

The Influence of English Teaching Style on Students' Achievement

-- Take the English Undergraduate Students of Jiangsu as An Example

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Abstract

Teachers' English teaching style has become a very important point in current teaching and learning. The advantages and disadvantages of personal English teaching style can have a greater impact on students' performance. This paper analyzes the relationship between English teaching style and students' achievement by questionnaire. The results show that both imperative English teaching style and caring English teaching style have an impact on students' performance. The influence of caring style is much greater than others.

Keywords

Imperative teaching style; Caring teaching style; Students' performance.

1. Introduction

Teachers' language teaching style has become a very important point in the current teaching and learning, which has a growing impact on students' performance. Based on this, this paper focuses on the study of which English teaching style will have an effective impact on students' performance. This paper selects command style and caring style as independent variables, and student achievement as dependent variable. Among them, the command type refers to the teacher's clear arrangement of each study, and requires students to complete their own study strictly. Caring type refers to that teachers are modest and sincere, always eager to help students solve some difficulties in study and life, do some behavior for the interests of students, and like to study with students in a warm and harmonious environment. In this study, the influence of English teaching style on students' achievement was investigated by questionnaire survey. LBDQ scale was used to measure the effect. Each question was divided into five dimensions for Pearson correlation analysis. Spss26.0 software was used to analyze the relationship between the two, This paper attempts to find out the influence of command style and care style on students' performance, and compare which teaching style has a greater influence on students' performance. Based on this conclusion, this paper discusses the teaching activities and carries out practical application and research.

2. Background

As we all know, teachers are role models in every child's heart. They are guides in children's learning and companions in life. Teachers' words and deeds have a subtle influence on students. Good words and deeds become the stepping stone on the way of students' growth, otherwise it hinders the growth of students. Although teachers and students are equal, in fact, the relationship between teachers and students is not equal. Teachers' words and deeds have symbolic meaning in students' hearts, which is worthy of imitation and praise. Therefore, students will "care" about the teacher's style, the teacher's style, behavior, words and deeds are bound to have a good or bad impact on students.

We often hear successful students say, "style decides everything.". Educators in the process of education and teaching, in a variety of learning activities to show the treatment of students' behavior, that is, style (such as tone, eyes, language, gestures, body movements, facial expressions, etc.), will have more or less impact on the physical and mental development of students, such a role will be directly reflected in the teaching effect, that is, students' performance, conduct. It plays a subtle role in the future development of students.

All those who have been teachers, more or less, have such an experience: as long as we step onto the platform with brilliant spring, children's mood will become relaxed and happy, and the efficiency of class will be greatly improved; When we come into the classroom with anger on our faces, the students will be stunned and silent, for fear that their heads will bump into the angry muzzle of the teacher. When the teacher affirms the child with enthusiasm and high pitched tone in class, and encourages the child with praise and encouragement, the student's psychology will be immediately full of happiness and satisfaction, showing abnormal excitement; When the teacher sarcastically and ridicules the children with the tone of criticism, they will become silent and depressed... This undoubtedly casts a heavy and thick dark cloud on the beautiful sunny sky of their hearts (Gill 1985)

3. Research Hypothesis

This study takes students' achievement as a dependent variable and English teaching style as an independent variable, and divides English teaching style into two dimensions, which are imperative and caring, forming the research framework of this paper. Through the analysis and demonstration of questionnaire data, this paper explores the relationship between English teaching style and students' achievement. This paper puts forward the following research hypotheses:

Hypothesis H1: imperative English teaching style has a positive effect on students' achievement.

Hypothesis H2: caring English teaching style has a positive effect on students' achievement.

4. Variables and Measurement

Table 1. Specific scales used in this study

variable	coding	specific items
imperative English teaching style	A1	My immediate teacher let me know my requirements for study
	A2	My direct teacher let me know that I was important in the class
	A3	My direct teacher in charge requires me to study strictly according to the rules and requirements
	A4	My direct teacher kept me informed about the school and his or her expectations of me
	A5	My immediate teacher is required to complete the study on time
Caring English Teaching Style	A6	My immediate teacher affirms what I have done
	A7	My direct teacher will treat everyone fairly
	A8	My direct teacher takes the welfare of students seriously
	A9	My direct teacher thanked the students for each other's excellent work
	A10	My direct teacher cares about the difficulties of the students

(1) Measurement of English teaching style

In order to ensure the prudence of the research process and the authenticity of the research results, I used the LBDQ scale compiled by Hemphill & coon to measure English teaching style. According to the actual situation of this paper, the scale includes 10 items. Table 1 shows the specific scales used in this study.

(2) Measurement of student achievement

For the measurement of students' achievement, based on the literature review, this paper uses the scale designed by motowidlo (1993). According to the actual situation of this paper, it is slightly deleted. The scale includes five items, as shown in Table 2.

Table 2. Five specific items

variable	coding	specific items
student's result	C1	My learning efficiency is above average
	C2	I study above average
	C3	The quality of my learning is above the standard set by other teaching
	C4	The quality of my studies is above average

5. Research Methodology

Our reserch is based on quantitative analysis. it is a method of establishing mathematical model based on statistical data and calculating various indexes and their values of analysis objects with mathematical model.

From the aspect of quantity, we can analyze and study things, and use mathematical methods to study and investigate the relationship and interaction between things. Everything is the unity of quality and quantity. Qualitative research without quantitative research can only have a general understanding of things, which is neither accurate nor comprehensive, and may even be wrong. Because there is no quantity, there is no quality. Quantitative change to a certain extent, will cause qualitative change, so the basic quantitative analysis of things is very necessary. Social statistics can not only describe a social phenomenon and reveal the relationship between social phenomena through various statistics, but also infer the relationship between local and overall. In recent years, with the popularization and application of electronic computers, the improvement and development of measurement design and calculation technology, the social statistical method has become more and more perfect. Quantitative research is characterized by logical strictness and reliability, and its conclusions are usually very accurate.

5.1. Participants

The participants of this study included 122 adult advanced learners of English aged between 18-30 years old and came form a broad range of social backgrounds who were all native speakers of Chinese and had previously attended more than 20 terms of general English studying.

5.2. Research Instrument:

This research aims to find similarities and differences in the features of teachers' performance in class between imperative teaching style and caring teaching style teachers. In order to fulfill the research purpose, this research has adopted the way of questionnaire. The survey is to find out the objective law of development or the existing problems through the analysis of the collected information. It is a way for researchers to study social phenomena.

1. The result of questionnaire is easy to quantify.
2. Questionnaire saves time, money and manpower.

3. The results of the questionnaire survey are convenient for statistical processing and analysis. Now there are a lot of related statistical analysis software can help us to carry out data analysis, some can even directly help us to design questionnaires. Easy to implement and analyze. It is also convenient for data mining. Questionnaire survey method can be used for large-scale investigation. Samples can be collected from websites. SPSS and other tools can be used for sample analysis.

5.3. Procedure of Data Collection

Questionnaire survey

This paper takes students as research samples, so this research mainly adopts the form of questionnaire survey for information collection. After the questionnaire was collected, in order to ensure the preciseness, authenticity and scientificity of the project results, we conducted a preliminary screening of the questionnaire and eliminated the obvious invalid questionnaire.

In this project, we judge the main methods of invalid questionnaire are:

the questionnaire filling time is too short.

2. The repetition ratio of questionnaire items is too large. A total of 130 questionnaires were distributed, 130 questionnaires were collected, and 100 valid questionnaires were collected. After calculation, the recovery rate of effective questionnaires reached 76.9%.

5.4. Procedure of Data Analysis

(1) Descriptive statistics

In this study, we used the scientific Likert scale. Therefore, we carefully studied the relevant knowledge. We divided each question into five dimensions, which had more actual feelings of the subjects. After scoring and counting the scores, we analyzed and calculated the data through the SPSS software taught by the teacher this semester, and obtained the minimum value min, maximum value max and variable Average.

The standard deviation is shown in the table below.

Table 3. Descriptive statistics

	N	minimum	maximum value	mean	standard deviation
Order	100	1	5	4.1540	.47042
care	100	1	5	4.2220	.38654
student's result	100	1	5	4.2525	.39328
Number of valid cases (in columns)	100				

(2) Reliability test

From what we have learned, we know that the higher the reliability [reliability refers to the reliability or consistency of the measurement results], the more consistent or stable the measurement results are. Consistency mainly refers to whether different items of the scale measure the same content and characteristics. In this paper, reliability mainly refers to whether a group of measurement items are measuring the same variable. In this paper, spss26.0 is used to analyze the reliability of the sample data, and the detailed test results are shown in Table 3.

Table 4. Detailed test results

variable	item	item after deletion Cronbach's Alpha	Cronbach's Alpha
imperative English teaching style	A1	0.719	0.729
	A2	0.688	
	A3	0.666	
	A4	0.681	
	A5	0.660	
Caring English Teaching Style	A6	0.601	0.654
	A7	0.627	
	A8	0.617	
	A9	0.577	
	A10	0.586	
student's result	C1	0.620	0.649
	C2	0.607	
	C3	0.549	
	C4	0.563	

From the test results, it can be seen that there is a significant difference between the command type and the care type in the dimension of English teaching style α 729 and 0.654, respectively α 649. It can be seen that the reliability of all latent variables is greater than 0.6, and the ones that have been deleted α There is no increase in the coefficient value, which indicates that the data collected from each dimension is reliable and has high reliability, so we can continue to carry on the later analysis.

(3) Validity test

Our group used exploratory factor analysis to evaluate the validity of the research data [validity refers to the extent to which the scale used in the questionnaire can reflect the required measurement variables] It's a good test. According to the data, exploratory factor analysis, namely kmo, is used to detect the correlation or partial correlation between various variables. When kmo value is above 0.7, factor analysis is more suitable (Kaiser, 1974). According to table 4 below, the kmo test value of the survey data is 0.777, which is greater than 0.7. In addition, the result of Bartlett test is 251.043, and the p value is less than 0.01. The above data further shows that the data results of this survey are in line with the executive standard of factor analysis.

Table 5. The data results and the executive standard of factor analysis

KMO Sampling Suitability Quantity		.777
Bartlett's sphericity test	approximate chi-square	251.043
	degrees of freedom	91
	salience	.000

As shown in Table 5, we use the maximum variance method for factor rotation, 14 items can be classified into six categories of factors, and the factor load of each item is higher than 0.5. In conclusion, the validity of the questionnaire passed the test.

Table 6. The survey data

	Element		
	1	2	3
C1			.643
C2			.657
C3			.716
C4			.565
A1	.621		
A2	.672		
A3	.712		
A5	.729		
A4	.686		
B3		.558	
B1		.662	
B2		.572	
B5		.639	
B4		.718	
Extraction method: principal component analysis.			
Rotation method: Caesar's normalized maximum variance method.			
The rotation has converged after 5 iterations.			

To sum up, from the results of reliability and validity analysis of the survey data, the scale and data used in this study are stable and reliable, and can reflect the variables to be measured.

(4) Correlation analysis

In this paper, spss26.0, the latest statistical software, is used to analyze the correlation between the research variables. Next, we use Pearson correlation analysis [correlation analysis is a common statistical analysis method used to explain whether there is a correlation between two variables, how close the relationship is, and the direction of correlation.], By studying the value of correlation coefficient C to observe the degree of correlation between different variables. Generally speaking, $0 < C < 1$. The closer the value of R is to 1, the closer the degree of correlation between variables is; When $C < 0$, it means that they are negatively correlated; When $C > 0$, it means that they are positively correlated.

Table 7. The correlation between the research variables

	imperative English teaching style	Caring English Teaching Style	student's result
imperative English teaching style	1		
Caring English Teaching Style	0.214*	1	
student's result	0.067*	0.229*	1

It can be seen from the above table that there is a strong correlation between the research variables in this paper. It can be seen that there is a significant positive correlation between

English teaching style and students' achievement, and the correlation between each dimension is significant at the level of 0.05.

(5) Regression analysis

This paper discusses the relationship between the causes and results of the two factors, taking the command type and caring type of English teaching style as independent variables and students' achievement as dependent variables.

Table 8. Model summary b

Model summary b					
Model	R	R square	Adjusted R-square	Error in Standard Estimation	Durbin-Watson
1	.640a	.410	.398	.38871	1.973
a. Predictors: (constant), caring, imperative					
b. Dependent variable: student grades					

It can be seen from the above table that the multiple correlation coefficient between the dependent variable, that is, the student achievement and the independent variable command and care is 0.640, indicating that there is a linear relationship between the dependent variable student achievement and the independent variable command and care, and the relationship is very strong. The value of Durbin Watson is 1.973, almost close to 2, which indicates that the autocorrelation problem between residuals does not exist; After adjustment, we can see that $R^2 = 0.398$, which indicates that the interpretation rate of regression equation is 39.8%, so the fitting degree of model 2 is better.

Table 9. Collinear Statistics

Model		Unstandardized coefficients		standardized coefficient	t	salience	Collinear Statistics	
		B	standard error	Beta			significance tolerance	VIF
1	(constant)	3.222	.502		6.422	.000		
	imperative	.015	.085	.018	2.181	.087	.954	1.048
	caring	.229	.103	.225	2.212	.029	.954	1.048

a. Dependent variable: student grades

From the table, the values of both command and care variables are 1.048, which is far below 10. It can be seen that there is no multiple collinearity between the two variables, and the normalized regression coefficients after the stepwise regression are 0.018 and 0.225 respectively; At the same time, the probability of regression significance sig. is 0.087 and 0.029, respectively, at 10% and 5%, respectively. Therefore, the regression coefficient is significant. The original assumption is that H1 and H2 are established.

6. Findings and Discussions

From the analysis we found that imperative teaching style and caring English teaching style have an impact on students' performance, and the impact coefficient is 0.015 and 0.229 respectively, and the influence of caring English teaching style is greater.

If the teacher is in class and the wind drizzles, then the students will also be in life, in the study not anxious not to be impatient. If teachers are funny in class, students will also form a cheerful

personality. If the teacher is a strong and not afraid of difficulties, then students will also form a character of fear of things. If the teacher classroom style is a kind of fast and impatient language. Then children will become in the study only pursue speed does not pay attention to quality, hair is manic (James 2008)

Although teachers' teaching styles are different, there are good and bad points. Our teacher should review his or her own teaching, which is not proper in the language of behavior. We should improve the teaching style of teachers and form a teaching style which conforms to their own characteristics and has positive effect on students.

7. Conclusion

In conclusion, the advantages and disadvantages of personal English teaching style can have a greater impact on students' performance. The results of questionnaire analysis show that both command-oriented English teaching style and caring English teaching style have an impact on students' performance, and the caring English teaching style has a greater impact. Therefore, as students of English normal school, in the future teaching practice, we should be humble and sincere, and be enthusiastic to help students solve some difficulties in learning and life. Some behaviors should be considered for the benefit of students and study in a warm and harmonious environment with students. In this way, the students' achievements will be significantly improved.

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