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

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Introduction

Introduction

Students should receive a valuable learning experience and good teaching quality to achieve self-satisfaction in learning.

(Hill, 1995; Lala & Priluck, 2011; Liu et al., 2014; Mills & Morris, 1986).



Literature Review

Literature Review

Learner Satisfaction is defined as:

- the attitudes, perceptions, and expectations of learners towards learning (Wu et al., 2010, p.156)
- the relationship between learners' expectations and actual gains (Rashidi and Moghadam, 2014, p. 3)
- the balance between individual expectations and the actual learning experience (Dziuban et al., 2007; Long 1985; Martin, 1988, p. 89; Flammger, 1991)

The Most Common Factors of Learner Satisfaction

- **Teachers' teaching style**
- **Class material**
- **Interpersonal relationship**
- **Learning results**
- **Learning environment**
- **Teacher-student interaction**

(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)

Literature Review

Teaching Style is defined as:

- a teacher's preferred way of accomplishing tasks, solving problems, and making decisions in the process of teaching ” (Sternberg, 1997, as cited in Gafoor & Babu 2012, p.56)
- a teacher's pervasive personal behavior and media used in the teacher-student interaction (Bennett, 1976)
- a preference for teaching behavior and the congruence between the teaching behavior and the teaching belief (Heimlich & Norland, 2002, p.17-18)

Literature Review

Grasha's (1996) Categorization of Teaching Style

- Expert
- Formal Authority
- Personal Model
- Facilitator
- Delegator

Literature Review

Match between Teachers' Teaching Styles and Learners' Learning Styles

Learning and teaching are the two sides of the same coin; one focuses on the learner, the other on the teacher (Gafoor & Babu, 2012).

Mismatch between Teachers' Teaching Styles and Learners' Learning Styles

Learner dissatisfaction occurs when students' preferred methods of processing information and learning are not aligned with the teachers' preferred styles and teaching methods (Felder, 1988).

Literature Review

There are both “positives” and “negatives” to examine in EFL classrooms.

Students may not always be satisfied 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.

Purpose of Study

The purpose of this study was to explore the causes of learner low satisfaction with the teaching styles in the afterschool English program.

Guiding Research 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 English programs in Armenia?



Methodology

Typology

- Case Study, mixed methods research
- QUAN + QUAL (concurrent combination of qualitative and quantitative research)
- Implemented for the nature of mixing methods, triangulation, and validity/credibility reasons (Dörnyei, 2007)

Context



An afterschool English program in Armenia

Participants

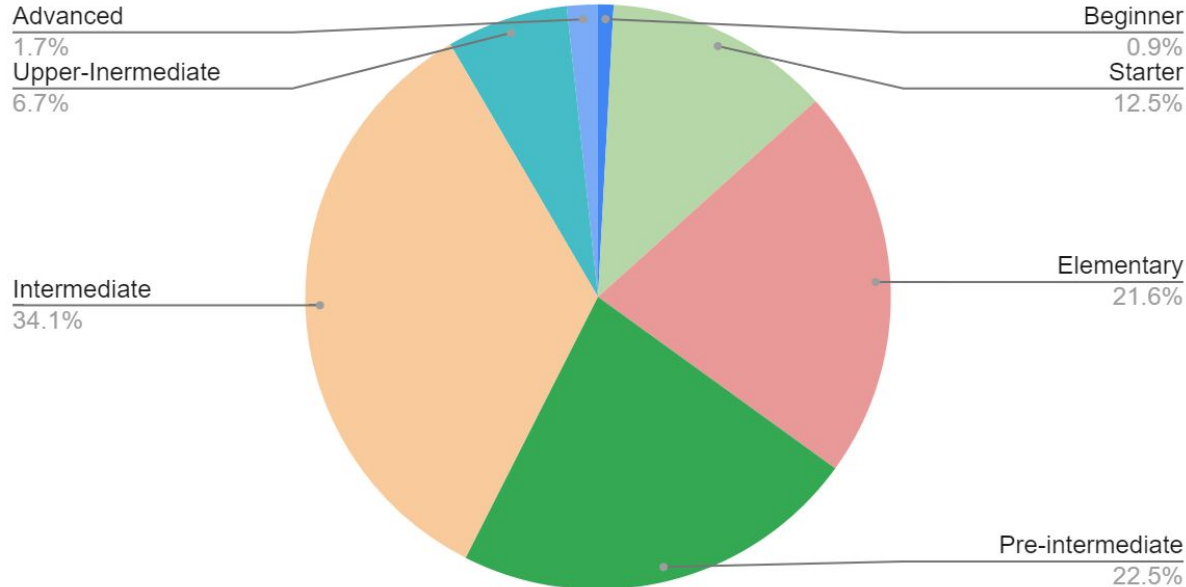


32 intermediate level teenagers
(18 male and 14 female) in 3
groups
3 EFL instructors (Female)

Sampling Procedure

2020 Annual Survey results of the After School English Program in Armenia

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



Sampling Procedure

Purposive sampling:

- Structured group observations
- Semi-structured focus group
- Semi-structured one-to-one interviews (guided by certain characteristics).

Data Collection

Research
Question 1



Structured
Questionnaire

Research
Question 2



3 Structured lesson
observations
in each classroom

Data Collection

Research Question 3

1. Structured
Lesson
Observations
in each classroom



2. Semi-Structured
Student Evaluation
Forms of Activities



3. Semi-Structured
Focus Group
Student Interview



4. Semi-Structured
One-to-one Teacher
Interviews

Data Analysis

Qualitative Data

- Recording and transcribing the interviews
- Content analysis of the observations and interviews
- Inductive approach (coding and categorization)

Quantitative Data

- Microsoft Excel: descriptive statistics -mean, frequencies, percentages
- the Statistical Package for the Social Sciences (SPSS): descriptive statistics -frequencies, percentages



Major Findings

Research Question 1:

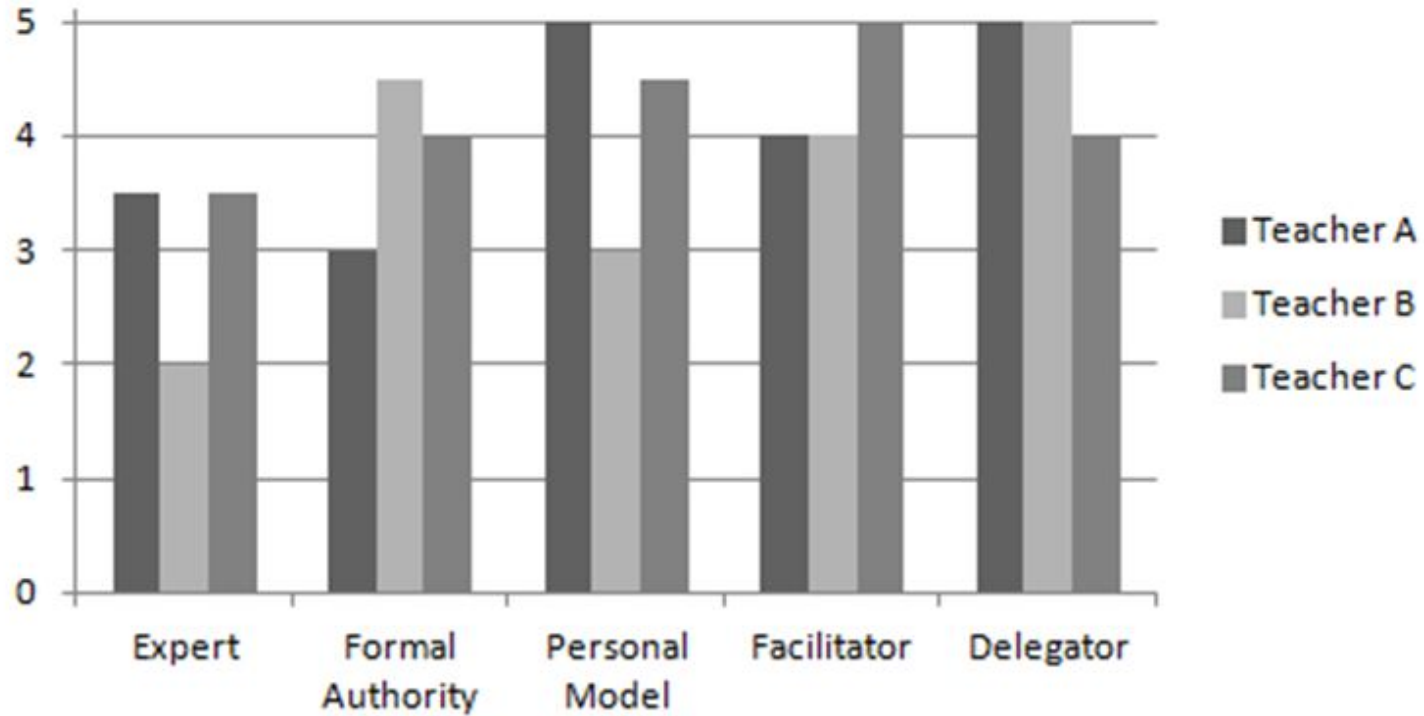
Three EFL instructors' preferred teaching styles

Teacher A :
Personal Model, Delegator

Teacher B:
Formal Authority, Delegator

Teacher C:
Personal Model, Facilitator

What is your preferred teaching style?



Major Findings

Research Question 2:

The match or mismatch between the teachers' preferred teaching styles and the actual ones they use in the classrooms

Teachers	Preferred Teaching Styles	Basic Teaching styles in the class
Teacher A	Personal Model Delegator	Formal Authority Delegator
Teacher B	Formal Authority Delegator	Formal Authority Delegator
Teacher C	Personal Model Facilitator	Formal Authority Expert

Match:

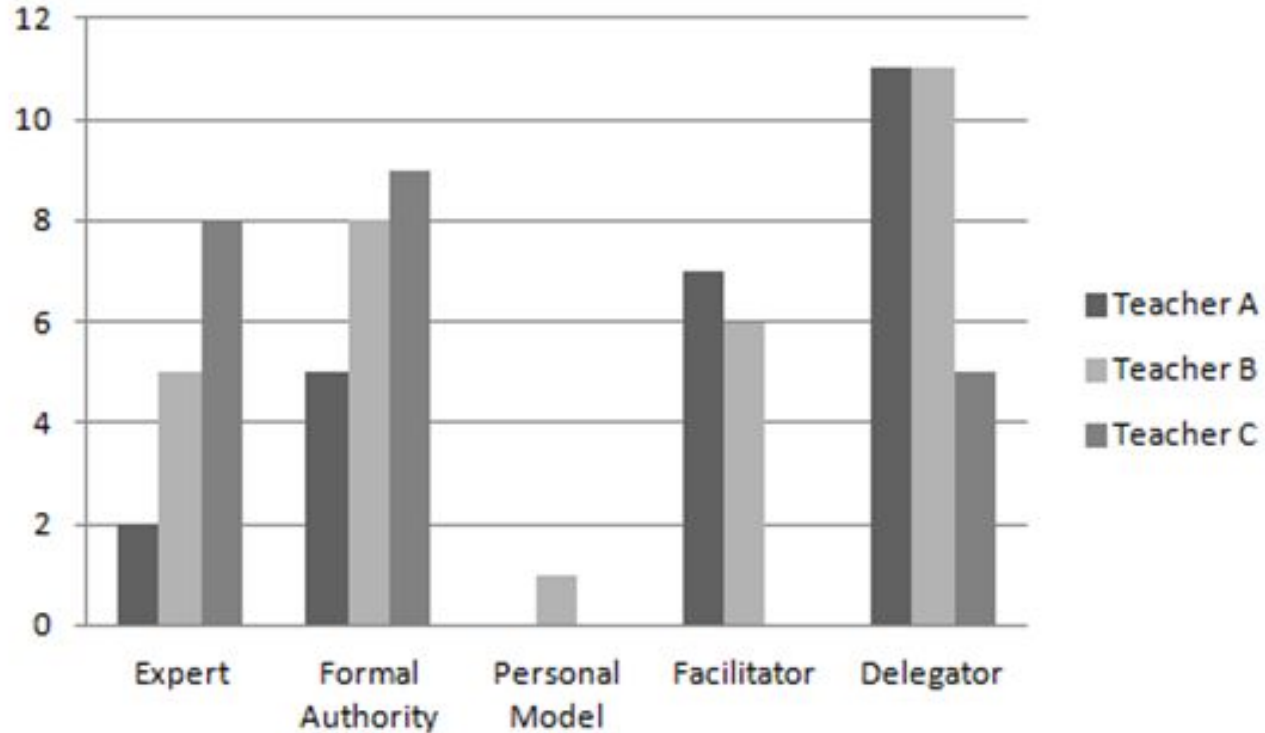
Teacher B

Mismatch:

Teacher C

Findings

Research Question 2 - The teachers' actual teaching styles in the classrooms





Major Findings

Research Question 3:

The factors that have influenced students' low satisfaction with the teachers' teaching styles in one of the afterschool programs in Armenia.

Teacher A

Group work-13.8%, Pair work- 6.5%,

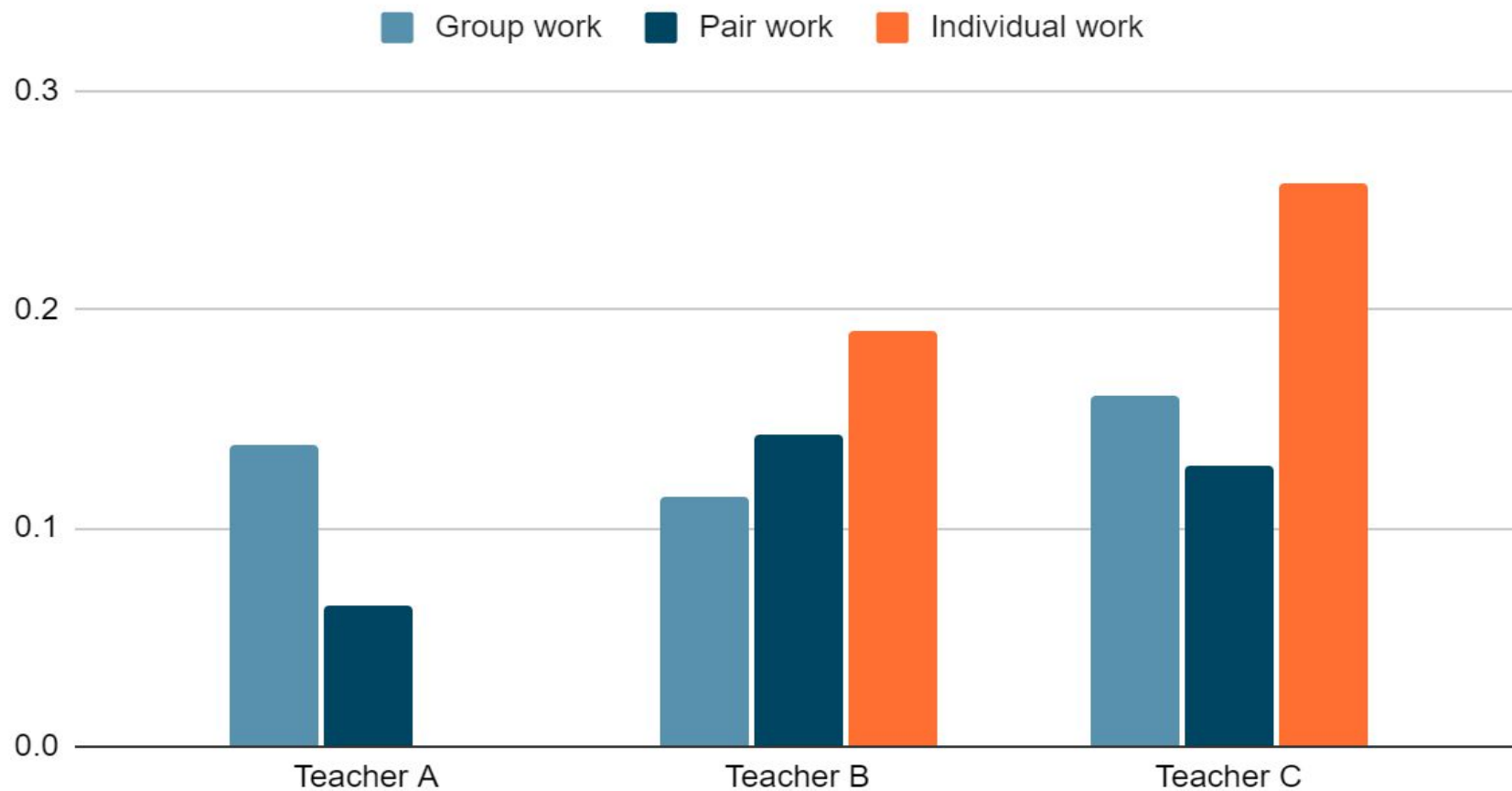
Teacher B

Individual work- 19%, Pair work 14.3%,
Group work - 11.4%

Teacher C

pair work (12.9%), group work (16.1%), and
individual activities (25.8%)

Activity types that were voted as low satisfactory.



Findings

Research Question 3 - Teacher A class satisfaction with the Group and Pair work 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

PairWork

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

Findings

Research Question 3 - Teacher B class satisfaction with the Individual, Group 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

Findings

Research Question 3 - Teacher B class satisfaction with the Pair work activities.

		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

Findings

Research Question 3 - Teacher C class satisfaction with the Group work and Whole class 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

Findings

Research Question 3 - Teacher C class satisfaction with the Individual and Pair work activities.

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

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

Findings

Research Question 3 - Students' suggestions for their needs

To include:

Types of activities and skills

writing activities

games

listening activities

songs

speaking activities

videos

discussions

interesting activities

group work

debates

Others

visuals

breaks

vocabulary

interesting topics

Summary

1. Only in the case of Teacher B there is a complete match between her preferred teaching style and the teaching that was actually used in class.
2. 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.
3. There is a mismatch between the students' needs and the teachers' teaching styles. The low satisfaction with the teaching styles is manifested in the low ranking of activities (Individual, group and pair work).

Pedagogical Implications for Teachers

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.

Pedagogical Implications for Teachers

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.



Limitations and Delimitations

Limitations and Delimitations

Limitations

- ❑ Sample size – 32 students and 3 EFL instructors
- ❑ Students' age and proficiency level
- ❑ The informal context
- ❑ Social desirability bias - the participants might provide the information that they thought the researcher expected to get from them.
- ❑ Hawthorne effect - the interview participants might avoid giving sincere answers knowing in advance that they would be interviewed.

Delimitations

- ❑ Time constraint - 9 lesson observations
- ❑ Limiting participants of the study to instructors and students

Further Research

- Increase sample size to generalize the findings to all the EFL teachers in the Armenian context
- Extend the period of data collection and analysis
- Include student participants with various proficiency levels of English
- Examine the attitudes of other stakeholders, such as administration staff and parents
- Compare the Teaching Styles and Teaching activities that are used in groups with low satisfaction and high satisfaction

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- ❖ all the participants
- ❖ my family and friends



A vibrant collage of various colored envelopes, including shades of yellow, purple, blue, red, pink, green, and grey. In the center, a white envelope is partially open, revealing a white card with the words "THANK YOU!" written in a bold, black, handwritten-style font. The envelopes are scattered and overlapping, creating a sense of abundance and variety.

THANK YOU!

Questions & Comments

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