teaching styles. Thirdly, the low satisfaction with the teaching styles is manifested in the low ranking of the ways the activities were conducted (Individual, group and pair work). Fourthly, time management in Teacher A's classroom, the absence of ICQs and the weak classroom management in Teacher B's classroom, and the lack of instruction explanations in Teacher C's classroom cause low satisfaction afterschool English Program.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1. Discussion

The current study explores the causes of learner low satisfaction with the teaching styles in the afterschool English program. In light of the data analysis, this chapter strives to provide interpretation for the following questions:

- 1) What are the teachers' preferred teaching styles?
- 2) Do the teachers' preferred teaching styles correspond to the actual ones they use in the classrooms?
- 3) What factors cause students' low satisfaction with the teachers' teaching styles in one of the afterschool programs in Armenia?

Comparing teachers with artists, we can compare the process of creating a painting and teaching a lesson. While an artist blends colours on canvas to create a certain mood, a teacher incorporates different teaching styles to create a particular mood in the class. Though we would tend to place the teachers into one of “five boxes” (Grasha’s teaching styles), all teachers possessed various quantities of the styles incorporated. They primarily used some of the styles more often than others. The primary or dominant styles are “like the foreground in a painting”; they are easily noticed and “central to understanding the painter’s vision”. The other teaching qualities are “like the background”. (Grasha, 1994, p. 146).

In response to the first research question, the teaching style questionnaire revealed two pervasive teaching styles for each teacher: Personal Model and Delegator for Teacher A, Formal Authority and Delegator for Teacher B, and Personal Model and Facilitator for Teacher C. Therefore, the observations stated both the advantages and drawbacks of these teaching styles which will be discussed with the second research question below.

The second research question is concerned with the match between the teachers' preferred teaching styles and the actual ones they apply in the classrooms. Though there is much

research about EFL Students' Preferred Learning Styles, EFL Teachers' Preferred Teaching Styles, EFL teachers' learning styles and their relation to teaching styles, a little examination is done *on a match or mismatch between learning styles of EFL learners and teaching styles of the EFL teachers and a match or mismatch of EFL teachers' preferred teaching styles with the ones they apply in classrooms*. This case study strived to demonstrate the importance of matching the teachers' preferred teaching styles with those they applied in the teaching process. A rich source of material was gathered during the observations about the particular ways the three EFL instructors taught. The findings for this research showed a match only between one of the teachers' preferred teaching styles and the ones she used in the classroom. Teacher B preferred and applied Formal Authority and Delegator. There was a mismatch between the two teachers' actual teaching styles and the preferred ones; Teacher A applied features from the Formal Authority and Delegator styles while she preferred Personal Model and Delegator, Teacher C possessed Formal Authority and Expert rather than her preferred roles of Personal Model and Facilitator.

As highlighted in the literature of this study, there are several advantages and disadvantages of each teaching style. Observations in the three EFL classrooms and one-to-one interviews with the teachers also implied some of them:

1. The teachers with formal authority style emphasize acceptable standards, provide positive and negative feedback, establish learning goals, rules, and expectations for students, and supervise them with critical eyes toward standard practices and procedures (Grasha, 1996; Heydarnejad, Kazemi & Soleimani, 2013).

2. The teachers with delegators' role are concerned with developing students' confidence in autonomous learning. They serve as resources for students' needs. (Grasha, 1996; Heydarnejad, Kazemi & Soleimani, 2013).
3. The teachers with an expert style tend to maintain status among students because of their knowledge and expertise. However, they transfer all their knowledge and challenges students to enhance their competence. (Grasha, 1996; Heydarnejad, Kazemi & Soleimani, 2013; Hosseini Fatemi, & Ghonsooly, 2017, p. 29).

Moreover, each instructor's style was "like a different colour on an artist's palette". An artist's imagination, the subject matter, and the colours available on the palette limit his way to be expressed. Likewise, several factors appear to restrain the expression of teaching styles (Grasha, 1994, p.144). Regarding the third research question, various factors may clarify learner satisfaction in the learning and teaching process. This case study reveals teaching activities (individual, pair and group work), instruction organization and implementation in one of the English afterschool programs in Armenia in the first rank to be improved (Marzano et al., 2003; Shellard & Protheroe, 2000).

Moreover, the research found a huge mismatch between the teachers' teaching styles and the students' needs. The students requested various kinds of interactive, fun and skill-based activities (listening, writing, speaking and grammar), organized lessons, and clearly stated instructions through the evaluation forms and focused group interview. The observations also revealed the lack of motivation and performance in the repetitive activities and the activities that were not properly explained to complete.

There is also a significant discrepancy between the teachers' observed teaching, their answers in one-to-one interviews and the learners' requests for their needs in the focused group

interview. While the teachers claim to have a number of activities for specific skills such as listening, writing, speaking and grammar, and enough practice for each skill, the students ask to include various activities and increase the practice for several skills. The observations also elicit the lack of grammar and writing in Teacher A's classroom, listening in Teacher B's classroom, and listening and speaking in Teacher C's classroom.

5.3 Pedagogical Implications for Teachers

As mentioned above, each teacher has specific teaching styles and various learning styles that may influence students' learning satisfaction, motivation, engagement, academic performance and achievement. A very knowledgeable, creative, passionate, enthusiastic, engaging and even highly qualified teacher may fail to facilitate learning for students whose strengths, learning style preferences, and goals are not stated and addressed by her teaching styles. Thus, teachers need to identify and understand students' preferred learning and teaching styles and respond to different learning styles by accommodating teaching strategies that could enhance learning. The following pedagogical implications are recommended based on, observations and the student participants' suggestions:

Teachers should:

1. raise their awareness of the Students' needs.
2. be flexible in changing their teaching styles to meet the students' needs.
3. inquire and receive students' feedback on their teaching style.
4. diversify the types of the activities.
5. combine visual, auditory, tactile, and kinesthetic styles.
6. use pictures, photographs, drawings, sketches, and cartoons.
7. not assign repetitive exercises.

8. show videos.
9. encourage questions and discussions.
10. assign open-ended activities to encourage students' creativity.
11. incorporate more teamwork and collaborative learning.

Practical implications of the study

The first step towards benefiting from this research is distinguishing different teaching styles in EFL classrooms as most researchers do not distinguish between learning and teaching styles (Kirby, 1979, as cited in Lacey, 1988; Ladd, 1995). Second, the literature review and the findings of this research clarified that learner satisfaction and motivation cannot be fixed and constantly alters depending on the teaching styles. (Dunn K. and Dunn. R., 1978; Grasha, 1996; Felder, 1988). Thus, this study suggests persistently adapting teaching styles to learners' preferences and goals to reach higher satisfaction and motivation. Third, the findings of the current mixed-method study also sought to shed light on the little researched topic of the Teaching Styles and Learner Satisfaction in the Armenian EFL context. Finally, the findings of this research show that satisfaction with the teaching style can be manifested in the rank of the activities teachers use and the way they conduct them.

5.5 Limitations and Delimitations of the study

This initial study has some limitations and a delimitation, which should be considered while interpreting the results. The most important limitations of the initial study are considered to be the sample size, age of the participants, and proficiency level of the participants. If the sample population was more extensive and more inclusive, the results could have been more generalizable. Another limitation can be social desirability bias as the study participants' might provide the information they think the researcher expects to get. Finally, the Hawthorne effect

could also be a limitation because the interview participants may sometimes avoid giving sincere answers knowing in advance that they will be interviewed, and the information will be used for research purposes.

The present study has the following delimitations. Time constraint (the number of observations) is considered the first delimitation of the study. Had the research been conducted in a more extended period and with larger sample size, the effects and the relationships between the results and the factors, reliability and validity might have been more visible and significant. Moreover, in that case, more detailed statistical analysis could have been carried out, and all the levels of ordinal data could have been taken into consideration. The other delimitation is limiting the participants of the study to teachers and students.

5.6 Recommendations for future research

The current research could be a touchstone for future studies. Firstly, future research could incorporate the participants' larger sample size to generalise the findings to all the EFL teachers in the Armenian context, including primary and high-school teachers and students, teachers and students from other regions. Secondly, the research could include student participants with various proficiency levels of English. Thirdly, the time dedicated for the data collection and analysis could take a more extended period. Fourthly, the research could compare the teaching styles and teaching activities used in groups with low satisfaction and high satisfaction. Besides, further studies could examine the attitudes of other stakeholders, such as administration staff and parents. Ultimately, further examinations on this topic could include motivation as a variable to measure learner satisfaction.

5.7 Conclusion

Teaching is an exciting profession that combines various teaching styles. The literature review defined the teaching style as the way the teachers present themselves to students, convey information, interact with learners, manage tasks, supervise work in process, and socialize learners to the field. Though the teachers get feedback and support from their cooperating teachers and colleagues, they should reflect on their teaching styles and enrich their teaching and personal skills. Nevertheless, there could be a convergence between the teachers' preferred teachings styles and the ones they apply in the classroom. Thus, teachers need to be aware of the advantages and disadvantages of their dominant teaching styles and get regular self-feedback.

In addition, teaching styles can be manifested in the rank of the activities the teachers use and the way the teachers conduct them. Moreover, a key to getting students highly satisfied with the teachers' teaching style and motivated in learning is considered to lie in understanding their needs and goals. This study can be an excellent contribution to this particular after school English program and personnel; the EFL teachers recognized their strengths and weaknesses in teaching and got an opportunity to improve their teaching styles to have a good partnership with students to achieve the goals of the teaching and learning process.

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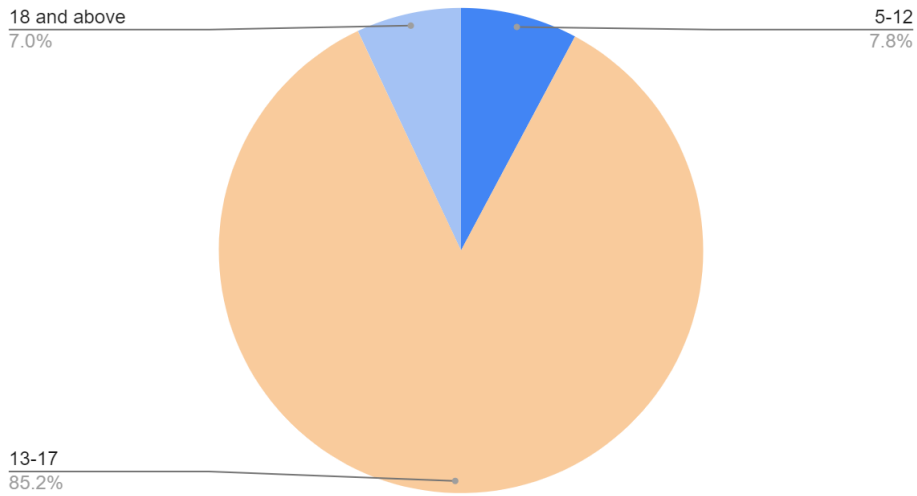
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APPENDICES

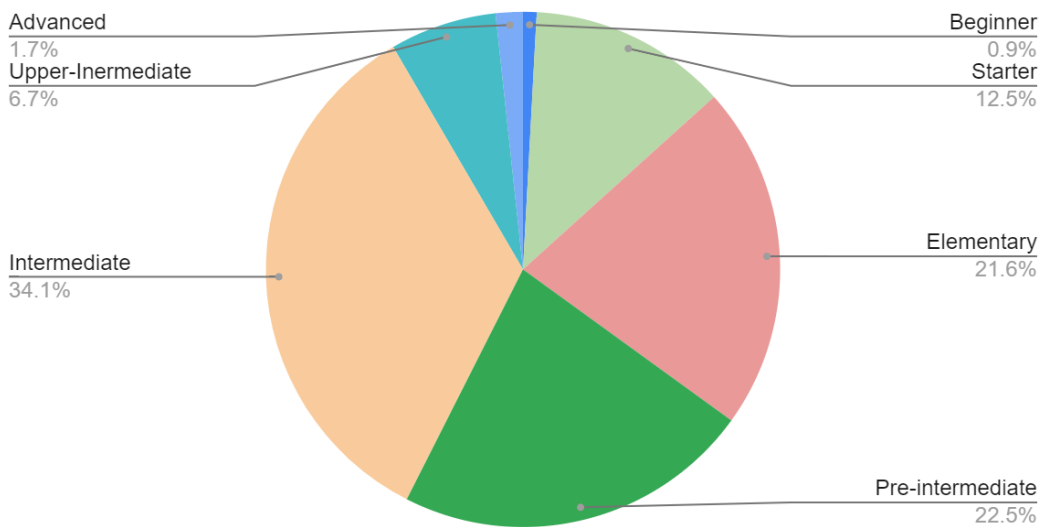
Appendix A

2020 Annual Survey results of the Afterschool English Program in Armenia

1. How old are you? Զանի՞ տարեկան եք:



I am not satisfied with the way my teacher explains lessons, checks and assigns homework.



Appendix B

A Summary Table of Grasha's Teaching Styles

Teacher	Description	Advantage	Disadvantage
Expert	Possesses knowledge and expertise that students need. Expert teaching style strives to maintain status as an expert among students by displaying detailed knowledge. The professor-as expert attempts to challenge students to enhance their competence. The expert concentrates on transmitting information, and requires that students be prepared to learn and use that information.	The expert's information, knowledge, and skills are the combined advantage of this teaching style.	The disadvantage is that, if overused, the display of knowledge may intimidate less experienced students. Also, the display of knowledge and skills may not always reveal their underpinnings.
Formal Authority	Possesses status among students because of knowledge, and role as a faculty member. In this style professors provide positive and negative feedback. The professor establishes learning goals and expectations and rules of conduct, providing students with a learning structure. Students concentrate on correct, acceptable, and standard methods.	The advantage is that the focus is on clear expectations and acceptable methods.	The disadvantage is that a strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.
Personal Model	Believes in teaching by personal example. This professor establishes a prototype for thinking and behavior, then oversees, guides, and directs by showing how to do things.	The advantage is an emphasis on direct observation and emulation of a role model.	The disadvantage is that some professors may believe that their approach is the best way, leading some students to feel inadequate if they

	A Personal Model teacher also encourages students to observe, then emulate the instructor's approach.		cannot live up to the expectations and standards of the method they see.
Facilitator	Emphasizes the personal nature of teacher-student interactions. The professor guides and directs students by asking questions, exploring options, and suggesting alternatives. The professor encourages students to develop criteria to make informed choices. The professor concentrates on the overall classroom goal of developing the capacity for independent action, initiative, and responsibility, while providing students with as much support and encouragement as possible.	The advantage is the personal flexibility provided by a professor's focus on students' needs and goals. This allows the student to explore options and alternative courses of action.	The disadvantage is that this style can be time-consuming; sometimes more direct approach is needed; can make the learner uncomfortable.
Delegator	This professor develops students' capacity to function in an autonomous fashion. This educator encourages students to work on projects independently or as part of autonomous teams. He or she is available upon request as a resource person.	This approach has the advantage of helping students perceive themselves as independent learners, but it may cause professors to misread student's readiness for independent work. Some students may become anxious when given autonomy.	Learners may not have capability to function in an autonomous manner; some learners are anxious when not closely supervised.

Appendix C

Teaching Style Survey

Respond to the questions below by using the following rating scale: 1 = strongly disagree, 2 = moderately disagree, 3 = undecided, 4 = moderately agree, 5 = strongly agree

Ստորև տրված հարցերին պատասխանե՛ք՝ օգտագործելով գնահատման հետևյալ սանդղակը. 1 = կտրականապես դեմ եմ, 2 = որոշ չափով համամիտ չեմ, 3 = անորոշ, 4 = որոշ չափով համամիտ եմ, 5 = լիովին համամիտ եմ:

1. I desire to be an authority for students because of my position as a teacher and age. Ես ցանկանում եմ հեղինակություն լինել ուսանողների համար՝ հաշվի առնելով իմ տարիքը և ուսուցչի պաշտոնը:

1. 2. 3. 4. 5.

2. I desire to be an authority for students because of my knowledge and expertise. Ես ցանկանում եմ հեղինակություն լինել ուսանողների համար՝ իմ գիտելիքի և փորձառության շնորհիվ:

1. 2. 3. 4. 5.

3. While teaching, I transfer all my knowledge and experience I have to my students. Իմ ունեցած գիտելիքներն ու փորձը ես փոխանցում եմ ուսանողներին:

1. 2. 3. 4. 5.

4. While teaching, I sometimes might overuse my knowledge and expertise and get students intimidated. Երբեմն չարաշահելով իմ գիտելիքը և փորձառությունը՝ նրանք եմ գործադրում ուսանողների վրա:

1. 2. 3. 4. 5.

5. While teaching, I want to serve as a role model for students. Ես ցանկանում եմ օրինակ ծառայել ուսանողների համար:

1. 2. 3. 4. 5.

6. While teaching, I set standards for students to live up to. Ես չափանիշներ եմ սահմանում ուսանողների համար:

1. 2. 3. 4. 5.

7. While teaching, I always challenge the students to think. Ես միշտ մտորելու մարտահրավեր եմ նետում ուսանողներին:

1. 2. 3. 4. 5.

8. While teaching, I always focus on students' needs and goals, and willingness to explore options. Ես միշտ կենտրոնանում եմ ուսանողների կարիքների, նպատակների, ինչպես նաև ավելին ուսումնասիրելու ցանկության վրա:

1. 2. 3. 4. 5.

9. While teaching, I develop students' autonomous learning. Ես խթանում եմ ուսանողների ինքնակրթության զարգացմանը:

1. 2. 3. 4. 5.

10. While teaching, I try to help students to perceive themselves as independent learners: Ես փորձում եմ օգնել ուսանողներին ընկալել իրենց որպես անկախ սովորողներ:

1. 2. 3. 4. 5.

Evaluation Survey Questions

1. How would you rate your pair work activity in this lesson? Ինչպե՞ս կգնահատե՞ք այս դասի Ձեր գույգային աշխատանքը:

- a. Poor Վատ
- b. Fair Միջին
- c. Good Լավ
- d. Excellent Գերազանց

2. How would you rate your pair work in this lesson? Ինչպե՞ս կգնահատե՞ք այս դասի գույգային աշխատանքը:

- a. Poor Վատ
- b. Fair Միջին
- c. Good Լավ
- d. Excellent Գերազանց

3. One thing left unanswered in this lesson is... Այս դասին ես այդպես էլ չիմացա...

4. What did you most want to include in this class and why? (more grammar explanation, speaking/ reading/writing/listening activities, videos, visuals, games, songs, more vocabulary, group work, pair work, discussions, debates) Ամենից շատ ի՞նչ կցանկանայիք ընդգրկել այս դասին և

ի՞նչու: (ավելի շատ ֆերականություն, բանավոր/գրավոր/ լսողական վարժություններ, վիդեոներ, նկարներ/պաստառներ/պատկերներ, խմբային/գույգային աշխատանքներ, ֆննարկումներ, բանավեճեր)

Appendix E

Narrative Record Form of Observations 1

Based on Grasha's (1996) five teaching styles

Group:		Date:	
No. of pupils:		Duration:	
Lesson Context:			

Activity description	Teacher's role
N1	Expert Formal Authority Personal Model Facilitator Delegator
N2	Expert Formal Authority Personal Model Facilitator Delegator
N3	Expert Formal Authority Personal Model Facilitator Delegator

Appendix F

Narrative Record Form of Observations 2

Review Section	Description/Comments
1.SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	

<p>162654208. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time)</p>	
<p>162653904. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	
<p>162653992. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	
<p>162653952. PRESENTATION (establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	
<p>162654032. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control)</p>	
<p>162653392. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)</p>	
<p>162653824. ASSISTANCE TO STUDENTS (assists students with academic problems)</p>	

162653776. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	
162653864. PHYSICAL ASPECTS OF CLASSROOM (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	

Taken and adapted from

<http://wp.auburn.edu/biggio/wp-content/uploads/2016/11/Classroom-Observation-Form.pdf>

Appendix G

Student Focus Group Interview Questions

1. How often does your teacher explain grammar?
2. What kind of grammar would you like to improve? (tenses, parts of speech, singular/plural noun forms...)
3. Why do you want to improve your grammar skills?
4. Do you have any suggestions for your teacher to help you improve your grammar skills?
5. Would you like to have more grammar homework

6. How often do you have writing exercises in class?
7. Why do you want to improve your writing skills?
8. Do you have any suggestions for your teacher to help you improve your writing skills?
9. Would you like to have more homework related to writing skills?
10. How often do you have listening exercises in class?
11. Why do you want to improve your writing skills?
12. Do you have any suggestions for your teacher to help you improve your writing skills?
13. Would you like to have more homework related to listening skills?
14. How often do you have videos in class?
15. Why do you want to include more videos in your lessons?
16. Would you like to have more videos related to your units or from different topics?
17. Would you like to have videos assigned as homework?

Appendix H

Teacher One-to-one Interview Questions

1. How do you teach grammar? How often do you teach it?
2. Do you include grammar in the homework or not? Why? Why not?
3. How do you teach listening skills? How often do you have listening activities in class?
4. Do you include listening activities/exercises in the homework or not? Why? Why not?
5. How do you teach writing skills? How often do you teach?
6. Do you include writing exercises in the homework or not? Why? Why not?

7. How often do you have videos in class?
8. Do you include Videos in the homework or not? Why? Why not?

Appendix I

Activity satisfaction in Teacher A's classroom

Group work

Day 1

		Frequency	Percent
Valid	poor	1	9.1
	fair	1	9.1
	good	4	36.4
	excellent	5	45.5
	Total	11	100.0

Day 2 group work

		Frequency	Percent
Valid	poor	1	9.1
	fair	3	27.3
	good	3	27.3
	excellent	1	9.1
	Total	8	72.7
Missing	System	3	27.3
Total		11	100.0

Day 3 group work

		Frequency	Percent
Valid	poor	2	18.2
	fair	4	36.4
	good	3	27.3
	excellent	1	9.1
	Total	10	90.9
Missing	System	1	9.1
Total		11	100.0

Day 2 pair work

		Frequency	Percent
Valid	fair	3	27.3
	good	4	36.4
	excellent	2	18.2
	Total	9	81.8
Missing	System	2	18.2
Total		11	100.0

Day 1 pair work

		Frequency	Percent
Valid	poor	1	9.1
	fair	3	27.3
	good	5	45.5
	excellent	2	18.2
	Total	11	100.0

Appendix J

Teacher A interview transcript

1. **How do you teach grammar? How often do you teach it?**

I don't teach grammar, as it is not part of my course. My students are supposed to know and use grammar relevant to their level.

162653736. **Do you include grammar in the homework or not? Why? Why not?**

Whenever there are students with weaker accuracy I advise some websites or books that they can use to master it on their own at home.

162653696. **How do you teach listening skills? How often do you have listening activities in class?**

As my course-books are based on academic listening skills I don't need to do extra activities to teach listening skills. All the skills, methods and techniques are included in the books. Hence, I use mainly the activities included in the books to teach listening skills. In addition, probably 2/3 of each unit contains listening activities.

162653648. **Do you include listening activities/exercises in the homework or not? Why?**

Why not?

Listening activities are a core part of their homework. They need to work on it at home as well to improve it as much and as fast as possible.

162653608. **How do you teach writing skills? How often do you teach?**

Well, writing is probably the only thing that I work online to teach. During the lesson I give them some hints, phrases, transitions and methods on how to structure their writing. The left they do at home and get feedback online.

162653568. **Do you include writing exercises in the homework or not? Why? Why not?**

Writing exercises are 10% of their class work, 90% is left for homework.

162653520. **How often do you have videos in class?**

Videos are mostly part of their homework. My students watch informative videos at home, sometimes take notes to remember the information and be ready to discuss later in the classroom. Furthermore, each unit has 1-2 videos/ TED talks relevant to the topic of the unit.

162653480. **Do you include Videos in the homework or not? Why? Why not?**

Oh, I answered the previous question and later noticed that you have a question about videos in homework as well. I strongly believe that videos should be part of homework for various purposes depending on the goals of the lesson or the teacher.

Appendix K

Activity satisfaction in Teacher B's classroom

Day 1 individual work

		Frequency	Percent
Valid	poor	2	18.2
	fair	2	18.2
	good	5	45.5
	excellent	2	18.2
	Total	11	100.0

Day 2 pair work

		Frequency	Percent
Valid	poor	2	18.2
	fair	2	18.2
	good	5	45.5
	excellent	2	18.2
	Total	11	100.0

Day 1 Pair work

		Frequency	Percent
Valid	poor	3	27.3
	fair	5	45.5
	good	3	27.3
	excellent	0	0.0
	Total	11	100.0

Day 2 group work

		Frequency	Percent
Valid	poor	4	36.4
	fair	1	9.1
	good	3	27.3
	excellent	3	27.3
	Total	11	100.0

Day 2 individual work1

		Frequency	Percent
Valid	poor	2	18.2
	good	8	72.7
	excellent	1	9.1
	Total	11	100.0

Day 2 individual work 2

		Frequency	Percent
Valid	poor	2	18.2
	fair	2	18.2
	good	4	36.4
	excellent	3	27.3
	Total	11	100.0

Appendix L

Teacher B interview transcript

1. How do you teach grammar? How often do you teach it?

I teach Grammar once a week. It means each 3rd lesson is about a new grammatical topic. The way I teach it mainly depends on the group. It varies based on the needs and learning style of my students. I teach grammar inductively trying to build the new topic on my students' background knowledge and making connections with it, trying to involve my students, making and helping them to detect or to notice the peculiarities of this or that grammatical topic on their own.

2. Do you include grammar in the homework or not? Why? Why not?

Yes, I do. I include it in homework. My experience and the work with my groups help me understand that when the grammar is digested in writing, it will be far easier to use it in speaking. (At least in my groups it is so). That's why I give them homework in order to have practice not only in the classroom but also at home. My students also have Grammar Workbooks. There are some topics when they are able to learn/revise on their own. (It is about high level students)

3. How do you teach listening skills? How often do you have listening activities in class?

Of course listening is taught with pre-, while and post listening activities in order to help students to pay attention to the info they need. Pre-listening activities are used to get students to know and somehow predict what the listening could be about. While listening activities are done to help students to understand listening better and assist them to cope with the problems in case they have. Post-listening activities are used to assess how students have worked with the listening to give them some feedback and in some cases to personalize the listening.

4. Do you include listening activities/exercises in the homework or not? Why? Why not?

Yes, I do. It will help them to develop their listening skills. For students who are not so good at listening, I usually give them the script with the listening at the beginning for them to pay attention to how each word can be pronounced. It helps them a lot to understand the listening better.

5. How do you teach writing skills? How often do you teach?

Writing is usually taught in my classroom once a week. It consists of some stages. At the first stage we analyze and give feedback to a piece of writing. Then we comment on how many parts there are the expressions which can be used in each paragraph. Then we brainstorm what can be written down and what can be omitted. Only after that my students start to create their own pieces of writing.

6. Do you include writing exercises in the homework or not? Why? Why not?

Yes, I do. It gives students the chance of the extra practice. Also it is a kind of opportunity for me, too, in order to understand whether my student understands how to write e.g. an email, my feedback helped him/her or not.

7. How often do you have videos in class?

Almost during every lesson. It depends also on the topic and on my students' interests.

8. Do you include Videos in the homework or not? Why? Why not?

Yes, I do. Well, many people think that Videos improve only listening skills. I am here to tell you that I also use videos as homework to also develop my students' reading speed.

When watched with subtitles, videos help my students to improve not only their listening but also their reading speed. Also, it is an extra source to learn new info, vocab and expressions.

Appendix M

Activity satisfaction in Teacher C's classroom

Day 1 Pair work

		Frequency	Percent
Valid	poor	4	40.0
	fair	1	10.0
	good	1	10.0
	excellent	4	40.0
	Total	10	100.0

Day 1 individual work

		Frequency	Percent
Valid	poor	4	40.0
	fair	1	10.0
	good	3	30.0
	excellent	2	20.0
	Total	10	100.0

Day 2 group work

		Frequency	Percent
Valid	poor	2	20.0
	fair	1	10.0
	good	4	40.0
	excellent	3	30.0
	Total	10	100.0

Day 3 group work

		Frequency	Percent
Valid	poor	3	30.0
	fair	2	20.0
	excellent	5	50.0
	Total	10	100.0

Day 2 individual work

		Frequency	Percent
Valid	poor	1	10.0
	fair	3	30.0
	good	3	30.0
	excellent	3	30.0
	Total	10	100.0

Day 3 individual work

		Frequency	Percent
Valid	poor	3	30.0
	fair	2	20.0
	excellent	5	50.0
	Total	10	100.0

Appendix N**Teacher C interview transcript**

- 1. How do you teach listening skills? How often do you have listening activities in class?**

Before Listening I introduce the topic to my Ss and find out what they already know about it.

During Listening we put the purpose of the activity: what students need to listen for. After

Listening we may do an activity to extend the topic and help students remember new vocabulary.

162653440. **Do you include listening activities/exercises in the homework or not? Why?**

Why not?

Mainly listening activities we complete during the lesson. I don't find it effective to include it in their homework.

162653264. **How often do you have videos in class?**

Videos we have not so often in class. But sometimes we include them to make Ss more interested and active about the topic.

162653224. **Do you include Videos in the homework or not? Why? Why not?**

They always watch videos at home to get some information, vocabulary, to develop listening skills. Afterwards they discuss these videos with their friends and also activate their speaking and discussion skills.

Appendix O

Focused group interview transcript

Grammar

1. **How often does your teacher explain grammar?**

twice a month

sometimes Once a week,

162653352. **What kind of grammar would you like to improve? (tenses, parts of speech, singular/plural noun forms...)**

All the Tenses, irregular verbs, passive voice, subject object agreement

162653312. **Why do you want to improve your grammar skills?**

To speak English fluently as a native speaker, to take English exams well

78336000. **Do you have any suggestions for your teacher to help you improve your grammar skills?**

To give more grammar worksheets, to check grammar in class instead of checking with the help of the answer keys

162653184. **Would you like to have more grammar homework?**

Definitely yes, from textbooks and worksheets but not online grammar homework

Writing

1. **How often do you have writing exercises in class?**

To write essays twice a month, but writing short exercises a lot.

162653136. **Why do you want to improve your writing skills?**

To be confident to chat with friends from foreign countries, to pass exams well, to be ready to take university entrance exams

162653096. **Do you have any suggestions for your teacher to help you improve your writing skills?**

To give a variety of topics to choose to write essays and blogs once a week as it is fun.

162653056. **Would you like to have more homework related to writing skills?**

Yes, but once a week. The writing as homework can be both for individual and pair work?

Listening

1. **How often do you have listening exercises in class?**

Almost every lesson but they are very short and few.

162653008. **Why do you want to improve your writing skills?**

To watch movies, to communicate with friends from foreign countries fluently, to get ready for the university entrance exams

162652968. **Do you have any suggestions for your teacher to help you improve your writing skills?**

Listening games, to record listenings and to share with friends to listen, to make vlogs.

162652928. **Would you like to have more homework related to listening skills?**

Definitely yes, a lot of online listening exercises, not only from the textbook

Videos

1. **How often do you have videos in class?**

Twice a week, Almost every lesson

162652880. **Why do you want to include more videos in your lessons?**

To make the lessons more exciting and to know a lot about the topic of the day and in general

162652840. **Would you like to have more videos related to your units or from different topics?**

Both from the unit and from different topics; It is fun to watch and discuss.

162652800. **Would you like to have videos assigned as homework?**

Definitely yes, longer videos with related exercises

