



People's Democratic Republic of Algeria
Ministry Of Higher Education and Scientific Research
Dr. Moulay Tahar University SAIDA
Faculty of Letters Languages and Arts
Department of English Language and Literature



The Impact of Teaching Style on students Improvement Third-Year Students as a Case Study

Dissertation submitted as partial fulfillment of the requirement for the degree of
Master in didactics

Presented by:

Miss. Arzag Wafaa

Supervised by:

Dr. GACEM

Board of examiners

Dr. H. Ghembaza	(MCB) Chair Person	University Of Saida
Dr. Gacem	(MCB) Supervisor	University Of Saida
Dr. M. Hadji	(MCA) Examiner	University Of Saida

Academic Year: 2020/2

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date:

Name:

Signature:.....

Dedication

This Work is dedicated to my beloved “MOTHER” May God have mercy on her and make

her place heaven whose love has always strengthened my will.

For my dear “FATHER” and my Brothers “SALAH ELDIN ”

and my sweet Sister “MARIAM”

to my ants “ZOBIDA ” and “ HAYAT”

and my lovely sweet heart cousin “CHAHINAZ”

It is also dedicated to the persons who have given me all the support; my sweets little

“NADJWA” and “AMIRA”

To My dear friends chorouk, imen, chahira, ami

Acknowledgements

In the name of Allah, the Merciful, Most Gracious

Praise be to ALLAH, the Almighty, for always being there for me and blessing me with health, strength and peace for every goal purposed in my life.

I would like to thank my supervisor Dr. Gassem., for her enthusiasm for the project and undertaking this research, for her support, encouragement, and patience.

A special thank goes also to the members of jury Dr. Ghambaza and Dr. Hadji for accepting to read and analyze this work.

To all my classmates for the nice time, we spent together helping one another

Abstract

The present study aims to explore the effect of teaching style on student improvement in the classroom. Emphasizes the importance of teaching methods to improve student participation in the department. The researcher chose the third year students at the University of Saida to be the case study to increase the credibility of the research, the researcher uses two questionnaires for teachers and students. The first chapter includes general definitions of the most important concepts related to our topic. The second chapter is devoted to the methodology followed during the investigation while providing original and tangible knowledge on the topic. The third chapter analyses the findings and explain the result derived from our investigation, the data obtained through the research analyzed. After analyzing the data collected from the research, the main findings show that use different teaching styles improve students in classroom, in addition to that the students showed that different teaching styles has a great benefit to improve them in studying.

Keywords: teaching styles, EFL students, third year students, theories of teaching styles.

Table of content:

Declaration of Originality	2
Dedication	3
Acknowledgements	4
Abstract	5
List of Figures	8
List of Tables	9
List of Abbreviations	11
List of Appendices:	12
General introduction:	13
Chapter One:	15
Review of Literature	15
1.1.Introduction :	16
1.2. Definition of teaching:	16
1.3. Definition of teaching styles:	16
1.4. Theories of teaching styles:	17
1.4.1. The authority teaching style:	18
1.4.2. the Directing teaching style:	19
1.4.3. Discussion teaching style:	19
1.5. The impact of teaching styles on students improvement:	20
1.5.1. The impact of authority teaching style:	20
1.5.2. The impact of Directing teaching style:	21
1.5.3. The impact of Discussion teaching style:	21
1.7. Conclusion:	22
Chapter two:	22
Methodology and Data Collection	Erreur ! Signet non défini.
2.1. Introduction:	24
2.2. Teaching styles applied at saida university:	24
2.2.1. The Discussion teaching style:	24
2.2.3.Cooperative teaching style:	24

2.2.4. Teaching by exploration:	25
2.3. The difficulties of the teaching styles:.....	25
2.4. The difficulties of the learning process:.....	28
2.5. Research Design:	29
2.5.1. Quantitative Research Design:	29
2.6.1. Questionnaire:	30
2.6.2. Questionnaire for Students:.....	30
2.6.2.1. Students' Questionnaire Management:	30
2.6.2.2. Description of the Questionnaire:	31
2.6.3. Questionnaire for Teachers:.....	31
2.6.3.1. Teachers' Questionnaire Management:	31
2.6.3.2. Description of the Questionnaire:	31
2.7. The Sample Population:.....	32
2.8. significance of the study :.....	32
2.9. Limitations of the Study :	33
2.10. Conclusion :.....	33
Chapter Three: Data Analyses, and Interpretations.....	34
3.1. Introduction :	35
3.2. Students' Questionnaire :	35
3.2.1. Analysis of third-year students questionnaire :	35
3.3. Teacher's questionnaire :	51
3.3.1. Analysis of third-year teachers questionnaire :	51
3.4. Further suggestions and comments!	59
3.5. Discussion of Results :	60
3.6. Suggestions and recommendations:.....	60
For teachers:	61
3.7. Conclusion:.....	61
General conclusion	62
Bibliography :.....	63

List of Figures

Figure	page
Figure 1: Students' age	37
Figure 2: Students' gender	38
Figure 3: students pre-knowledge about teaching style	39
Figure 4: students teaching style that they know	40
Figure 5: the important of teaching style to students opinion	42
Figure 6: Students problems in classroom	43
Figure 7: students best way to learn	44
Figure 8: students understanding	45
Figure 9: students prefer	46
Figure 10: students learn better by doing exercises	47
Figure 11: students benefit	48
Figure 12: Teacher during the course of the lesson	49
Figure 13: students work in quiet place	50
Figure 14: students learning information through a lecture	51
Figure 15: students break while studying	52
Figure 16: kind of teachers	53
Figure17: teachers gender	54
Figure18: teachers degree	55
Figure19: kind of teachers	56
Figure20: teachers teaching style	58

List of Tables

Table	page
Table 1: students' age	37
Table 2: students' gender	38
Table 3: students pre-knowledge about teaching style	39
Table 4: students teaching style that they know	40
Table 5: the important of teaching style to students opinion	42
Table 6: students problems in classroom	43
Table 7: students best way to learn	44
Table 8: students understanding	45
Table 9: students prefer	46
Table 10: students learn by doing exercises	47
Table 11: students benefit from computer	48
Table 12: teacher during the course of the lesson	49
Table 13: students work in quiet place	50
Table 14: students learn information through a lecture	51
Table 15: students breaks while studying	52
Table 16: kind of teachers	53
Table17: teachers gender	54
Table18: teachers degree	55
Table19: kind of teachers	56
Table20: teachers modules	58

Table 21: teachers teaching style	59
Table 22: teachers problems	59
Table 23: teachers use more than one teaching style	60
Table 24: teachers problems	61
Table 25: teachers factors	61
Table 26: teachers experience	62

List of Abbreviations

EFL: English as a Foreign Language

LMD: licence Master doctorates

Q: Question

List of Appendices:

Appendix

Appendix A : Students questionnaire

Appendix B: Teachers questionnaire

General introduction:

Teaching a foreign language requires both teachers' and students' efforts to achieve optimum results. Students have different individual variables thus teachers should use appropriate ways to teach learners. Teaching styles include several activities that the teacher needs to follow them in classroom.

There are different types of teaching methods that play a prominent role in improving the learning process for the student, and the method of teaching based on authority is one of the most prevalent methods since antiquity to the present. The authority teaching style is a useful method that enables the teacher to control his class, It is based on the teacher himself as a guider in the classroom Since it is based on providing students with information about a particular topic that makes the teacher the focus of the educational process. Also, the directing teaching style sometimes called the natural method, and often used in teaching foreign languages, it refrains from using the learners' mother tongue and uses only the target language. Another teaching style that can be used in the classroom is the discussion one, teachers provide students with clear and directed guidance it is an effective method of teaching in which both the teacher and the student exchange a discussion about the topic presented in the class.

Teaching styles have a vital role in the field of the learning process, thus doing discover the effect of appropriate teaching style on the student's improvement. Besides, the research aims to explore the attitude of the third-year English students at Saida University towards the appropriate teaching style for them and improves their learning and understand the lessons easily and clearly.

EFL teachers encounter different problems to improve learners level To clarify what the teacher is seeking for the following research questions are addressed:

- 1\ What is the effect of teaching styles on the learning process?
- 2\ How can we improve teaching styles to achieve successful learning?

The following research hypotheses are suggested to answer the above questions:

- 1\ We hypothesize that Teaching styles push the learners towards realizing their own abilities to reach knowledge

2\ We hypothesize that; To achieve successful learning, teachers should use more than one teaching styles to improve students.

To achieve the objectives of the research, the researcher used one research tool divided in tow questionnaires for teachers and students. English teachers surveys were read to show how many teaching styles improve students in the learning process and gather information about which teaching style is most effective in study. As for the students' questionnaire, it was administrated to reach a deeper understanding of the issue at hand. Therefore, this study aims to determine the effect of teaching styles on studentsimprovement.

The target population of this study is a randomly selected group forty of students(40) of both genders belong to third-year students in the Department of English at Saida University, in addition to four (4) teachers of English to express their views and difficulties to how they improve their students in the classroom. At the end this study is dived into Three chapters:

The first chapter is related to the theoretical side of the work {Review of Literature}. We expose the most important concepts that are related to our theme {the impact of teaching styles on students improvement}, starting with definitions of teaching and teaching styles, with a focus on their impact on students improvement.

The second chapter deals with the most commonly used teaching styles at Saida University, mentioning the most important difficulties that both students and teachers face in the learning and teaching process. This chapter is also devoted to the research methodology that contains a sufficient explanation of the research tool used (the questionnaire), as well as the research sample that will answer the questionnaire (third year students of the English language).

The third chapter includes data analysis and interpretations. It deals with questionnaires of both students and teachers, and also contains a discussion of the results of data analysis. Moreover, the researcher made some recommendations for EFL teachers on how to improve the learning process for students in EFL class. At the end, a general conclusion, in which the whole message is summarized.

Chapter One:
Review of Literature

1.1.Introduction :

Teaching styles on student's improvements is a pedagogical practice that has been attended to in recent years. Because of a large body of research that indicates that the student needs an appropriate way to study and understand the lessons, therefore key issues related to teaching strategies such as the general concept of improvement and building motivation in the classroom are included. In this chapter, we try to give an overview of teaching styles and their impact on students' improvement.

1.2. Definition of teaching:

Teaching is defined as an organization to the learner's acquisition of the general foundations for knowledge, and this is done in an organized and intended way for specific information.

According to Nilsen and Albertali (2002) teaching in its broadest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills. Teaching is an art of inducing students to behave in ways that are assumed to lead to learning, including trying to get the students to act in this way. Schlechty (2004), said that teaching is an art and it's should create situations to facilitate learning and then motivate learners to have an interest in being transmitted to them (p.38).

1.3. Definition of teaching styles:

It has been continually stressed through history that teaching styles have an important role in successful learning, it develops understanding, skills, and values relative to the subject, in other words, Teaching styles describe the way the teacher works and the classroom environment. Trobridge and Bybee (1996) stated that teaching style is the most effective means of presenting the material as long as the style is appropriate for the subject and the students. Brookfield defines it as "a mode of expression in which the teacher achieves the balance between developing a guiding vision that informs our teaching and responding flexibility to different content" (1990,p.4). Hiemlich (1990) stated that teaching style "includes the implementation of the philosophy; it contains evidence of beliefs about values related to, and attitudes towards all the elements of teaching-learning exchange.

In various fields of study such as social psychology and language learning, a teaching style has been well researched and widely discussed. However since teaching style is a complex construct that appears too simple on the surface, it has been impossible for theorists to reach a consensus on a single definition. The term “teaching style” is a broad concept that cannot be easily condensed into one single definition. The term becomes even more complex when it comes to language learning (Williams & Burden, 1997). The unique features of language learning are distinct from the learning of other school subjects.

1.4. Theories of teaching styles:

There are many teaching styles that improve the student at university, throughout the last century traditional teaching methods have undergone significant changes; brought on by social-cultural and technological development. In the contemporary classroom. Different teaching styles are necessary because the students need to be able to learn what the teacher is teaching. However, the choice of teaching styles used can also depend on the university mission statement, the classroom demographics, the educational philosophy of the teacher, and most importantly the subject area.

The teacher has certain knowledge and skills that students need requirement. The teacher tries to keep status as a specialist among students by exhibiting detailed facts about the lessons. He also motivates his student to enhance their competence through knowledge sharing. The teacher is generally concerned with passing on information and ensures that students are well prepared. Many teaching methods help the teacher to improve his students, as the choice of the appropriate style depends on the condition of the students in the department, and the professor can use more than one teaching method at the same time if necessary, and in our research, we chose three of the most important methods such as the authority teaching style, the directing teaching style, and the discussion teaching style. In this article, we will discuss the effect of these styles on student improvement.

1.4.1. The authority teaching style:

According to Morton (2003), the authority teaching style contains the following attributes: It is carried out in an informative, interesting, and attractive way. The content is well organized and easy to understand. Students can understand the development of arguments or the logic of classifying information or ideas. Students feel involved. This can be through some form of active participation, using relevant examples that they can relate to, and getting them to think about what is being said. Regardless of class size, the ability to attract students through questions is an important way to attract students.

Teachers that teach in a formal authoritative style tend to concentrate on the topic. This is a teacher-centered method in which the teacher feels responsible for supplying and regulating the flow of content, while the student is expected to accept it, "I am the flashlight for my students," says an instructor using this teaching style, "I enlighten the topic and materials so that my students may realize the relevance of the material and respect the discipline, Teachers that use this teaching method are less interested with forming relationships with their students, and their pupils are less concerned with forming ties with other students. This style of teaching usually does not need much in the way of student interaction in class. Sage as a model for the stage. The authority teaching style consists of advantages and disadvantages that are embodied in: first, advantage: Emphasis on clear expectations and acceptable methods of action. Second, disadvantages: A strong commitment to this style may result in rigid, standardized, and less flexible approaches to managing students and their concerns. The authority lecture style is considered as one of the most widespread methods in education, it is characterized by behavioral principles, high expectations of appropriate behavior, clear statements about why certain behaviors are acceptable and others are not, and warm student-teacher relationships. Some call authority style as the word "news" and others call it "show" and it's one of the most widely adopted methods in the field of teaching for all its stages and its common especially in teaching social subject such as historical subject because through them a basic idea is clarified or explained to the student (Saad 2000, p.15).

Then we move to the role of teachers and the role of students in this method (Authority style, The authority in teaching style is limited to verbal expressions and not accompanied by questions or discussion, and it's devoid of the use of other specific explanatory aids except for the blackboard chalk and some simple means, so the role of the teacher here is the castor so he delivers his information orally to the students in a logical sequence that leads to the transition

from: The easy to the difficult, the simple to the complex, the tangible to the abstract, the known to the unknown, the important to the clear.

The student's role here is: receiving information by listening and paying attention to the graduation of the delivered lection to understand it widespread it.

1.4.2. The Directing teaching style:

Directing teaching style is a formal instructional approach that necessitates a thorough understanding of the subject matter by the teacher. as a result, this approach is based on behaviorist learning concepts, and it also aids it in gaining students' attention. This approach still elicits interest and excitement today. It is known as the natural method, avoids using the learner's native language in favor of the target language, it's so often (but not exclusively) used in the teaching of foreign languages.

The directing method of language teaching involves using the teacher's body and mental abilities to create an immediate and direct visual relationship between knowledge, speech, words, phrases, idioms, definitions, grammar, and presentations without the use of the learner's mother tongue. The role of the teacher in the directing teaching style is to guide class activities, inspire students to engage in a class by asking them questions frequently, and immediately correct their mistakes. students and teachers are partners in the learning process which is critical in this position student position. On the other hand, the student role is less passive than in the grammar-translation method. furthermore, there is student self-correction they are required to speak often which emphasizes their communicative abilities. In this teaching style, communication abilities are carefully developed, grammar is also taught inductively in this form. in addition, this approach improves speech and listening skills, in a nutshell, students can talk for a long time the class time.

1.4.3. Discussion teaching style:

Discussion teaching technique is the exchange of ideas by two or more learners regarding a central topic or issue. Within a classroom setting, discussion primarily refers to whole-class exercises encouraged or motivated by the teacher. Students may or may not be looking for an answer to a problem. In an ideal world, a semester speech would consist

primarily of student support. The teacher encourages and urges students only to keep the discourse flowing.

For difficult assignments, students are frequently expected to work independently or in groups, and they must be able to retain motivation and focus. Students who work in this context must be able to do more than just absorb course material; they must also be able to operate well in groups and manage a variety of interpersonal roles. Advantage: Helps students to perceive themselves as independent learners, disadvantage: Style takes time and isn't always used in a good or encouraging way.

According to Brown 2000: « I have seen excellent teachers at both ends of these continuums of style. As you become more comfortable with the teaching role in the classroom, make sure that your teaching style is also consistent with others, and consistent with how you feel most sincere in the classroom; then learn how to use its benefits. teaching style ».

1.5. The impact of teaching styles on students improvement:

1.5.1. The impact of authority teaching style:

In the classroom, authority is a central, phenomenon, and is misunderstood. Educational sociologist Mary Haywood Metz (1978) noted: "The difference between authority and other orders and obedience relationships lies in the command power of superiors and the obligation of subordinates to obey" (page 26). Therefore, when one person has the right to command, Others also have the responsibility to obey. The ability to force obedience and the full right to give orders are also part of power. On the other hand, the authority is described as "overwhelming" (surpouvoir, Monjo, 2009).

The authority style helps students to benefit from the teacher's explanation and clarification of additional information, knowledge, and experiences more broadly than what is mentioned in the sources or textbooks that have, it raises the longing and desire to follow the course of the lecture if it is of an interesting sequential , and it may affect their emotions and feelings and the speed of their absorption of the prescribed material and it provides students with the appropriate opportunity through which they can pay attention to the weaknesses in presenting the material in some of their prescribed textbooks. Also, authority style develops in them the ability to listen, to pay attention, to follow the information presented, to inculcate in them the spirit of patience and self-control, the material is given by the teacher is more

organized, coordinated, and progressive, information from the lecture helps students by presenting development that has not yet made their way into the books for students. Then authority style is based on clarifying knowledge and information more broadly than what was mentioned in the course material and is based on presenting developments not mentioned yet in the curriculum, work to stimulate the suspense, excitement, and desire among students to follow the class when it is characterized by an interesting sequence, and it works to stimulate emotions and feelings, and the speed of understanding and comprehension of the course material. Also, authority style works to provide an appropriate field for the educated person through which he can pay attention and focus on the weaknesses and defects sites in the public material available in the curriculum and works to push the learner person to speak in front of the students of the classroom environment boldly and without embarrassment, because of the teacher who worked on it, and as a result of the teachers delivery, it encourages them to imitate the teacher. Then, it is based on assisting to instill the values and concept of moral courage, and it keeps students away from fear and hesitation in speaking and standing in front of everyone.

As a result of teachers recitation, it encourages them to push them to speak boldly in front of their fellow students on one of the topics due to their attempt to imitate their teacher, thus helping to instill moral courage in them and expelling them from hesitation and fear of speaking or appearing in front of society.

1.5.2. The impact of Directing teaching style:

Directing style develops speech fluency makes writing easier and helps to improve language and articulation in writing which is a quick way to learn new words and increase your vocabulary, it also enhances the production of language sense. Then, it's jam-packed with activities, which keeps things exciting for students and facilitates alertness and student participation.

1.5.3. The impact of Discussion teaching style:

The discussion involves two-way communication between the participants. In class situations, both the teacher and the students participate in the discussion. During the discussion, the lecturer sometimes listens and the participants sometimes speak. Therefore, for students, the discussion is a more positive learning experience than lectures and students have

the opportunity to criticize and evaluate, logical and meaningful criticism should be accepted. Students should anchor the discussion themselves. Keeping teachers as guides. The teacher selects the topic only with the help of students. Also, the advantages of discussion methods are effective learning emphasis on students' experience, development of critical thinking participation by everybody Self-expression Peer learning is one of the most direct benefits resulting from the discussion style.

1.7. Conclusion:

Some teachers use more than one teaching style to be able to improve their students in learning in the classroom, and some rely on one style, and sometimes this may be useful, or may constitute an obstacle to the development of students' learning process. During this chapter, we focused on teaching methods first, and then dealt with the effect of the teaching styles on improving the learning process for students, which is the subject of research, as we concluded that teaching styles have a significant impact in the field of education.

Chapter two:
Methodology and Data Collection

2.1. Introduction:

The next chapter will focus on the teaching styles most applied at the University of Saida and the difficulties that both professors and students face in the teaching process and learning. To investigate these points, a questionnaire is sent to both third year English students and EFL teachers at Saida University. The researcher describes how to collect data to answer the research questions in the previous chapter. One search tool, a questionnaire for students and teachers of English in the same department. Finally, this class delivers a reliable output

2.2. Teaching styles applied at saida university:

Teachers have different views about their roles in the classroom and the types of teaching styles they prefer and which they see as appropriate in improving the learning process.

2.2.1. The Discussion teaching style:

It is the process of opening communication between the teacher and the students or between the students themselves. According to the teachers, the discussion style has advantages: it leads to awareness of the learner's mind, makes students the focus of the learning process, helps train students to respect and appreciate the opinions of others, and also contributes to training students to master speaking skills without feeling afraid of their colleagues. The discussion style increases students' knowledge by listening to their peers' opinions and participating in the class without feeling anxious.

2.2.3. Cooperative teaching style:

It is a teaching method based on the use of small groups of students to work collectively, to raise their level of learning, a method of organizing the classroom environment, where students are divided into small groups and take into account their levels and abilities. The collaborative teaching style in this way requires students to work and communicate collectively, using and releasing their mental energies and helping to motivate all members of the group to achieve a common goal by satisfying a series of scholastic requirements. Later in this guide, we present the theoretical foundations for cooperative learning, which is presented in the basis of development and motivation, which is one of the teaching models unfamiliar in universities, although it ensures that the student raises the level of learning and develops it. According to the professors, the collaborative teaching style has advantages: it raises students' academic achievement, works to remember for a longer period of time and is more inclusive

of multiple opinions. The cooperative teaching method also increases the internal motivation of students and enables them to acquire multiple and diverse cooperative skills.

2.2.4. Teaching by exploration:

The process of learning through exploration is the process of organizing information and an individual's attempt to obtain knowledge by himself without the help of the teacher.

According to the professors, the exploratory teaching style has advantages: It gives the teacher the possibility to check how well the students understand in the classroom. Allows students to practice facing challenges and difficulties in studying, by relying on themselves in the stages of accessing information, it motivates students and increases their motivation to learn, providing them with suspense while discovering information, and providing them with the opportunity for students to interact with lessons positively.

2.3. The difficulties of the teaching styles:

Teachers use different metaphors to describe their actual work during the teaching process. Some people think: « they are like actors, because 'we are always on stage. Others think of them as conductors, "because I lead the conversion and set the pace and tone. » Others feel like gardeners, "because we plant seeds and watch them grow. The variety of images teachers and others use of themselves shows the variety of their professional views." Harmer (2001) « In fact, students can roughly understand who they are based on their teacher's performance in class and their reactions to class events ». As we all know, teachers and students, like any other group of people, have individual differences.

Personality, According to Harmer (2010), it is difficult to discuss the personality of a teacher because there is no such thing as an ideal teacher personality. The effective personality of a teacher is considered to be a mixture of our true identity as a teacher.

Harmer states « Teaching entails a lot more than simply being ourselves..... We must be able to portray to the pupils a professional image that is both interesting and effective. This isn't to say that we're lying about who we are teaching isn't acting, after all – but we should be conscious of how we present ourselves ».

The most difficult thing a teacher faces is choosing the wrong style for their students, as this can result in information not being well communicated to students, this can make the teacher feel tense and restless, if the student does not fulfill the method of his choice, the student will not listen to the teacher and will not focus in the lesson, A large number of students in the

class, the abundance of chaos and the lack of respect for the teacher during the lesson creates difficulties for the teacher to teach

One of the main difficulties that a teacher may encounter when teaching large classes is a tremendous effort that must be made. In a large class, there is always something to do. Also, The noise level is generally high as a result of the big number of students, which adds to the stress that teachers may be experiencing. It's difficult to see how educational resources like computers, books, and references would serve a huge class. There is no doubt that it is difficult for teachers to cope with large classes. Unless students are motivated to learn, any measures taken to solve the problem are futile. However, the following tips may help alleviate the severity of the situation. Then, lots of lessons and limited time to complete them before the exams, insufficient time for planning. Teachers often report that they do not have time to prepare, plan, and perform all tasks that are required of them. Updating content and document presentations, correcting old materials, and adapting subjects to new student groups are some of the tasks that teachers want them to have more time to complete, The lack of educational electronic devices that help the teacher to explain the lessons in a better way data show. Students are constantly exposed to technology outside the classroom. Students like to interact, and learning through technology has become part of their lifestyle, There are no boundaries when it comes to technology. Students can learn a subject in a variety of ways when they have access to material outside of the book. Teachers can come up with innovative strategies to keep their students engaged while teaching. Technology is an important idea to understand. Because technology changes so frequently, students would benefit from understanding it sooner rather than later. There is no way around it; it is an integral aspect of every enterprise. Technology nowadays entails more than just understanding how to use a computer. Today, technology has infiltrated every facet of our lives, and the students who grasp it are the ones who succeed. Also, Discomfort with students who are impolite and their misbehavior in class and contempt for the teacher and their classmates, these behaviors are not just instructors' pet peeves; they have real costs including In the classroom, interfere with other students and teachers reduce student participation and the enthusiasm of other students and teachers in and outside the classroom Affect the equity of scoring Wasting time How classmate or authority figure with a teacher or teaching assistant, feeling disrespectful, Lack of participation in the classroom after explaining the lessons well leads to the teacher's frustration, Active participation in the classroom can also improve critical and high-level thinking skills. The students in the class have already learned the materials well and can introduce new concepts

to their peers. ... Participation can also help students learn from each other and increase understanding through cooperation.

On the other hand, The teacher's stress is caused by a huge number of responsibilities and academic tasks, as well as a lack of adequate time to complete them, these causes of stress are related to the stress response. A moderate correlation was found between external stressors (i.e. student misbehavior) and negative emotional responses (Montgomery & Rupp, 2005). Similarly, Jennings and Greenberg (2009) emphasized the importance of a healthy teacher-student relationship for teacher happiness. Weak personality in front of students lack communication between teachers and students, resulting in a lack of effective information communication to students.

Effective communication between teachers and students has the potential to enhance the learning experience and create a positive classroom environment. However, this relationship requires efforts from both parties. Communication barriers in the classroom make it difficult for students to get the most out of their education. In many cases, teachers cannot create engaging courses and it is difficult to connect with students on an individual basis. Students also have unresolved language or speech difficulties that lead to poor communication. Personality differences and peer pressure increase the mix, making some classroom interactions embarrassing or compelling.

In the end Failure of students in the exam for the teacher's module will leads to disappointment and frustration for the teacher, which will lead to him not performing his duties better. poor time management, effective time management is essential for all students to balance all responsibilities (study, homework, family, social time, etc.). However, most students do not, leading to exam or exam failure. Therefore, learning time management skills is critical for them. Also, the sooner they learn, the cheaper it will be. There is no procrastination in the secret of success. However, we are lazy because we always tend to procrastinate and assign tasks for tomorrow until the deadline is reached. Procrastination is not only ineffective, but it can also lead to stress, depression, nervousness, and poor performance Incorrect learning strategy, Unfortunately, most students do not know how to learn correctly. They think that learning means reading and copying the teacher's notes and understand widespread hurt and understand you must understand and learn concepts. Therefore, your wrong learning strategy will lead to your academic failure.

2.4. The difficulties of the learning process:

Students in universities suffer from many problems in the classroom, as they find difficulties in understanding the lessons and difficulties in choosing the appropriate course for study or discussion with the professor, among the most important problems they suffer from are the following:

The first one is anxiety, which is an emotion characterized by physical changes such as tension, worried thoughts, and increased blood pressure. People with anxiety disorders often have recurring intrusive thoughts or worries. They can avoid certain situations because they are worried. They may also have physical symptoms such as sweating, tremors, dizziness, or rapid heartbeat. All students feel pressured at times, especially during midterms and finals. However, if bad emotions interfere with your daily activities, they can become a problem. When it's hard going to class, concentrating, or having trouble hanging out with friends, you may be struggling with mental stress. Many factors can cause unpleasant feelings and emotions. A 2018 study found that the greatest increase in anxiety among college students occurred during the initial transition to college. Sleep disruptions, fueled by excessive caffeine consumption or staying up late, are also linked to increased anxiety.

The second is Depression, during the study period, students will feel psychological pressure, which stems from the accumulation of costs and requirements, and has many negative consequences because these pressures seriously affect their determination and desire to learn. The psychological pressure that students experience during their studies is the result of daily negligence and delay in their studies. It shows that most students feel psychological pressure not because of learning difficulties, but because they have an accumulation of lessons and noticed that many students postpone their homework and study for a while learning is a process that requires flexibility and time allocation. The most important factor is confidence in abilities. I noticed that many students spend a lot of time studying courses, preparation costs, but feel a lot of pressure on themselves due to learning. They lack confidence in their abilities and are dominated by fear and doubts about theirs.

The third is Lack of self-confidence, Self-confidence is an important part of success in the education process. Lack of self-confidence can make students feel defeated or depressed and can lead students to make poor choices, fall into destructive relationships, or fail to live up to their full potential. The student's weakness will harm his study. One of the reasons for his weakness is to abuse students at home, because of his weak learning ability, resulting in a lack of self-confidence unwillingness to study or participate in the department. The teacher only works with excellent students and does not allow other students to express their opinions and participate in the class, this also makes it difficult for students to understand the course.

The last one is lack of motivation, Motivation problem refers to the decrease in motivation caused by imposing non-essential learning, and students' passivity by the passive role of students is the reason for the decrease in motivation, which is the source of the so-called education crisis. The question of the stratification and mechanical methodology of the traditional education paradigm is the question of motivation, lack of motivation in students can be a very troublesome problem. Some students lack motivation because they are afraid. manifestation of a lack of motivation to learn are the insufficient motivation for learning lack of enthusiasm or lack of enthusiasm for home works. Lack of interest in tasks that are difficult to understand does not listen to the instructions of the teacher and the principal and does not take them seriously. Ignore books and educational tools that can promote the educational process and are considered essential, the student's desire to acquire knowledge is weak.

2.5. Research Design:

To collect data, social researchers use various strategies. In this study, procedures were used: questionnaire surveys for students and teachers. The former is used to collect quantitative result.

2.5.1. Quantitative Research Design:

The process of collecting and interpreting numerical data is known as quantitative research. Quantitative research is expressed in numbers and graphs and is used to test or confirm theories and assumptions. Quantitative data is based on numbers. Simple mathematics or more advanced statistical analysis is used to discover commonalities or patterns in the data. The results are often reported in graphs and tables. In this study, the researcher determines what he must deal with, collects identifiable data or specific or specific questions from a large number of participants, uses statistics and analyzes them in an unprecedented objective way, and analyzes the collected data. from student questionnaires. The quantitative method helped

the researcher to obtain information regarding the effect of learning styles on students' improvement.

2.6.1. Questionnaire:

The questionnaire is the most important data collection tool in survey research. Essentially, it is a series of standardized questions, often also called items, that follow a consistent scheme for collecting individual data on one or more specific topics

The questionnaire consists of various questions, which are:

Yes/No questions: it denotes to answer only by yes or no and nothing else

Multiple choice questions {MCQ}: selecting one or more answers from the list of choice

Open-ended questions: it is about point of view

Close-ended questions: it contains choices from {agree, strongly agree, neutral, disagree, strongly disagree}.

2.6.2. Questionnaire for Students:

The researcher use the questionnaire to collect relevant data necessary. Our academic research, and collects quantitative data for a large number of participants in a short period. Surveys display a specific target population, along with a list of different types of questions and sentences for the third-year English students. Our main goal of adopting this tool is to collect attitude information on the impact of teaching styles on student improvement.

2.6.2.1. Students' Questionnaire Management:

This questionnaire takes into consideration the most useful tool for collecting data. The researcher employs an online questionnaire form, the questionnaire was written in very clear, simple, and easy English. This was shared on emails of the third-year English students of saida university, and it take more than a week to get their answers. Fourteen respondents from third-year students participated in filling it.

2.6.2.2. Description of the Questionnaire:

In this questionnaire, the researcher began with requiring participants to carefully participate in this academic study, justify it and check for appropriate choices, reminiscent of the research objectives of the researcher. The student's questionnaire consisted of seventeen questions divided into two main sections. The first background information contains questions about the student's age and gender. The second section consists of different types of questions such as, open multiple choice {yes, no questions} and is attended by a large number of students in connection with the impact of teaching styles on students' improvement. Each of these questions types has a specific ability to collect information. Support that hypothesis from the perspective of understanding what types of capacity are most difficult, we propose ways to improve students' comprehension for the best teaching style, the types of difficulties faced during the learning process.

2.6.3. Questionnaire for Teachers:

As mentioned earlier, a questionnaire is the most useful tool for collecting data on a particular issue. An effective questionnaire is a questionnaire that provides researchers with valuable information, in this questionnaire, we worked with English language teachers as a key participants to investigate their observations about the impact of teaching styles on students improvement.

2.6.3.1. Teachers' Questionnaire Management:

Many results were collected from the professional experience of ELT university teachers. A questionnaire was sent to a sample of four {4} professors from the Faculty of English at Saida University within a week, we received their comments about the case under investigation via e-mail

2.6.3.2. Description of the Questionnaire:

This questionnaire is an online document, containing a mixture of questions such as yes or no, multiple-choice questions (MCQ), open-ended and follow-up questions, that provide further clarification. Each question investigated their views to strengthen the premise of the general introduction.

First, replace this search tool by notifying the target informants of his prompt and asking them to be a collaborative part, i.e. answering some questions by selecting the appropriate option or providing the answers. The teacher survey was divided into two main parts; In the first section, an attempt is made to provide 'background information for teachers, ie questions that determine their gender, academic qualifications, and professional experience teaching English at the university. In the second section, the research targets teachers' perceptions about "the impact of teaching style on students' improvement". Also, ask some questions about teachers' attitudes regarding English language teaching, how they react to problems faced by EFL students and what they suggest as materials to promote the improvement of their students in such a setting. Finally, teachers are free to make any recommendations

2.7. The Sample Population:

To achieve the researcher's demands and to verify the hypotheses of the general introduction, this investigation was conducted with students of the third year of English as a foreign language in the Department of English at Dr. MoulayTaher University {Saida}. The total population was about {100} students consisting of 3 groups, but the questionnaire was sent only to a sample of forty {40} randomly selected students of mixed gender {20 females and 20 males}. The main objective behind dealing with this sample is to discover the teaching styles that hinder their understanding of the lessons in the department and their impact on them.

In addition, we dealt with four {4} English language teachers, who were chosen on purpose to invest their feedback on the research issue at hand and an appropriate approach that might help their students to study and understand the lessons easier. Therefore, the use of these research tools will provide enough and valuable information.

2.8. Significance of the study :

This study is worth doing because it is an attempt to know the effect of teaching methods on students learning correctly. In addition, this study encourages and improves students' effectiveness, which leads students to exert their maximum efforts in studying and learning. So that this study is useful for both of the students because it makes them focus on learning tasks and improving their way of studying and also for teachers to focus more on

using the strategy or effective method during the class, which leads to improving the third-year English students.

2.9. Limitations of the Study:

In this research, we faced many obstacles and problems, and the biggest obstacles were the spread of the Coronavirus in our country. From this standpoint, the researcher was unable to conduct an interview with English language teachers for the third year. In addition to issuing the decision to close the universities, because of which the researcher was unable to meet the students and distribute the questionnaire to them.

Therefore, The researcher conducted only two online questionnaires for professors and teachers to facilitate data collection procedures. Although, this led to many problems, the most important of which were some of the teachers' answers were complex and incomprehensible, and some questions were not answered by the students for unknown reasons, and this took a lot of time to comprehend and organize things.

Another obstacle was the small number of professors who responded to the researcher's questionnaire, as most of them were in the summer vacation period, and only a few of them answered the questionnaire. But despite the difficulties I faced, the experience of research and investigation was amazing, and although we faced many challenges, at the same time they were all supportive.

2.10. Conclusion:

This chapter describes the major steps in the design of the current study. It is all about data devices that present the research methodology used to collect quantitative data . In other words, it is the management and explanation of questionnaires to collect reliable, reliable, and sufficient information on the problem of students improvement. Besides, the researcher discusses the importance of the research to the target population and the most limitations they face when conducting this academic research.

Chapter Three.
Data Analyses, and Interpretations

3.1. Introduction:

This chapter is designed to analyze the results obtained by investigating the effect of teaching styles on student improvement. We chose to work with third-year English language students to look for more ideas and data on the research problem as well as with four teachers from Dr. Taher Moulay Saida University.

3.2. Students' Questionnaire:

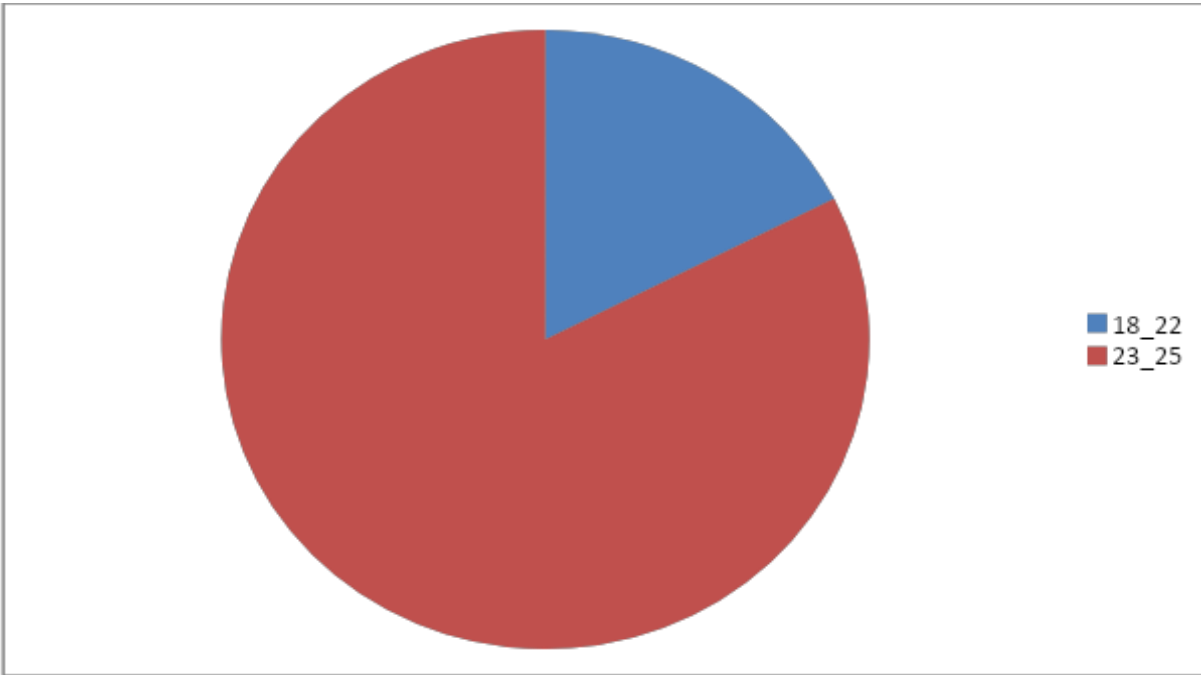
This questionnaire is designed for English students of the third-year classes of the Dr. Taher Moulay University of Saida. The participants of this questionnaire are 40 students. The questionnaire will be administered to a random sample mentioned above to investigate the impact of teaching styles on students' improvement and investigate the problems that hinder the student's participation. The questionnaire involves different types of questions such as closed and open-ended questions. Closed questions require the students to answer by yes or no to tick up the appropriate answer from the different opinions while open-ended are questions require students to give a personal opinion.

3.2.1. Analysis of third-year students questionnaire :

1. Students Age

Table 01: students Age

Age	N	%
18_22	7	17,5%
23_25	33	85,5%
Total	40	100%



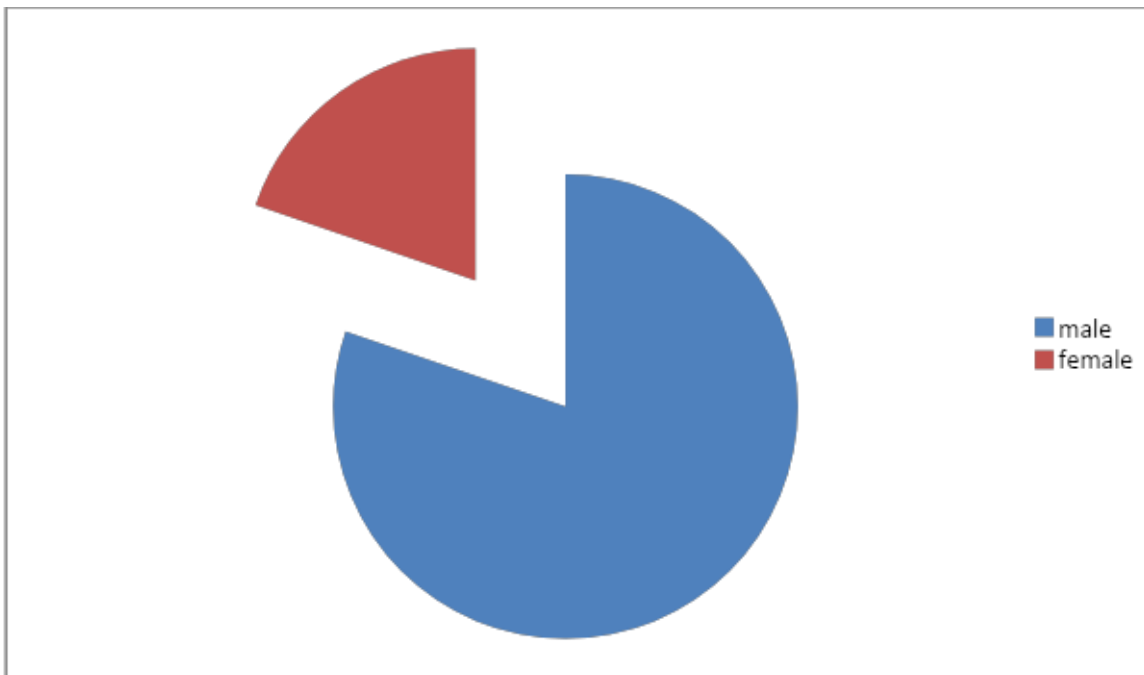
From the results of table 01, the majority of students [83%] were between 23_25 years old which means that it is their first experience to study English language at the university level while only [17,5%] their age range between 18_22 years old; this means that they have other career learning English or they have been repeating at one of the previous levels.

2. Students Gender :

Table 02 studentsgender

Gander	N	%
Male	13	20%
Female	27	80%
Total	40	100%

Students gender



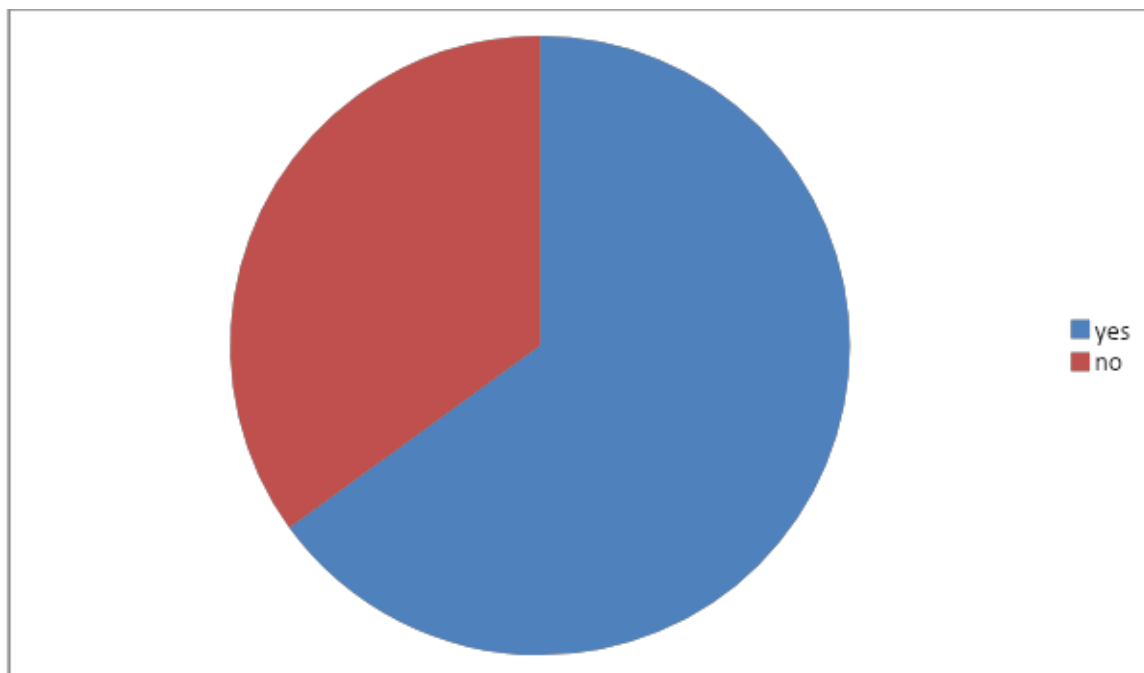
From the results of table 02, we understand that the female [80%] are more interested to learn English than male [20%] of teachers less interested to learn the English language.

3. Do you have a pre-knowledge about teaching style?

Table 03 students pre-knowledge about teaching style

Options	N	%
Yes	26	65%
No	14	35%
Total	40	100%

Students pre-knowledge about teaching styles



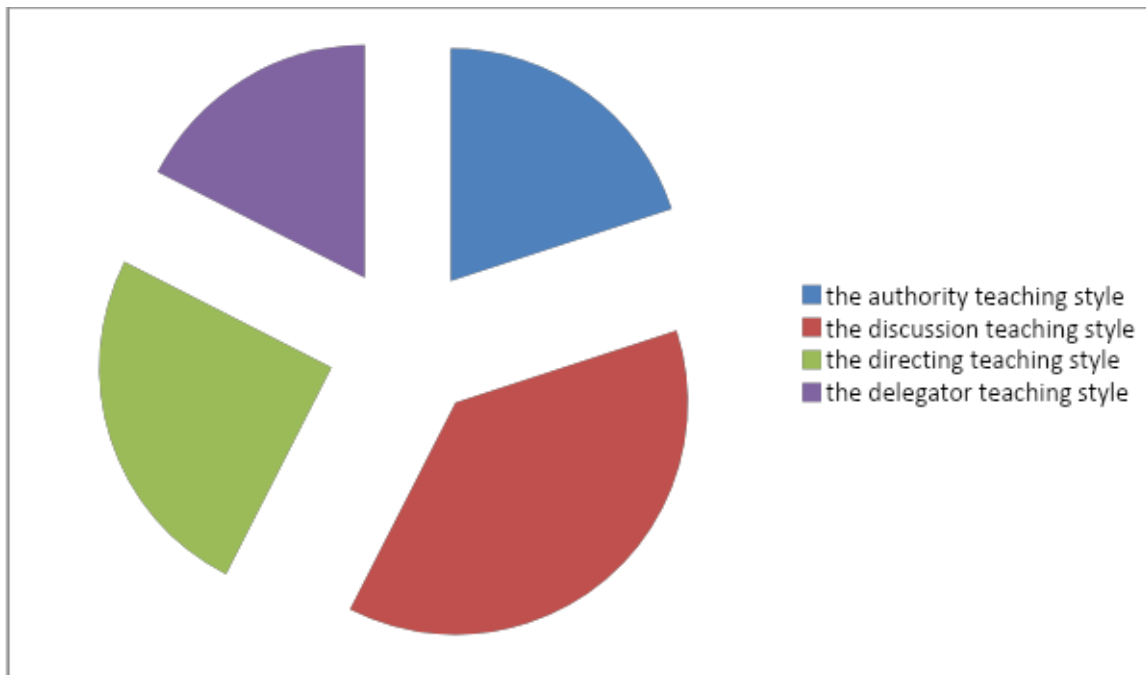
From the result of table 03 we understand that [65%] of the students have pre-knowledge about teaching styles, while [35%] of the students have no idea what is teaching styles

4. What teaching style did you encounter during your study?

Table 04 students teaching style that they know

Options	N	%
The authority teaching style	8	8%
The discussion teaching style	15	38%
The directing teaching style	16	25%
The delegator teaching style	1	18%
Total	40	100%

Students teaching style



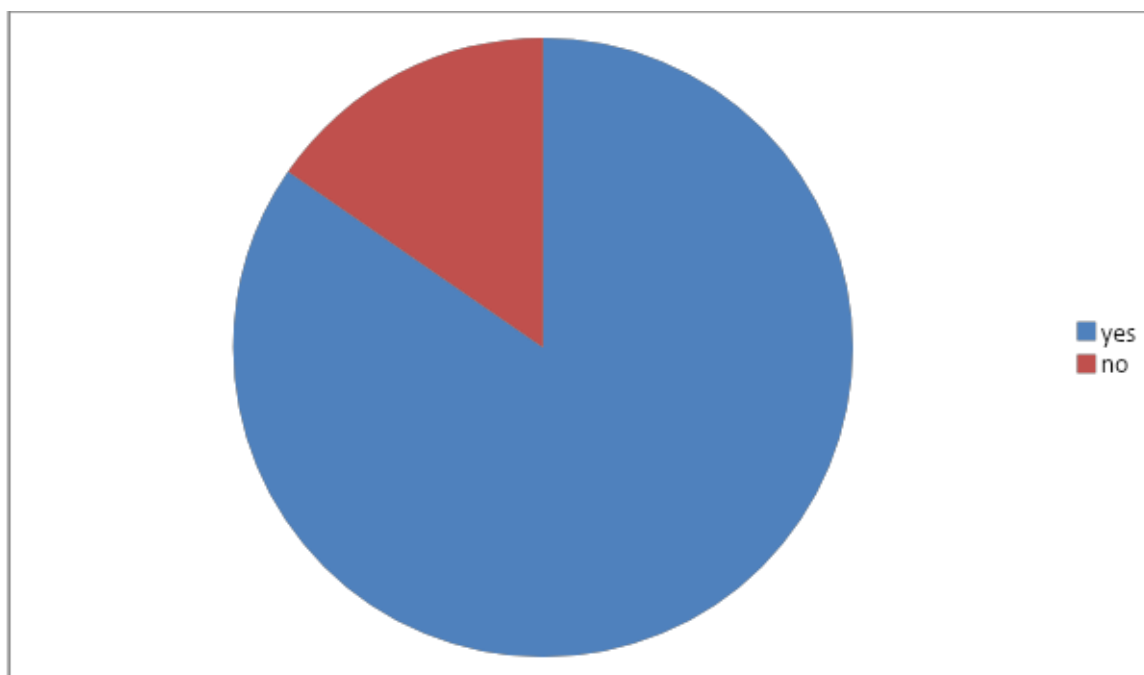
The table 04 results indicate that [8%] of students encounter the authority teaching style during their study, while [38%] of them face the discussion teaching style, then [25%] encounter the directing teaching style and [18%] of students faced the delegator teaching style.

5. Is the teaching style important in your study?

Table 05 the importance of teaching style to students opinion

Options	N	%
Yes	33	85%
No	6	15%
Total	40	100%

The importance of teaching style in students opinion



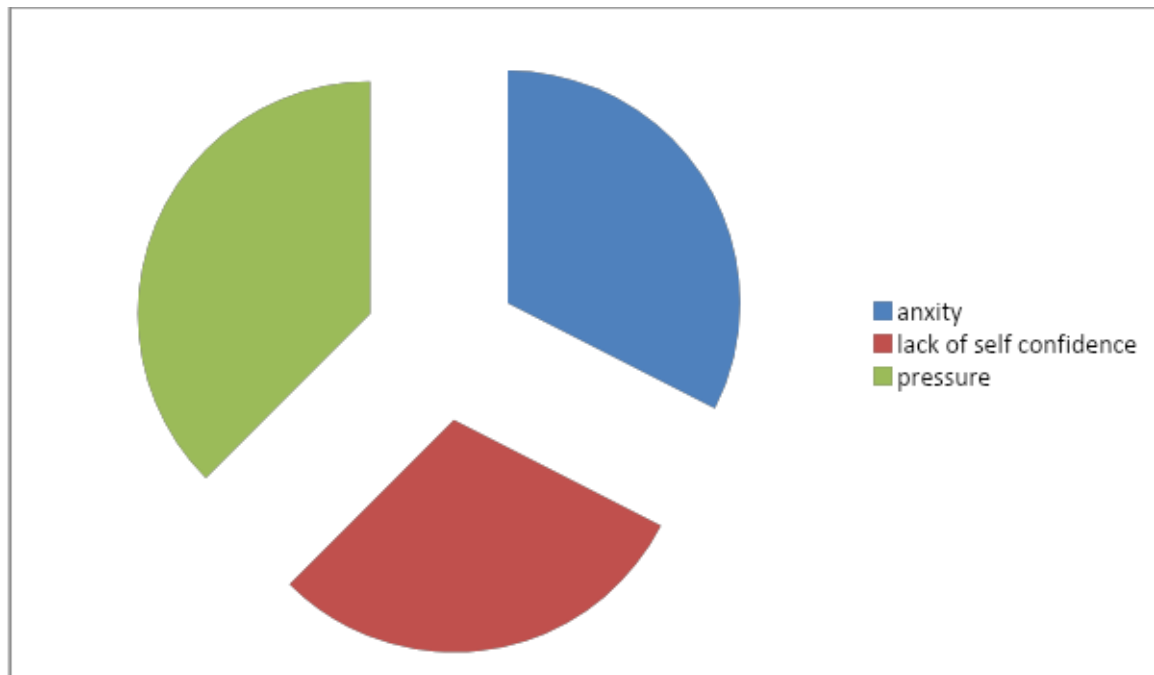
the result displayed in table 5 shows that the majority of students [85%] believe that teaching styles are important in their studies, while the other students [15%] do not believe that teaching style is important.

6. What problems do you face in your classroom?

Students problems in the classroom

Options	N	%
Anxiety	13	33%
Lack of self-confidence	12	30%
Pressure	15	38%
Total	40	100%

Students problems in the classroom



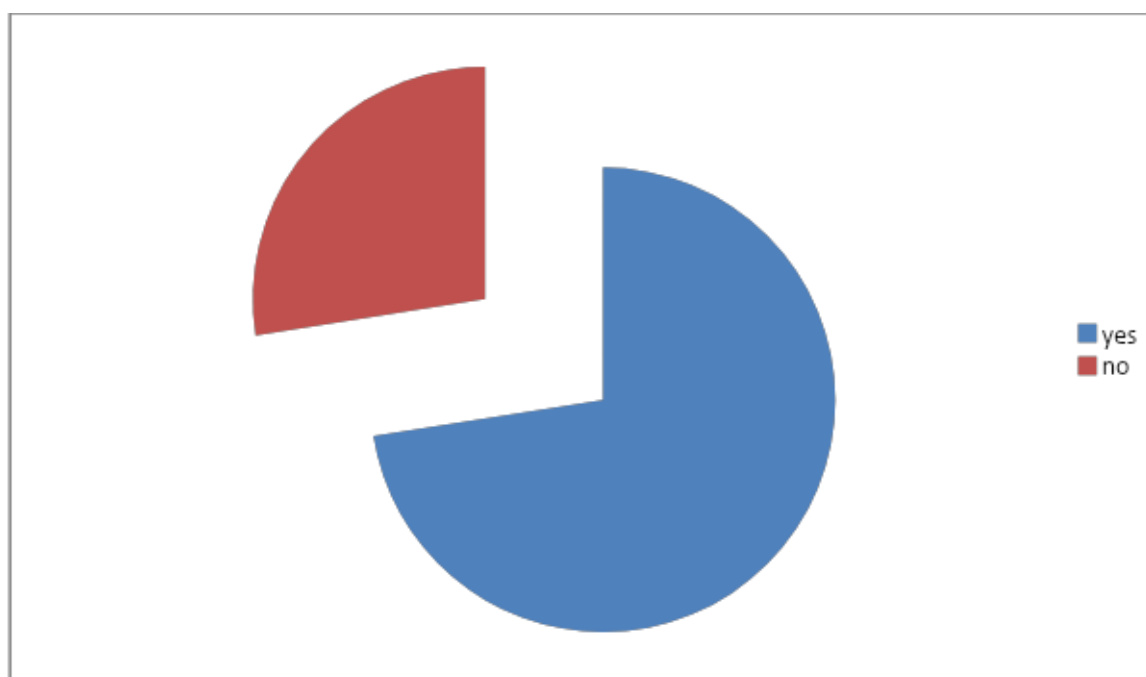
The result of table 06 above indicates that the majority of students [38%] see pressure as the most common problem that they face in the classroom, also [33%] of students see that anxiety is a big problem that they face in the classroom, while [30%] of students having lack of self-confidence as a problem in the classroom.

7. Do you learn better by reading what the teacher writes on the chalkboard better than the role-playing have they adopt you?

Table 07 you learn better by reading what the teacher writes on the chalkboard

Options	N	%
Yes	29	73%
No	11	28%
Total	40	100%

Students learn better by reading what the teacher writes on the chalkboard



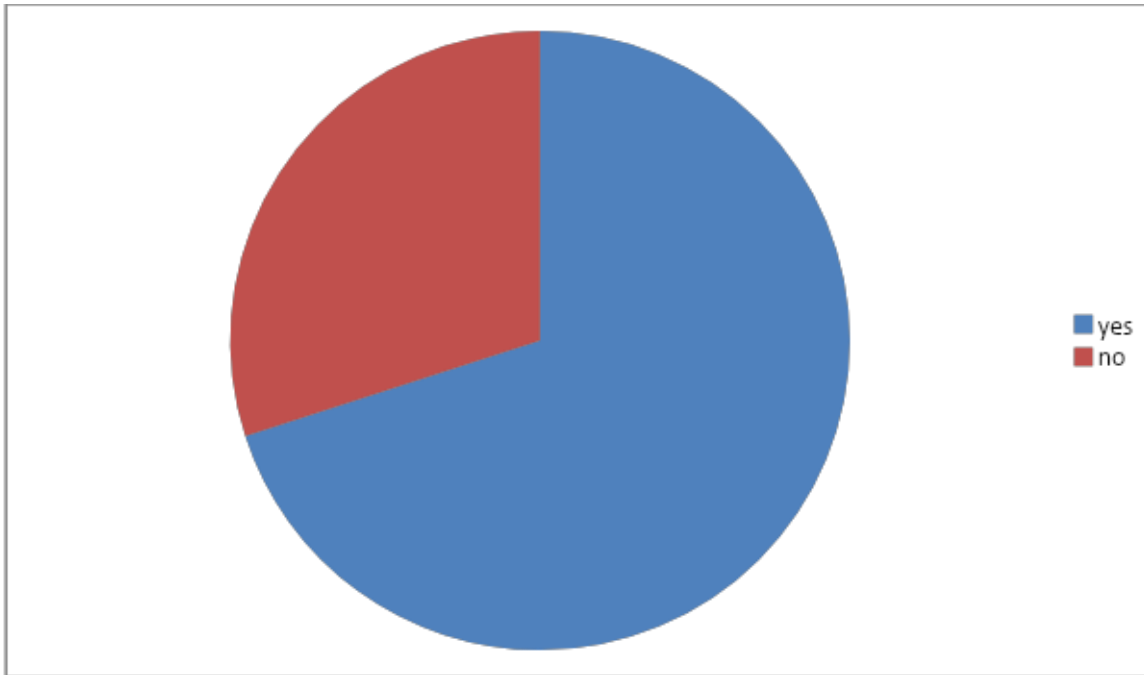
The result of table 07 is that students [73%] see that they learn better by reading what teachers write on the chalkboard, while [28%] of students see that the teacher is not obliged to write on the chalkboard to them learn better.

8 . Do you understand better things in class when you participate in role-playing?

Table 08 students understand better things in class when they participate in role-playing

Options	N	%
Yes	28	70%
No	12	30%
Total	40	100%

Students understand better things in class when you participate in role playing



The result displayed in the above table 8 is that the majority of students [70%] understand better things in class when they participate in role-playing, rather than [30%] of students are not interested to participate in role-playing to get understand lessons and learn better.

9. What makes you understand better?

Table 09 What makes students understand better

Options	N	%
Listen to lecture	19	48%
Read the PDFS	13	33%
Read books	8	20%
Total	40	100%

What makes students understand better



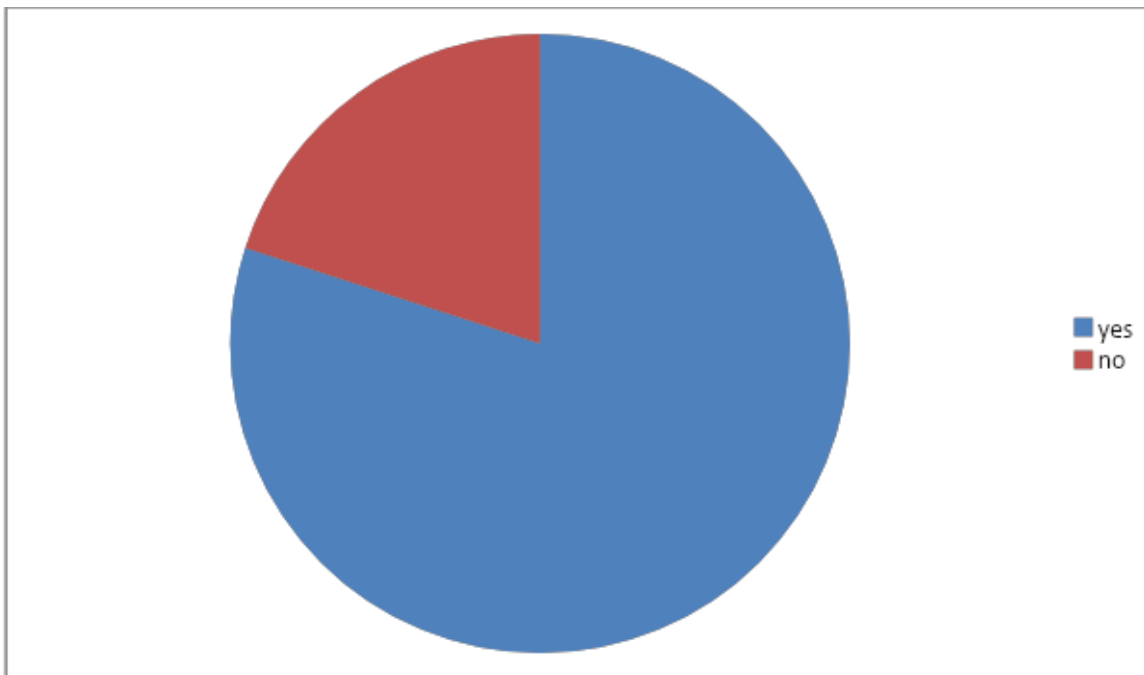
The result of table 09 is that the majority of students [48%] claimed that listening to lectures is the best way to understand lessons. Then [33%] of students maintain that reading assignments better than listening to a lecture and reading books, however [20%] these percentages mean that reading books is the best one than the others.

10. Do you prefer to learn by doing exercises and drills in the class?

Table 10 students prefer to learn by doing exercises and drills in the class

Options	N	%
Yes	32	80%
No	8	20%
Total	40	100%

Students prefer doing exercises and drills in the class



The result of table 10 the majority of students [80%] prefer to learn by doing exercises and drills in the class, while [20%] of students do not prefer to learn by doing exercises and drills in the class.

11. Do you agree that you benefit more from computer laptop classes than lecture classes?

Table 11 students benefit more from computer laptops than lecture classes

Options	N	%
Agree	17	43%
Neutral	15	38%
Disagree	8	20 %
Total	40	100%

Students benefit more from computer lab classes than lecture classes



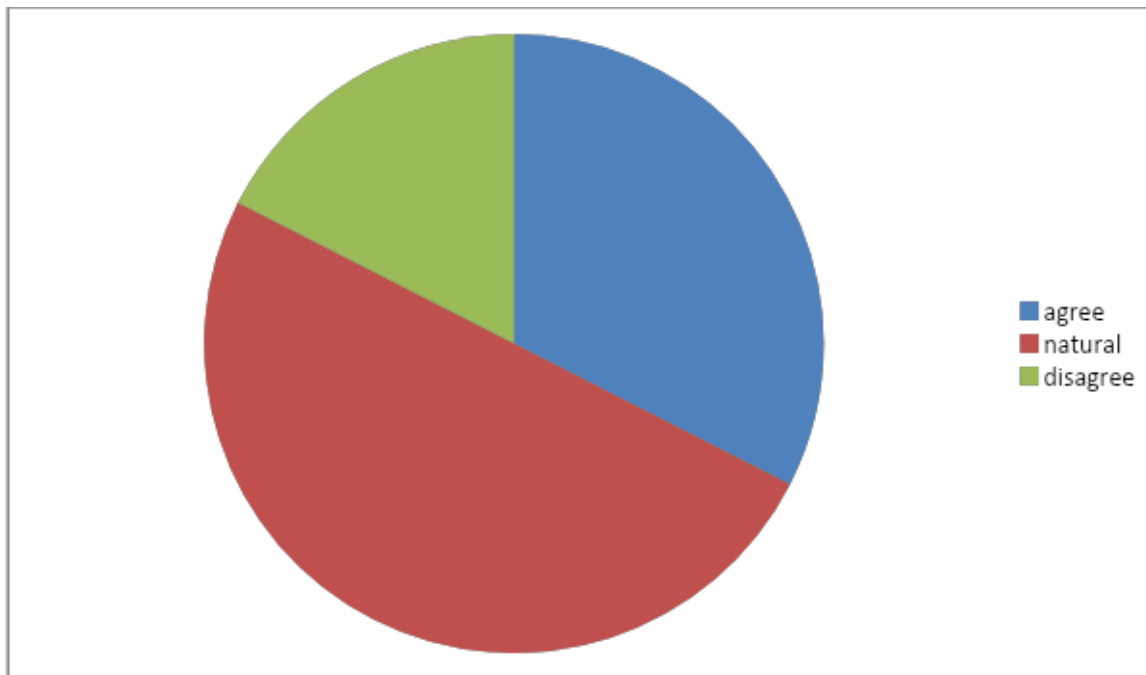
The result of table 11 is that the majority of students are between [43%] and [38%] agrees and neutral to benefit more from computer laptop classes than lecture classes, while [20%] of students disagree.

12. The teacher must be strict during the lesson?

Table 12: The teacher must be strict during the lesson

Options	N	%
Agree	13	33%
Neutral	20	50%
Disagree	7	18%
Total	40	100%

Teacher during the lesson

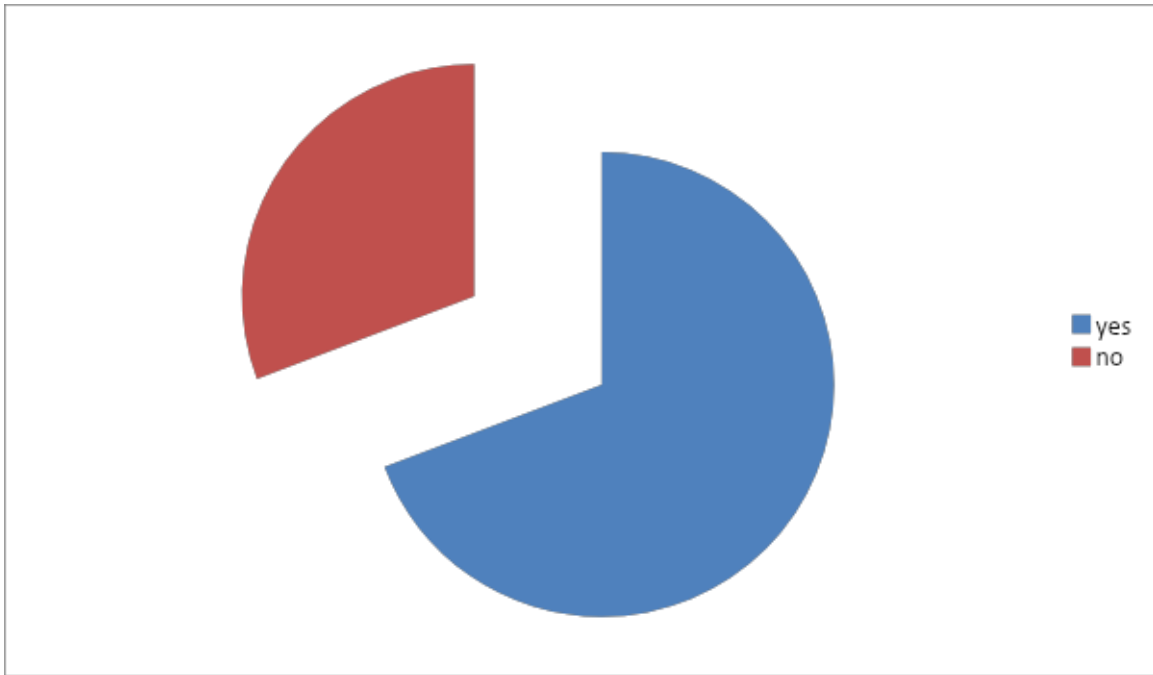


The results of table 12 are that [50%] of students are natural which means the teacher is free to be strict during the lesson or not, then [33%] of students are agreed that the teacher must be strict during the lesson, however [18%] are disagreed that the teacher didn't need to be strict during the lesson.

13. Is it better to get work done in a quiet place or with your classmates?

Table 13: students get work done in a quiet place then sit down next one of a classmate

Options	N	%
Yes	27	69%
No	12	31%
Total	39	100%



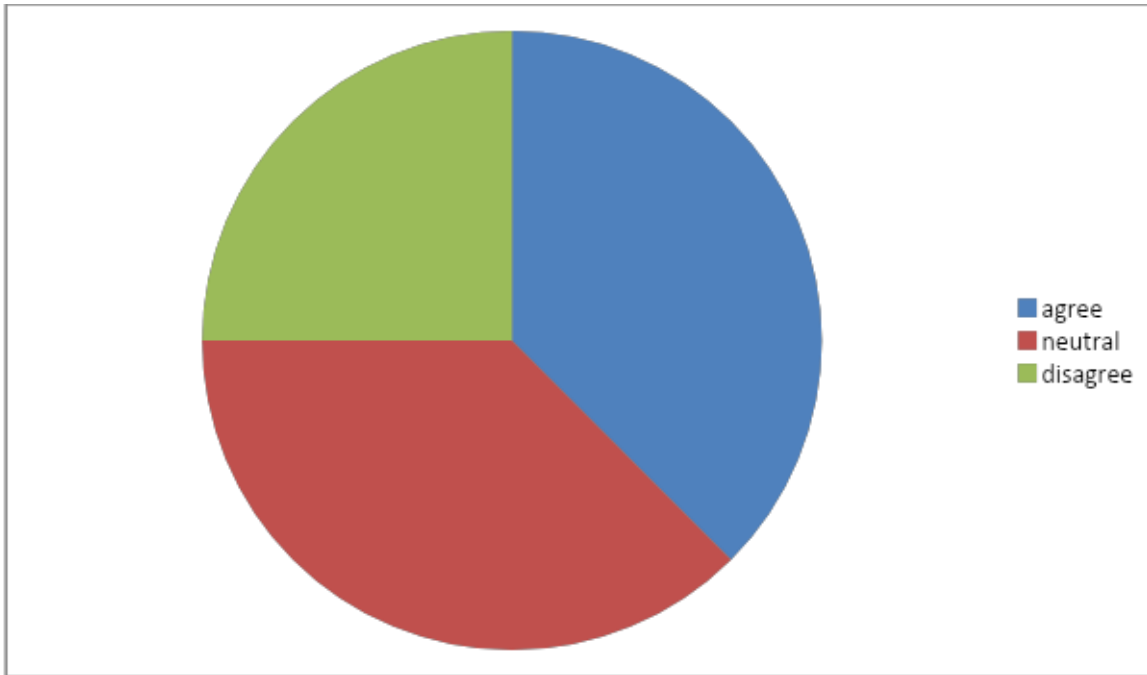
The result of table 13 is [69%] of students agree that get work done in a quiet place is better than work with their classmates, rather than [31%] of students prefer to work with their classmates.

14. When you had the choice to learn new information through a lecture or textbook, would you choose to hear it rather than read it?

Table 14: students choose to learn new information through a lecture or textbook

Options	N	%
Agree	15	38%
Neutral	15	38%
Disagree	10	25%
Total	40	100%

students choice



The result of table 14 shows [38 %] of students agrees to learn new information through a lecture or textbook they would choose to hear it rather than read it. Also, [38%] of students are neutral, while [25%] of students are disagreeing to learn new information through a lecture or textbook.

15. Do students need frequent breaks while studying?

Table 15 breaks while studying

Options	N	%
Agree	19	48%
Neutral	16	40%
Disagree	5	13%
Total	40	100%

breaks while studying



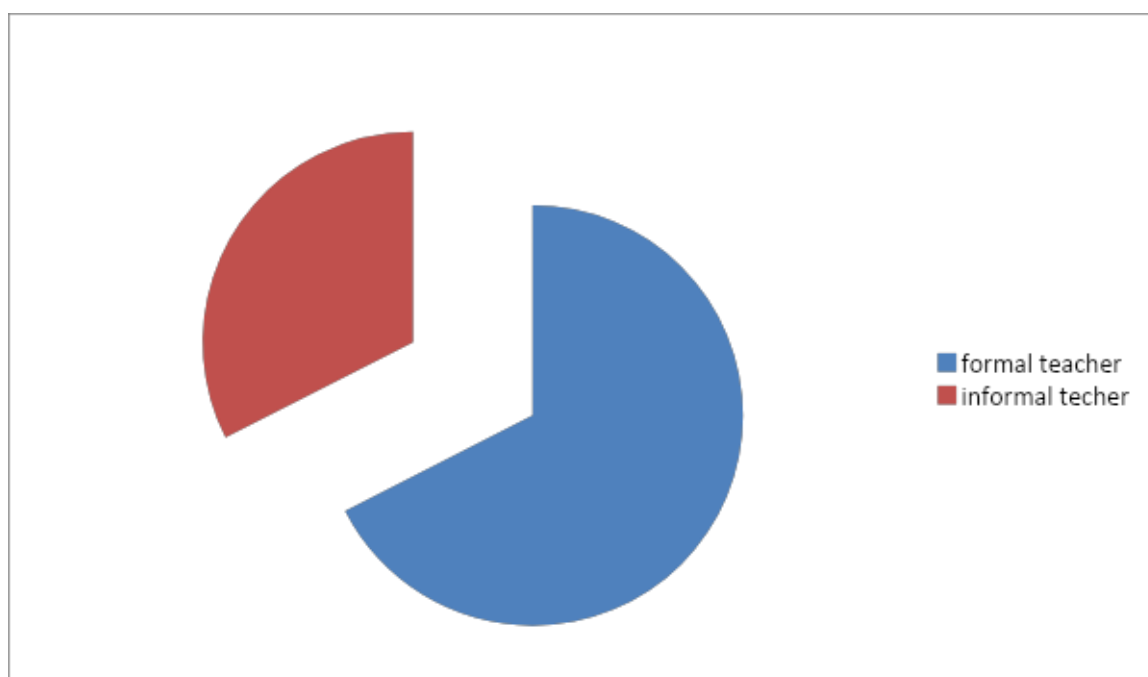
The result from table 15 shows that [48%] of students need frequent breaks while studying. Also [40%] are neutral about the idea of breaks while studying, while [13%] of students are disagreeing and they don't need breaks while studying.

16. Which kind of teacher do you prefer?

Table 16 kind of teacher

Options	N	%
Formal teacher	27	68%
Informal teacher	13	33%
Total	40	100%

kind of teacher



The result from table 16 shows that [68%] of students believe that a formal teacher is the best for teaching, while [33%] of students like the informal teacher.

3.3. Teachers questionnaire:

This questionnaire is designed for teachers of third-year students in the English branch at Dr. Taher Moulay University of Saida. This questionnaire was administered to {04} teachers, they show their collaboration through their answers to our questions. The questions are closed questions, which the teachers suppose to either give the answer {yes or no} or choose the appropriate answer from the different options. The teacher's questionnaire consists of {12} questions.

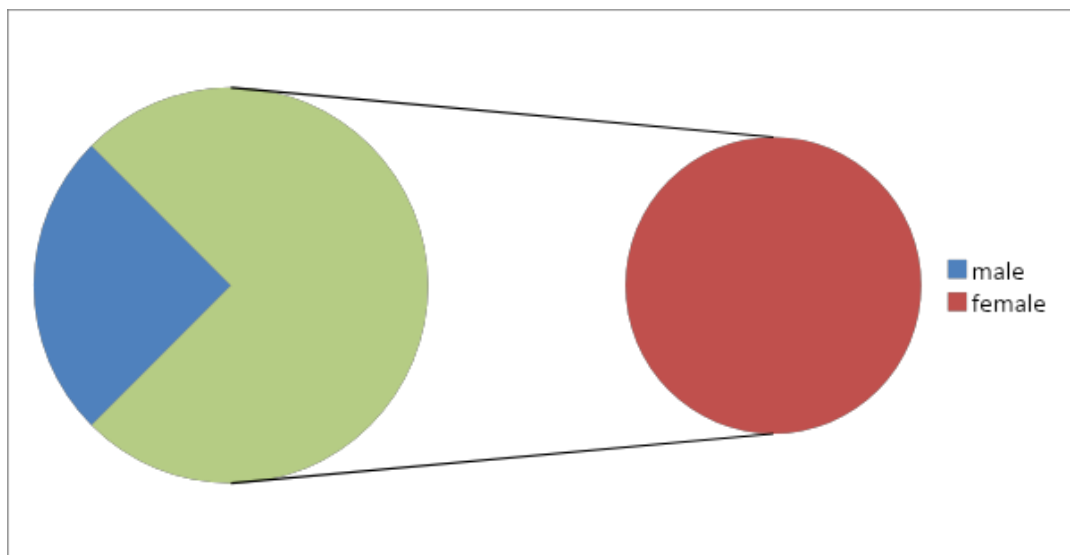
3.3.1. Analysis of third-year teachers questionnaire:

1. Teachers Gender

Table 17: teachersgender

Options	N	%
Male	01	25%
Female	03	75%
Total	04	100%

teachers gender



As it is shown in table 17 that most of the teachers [75%] are female while [25%] are male This is because the teachers have prior experience in teaching such models and because some teachers {female} have been teaching for a long time, while teachers have experience in teaching other models.

2. Teachers Degree

Table 18: teachersdegree

Options	N	%
License	00	00%
Master\magister	01	25%
Doctorate	02	75%
Total	04	100%

teachers degree



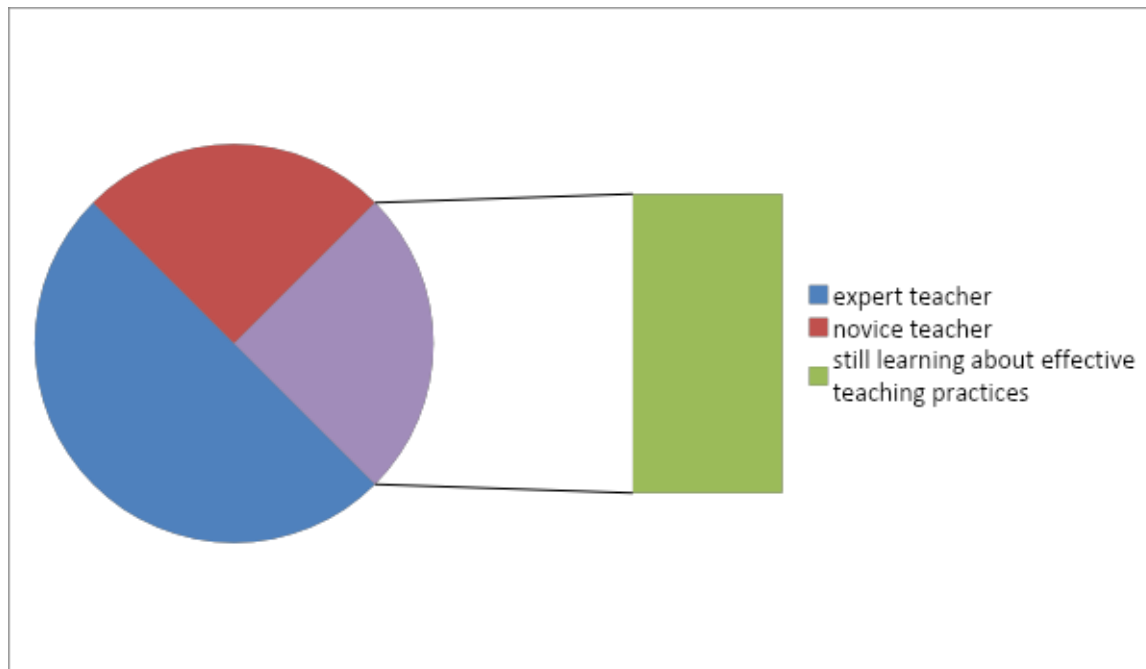
As it is shown in table 18 the majority of teachers [75%] have a doctorate degree. And[25%] of them has a magister degree.

3. Are you an expert or novice teacher?

Table 19: kind of teacher

Options	N	%
Expert teacher	02	50%
Novice teacher	01	25%
Another answer : Still learning about effective teaching practices	01	25%
Total	04	100%

kind of teacher



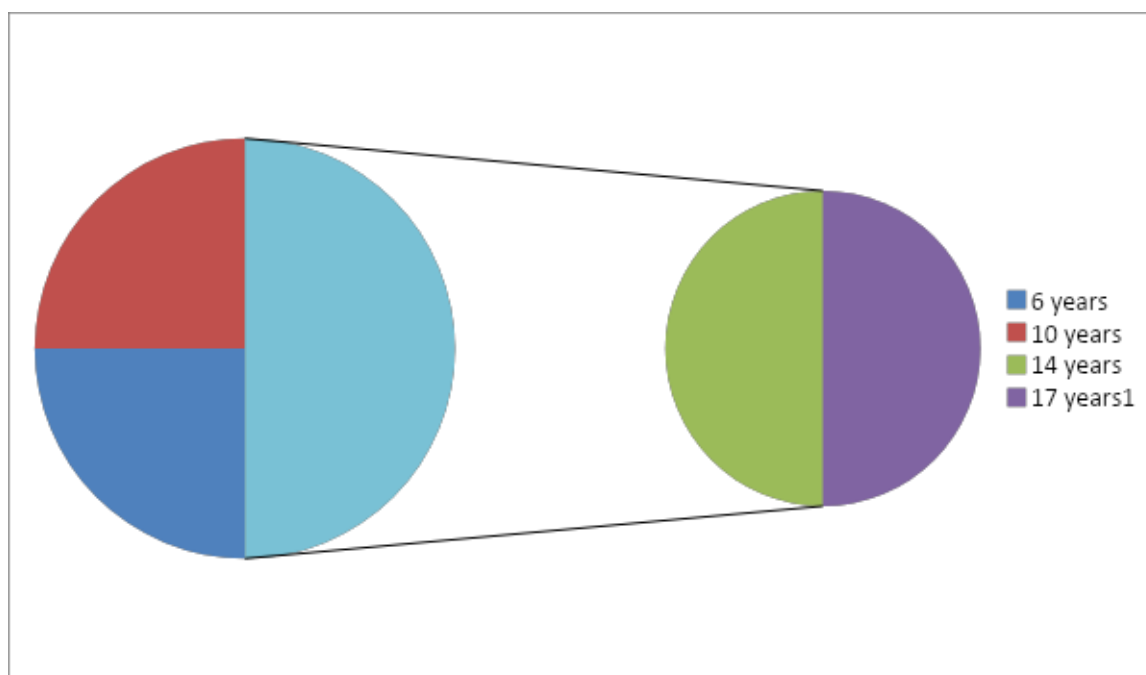
As it is shown in table 19 the most teachers [50 %] are expert teachers, and [25%] of teachers are novice .While the [25%] of teachers still learning about effective teaching practices.

4. How many years did you teach?

Table 20: teachers experience

Numbers of years	Teachers	%
6 years	01	25%
10 years	01	25%
14 years	01	25%
17 years	01	25%
Total	04	100%

teachers experience



Teachers are asked to give their teaching experience. As is shown in table 20 there are [25%] of teachers state that they teach just for 06 years means that they are novice teachers. Also, we

can see that [25%] of teachers have 10 years of experience in different models. furthermore, we can notice that [25%] of teachers have been teaching for 14 years and the last one teachers [25%] of them teach for 17 years which mean that it is the most experienced ones.

5 .which module, did you teach?

Table 21: teachers modules

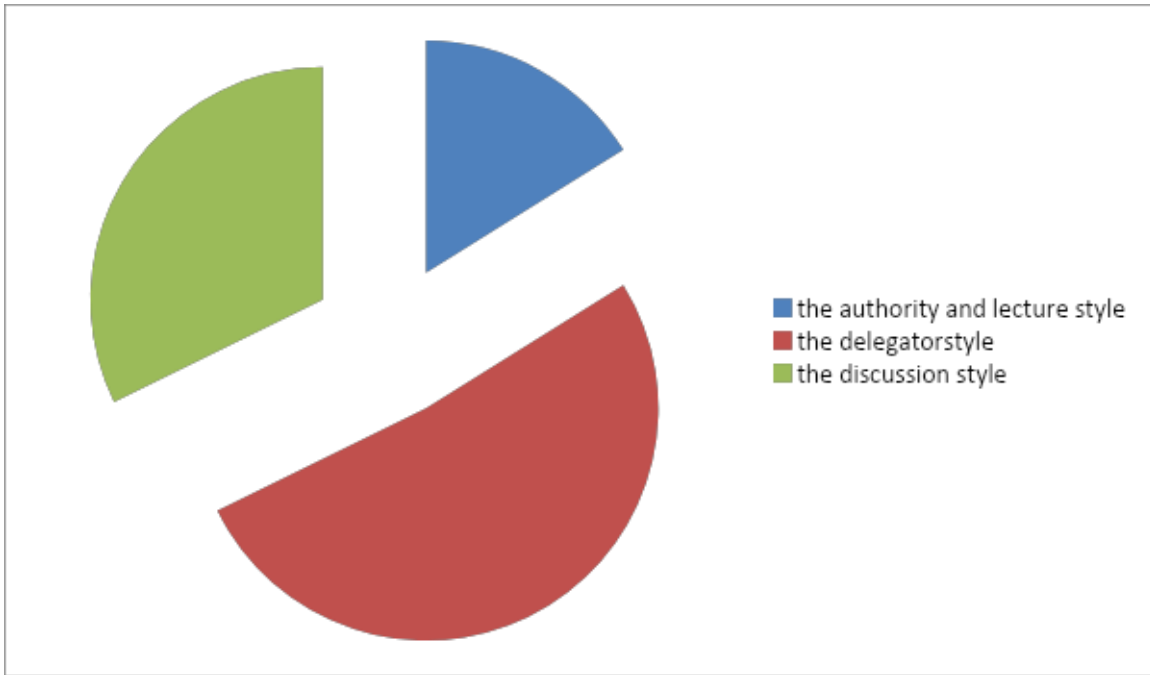
Number of teachers	Modules that they teach
Teacher N 01	I taught different courses I teach research methodology, research techniques; cultural studies; and culture/civilization
Teacher N 02	Linguistics, speaking, research techniques, educational psychology, and TEFL.
Teacher N 03	research methodology, research techniques; cultural studies, general culture
Teacher N 04	Oral expressions, written expressions, grammar, didactics, American civilization

6 . Which teaching style do you prefer to use in your teaching?

Table N22: teachers teaching style

Options	N	%
The authority and lecture style	01	25%
The delegator style	01	25%
The discussion-style	02	50%
Total	04	100%

teachers teaching style



The table shows that the majority of teachers [50%] choose the discussion style as the best one in their teaching. Also, [25%] of teachers prefer the authority and lecture style to use in their teaching. While the last [25%] of teachers prefer the delegator style as the best teaching style.

7. Do you follow one teaching style or more than one?

Table N23: Teachers and the use of teaching styles

Number of teachers	Answers
Teacher N 01	it depends on the context; students' mood; rate of difficulty of the teaching item
Teacher N 02	More than one. It depends on your teaching objectives and most importantly on your students' learning styles and learning needs
Teacher N 03	It depends on the student's mood
Teacher N 04	The teacher should adopt one style for the students to get used to

8. What are the consequences or problems that you face during the lessons?

Table N24: teachersproblems

Numbers of teachers	Problems of teachers
Teachers N 01	sometimes the absence of students
Teacher N 02	Problems like students' non-engagement and low concentration. Sometimes, discipline issues make it difficult to teach and reach all students.
Teacher N 03	The students who are reluctant to participate or study
Teacher N 04	The less motivation of students

9 . What factors does the teacher consider while selecting the best method for teaching his students?

Table N25: teachers factors

Number of teachers	Teachersfactors
Teacher N 01	My desire
Teacher N 02	See the student's needs
Teacher N 03	Make a test for students
Teacher N 04	Most importantly, the teacher needs to make sure the learning environment is helpful, relaxing, and motivating for students. There should be a positive rapport where both students and their teacher respect and trust each other. The psychological dimension of learners needs to be taken into account if we (teachers) are to improve our learners' achievement...

10. According to your experience, what can you do to improve the level of your students?

Table N26: teachers' experience

Number of teachers	Teachers' experience
Teacher N 01	implement the forced commitment of students, there should be a co-operation between teachers for adopting close teaching styles easy that promote students' engagement
Teacher N 02	Provide them with a positive talk before undertaking any classroom activity. Show them that they are important variables in the teaching-learning process. Try to guide them through being an advisor, a partner, and a facilitator. Of course, we need to help them with some relevant learning materials like meaningful and interesting classroom tasks. We need to attentively listen to our learners to understand their needs and expectations.
Teacher N 03	Help them to be more motivated in classes
Teacher N 04	to help them with some relevant learning materials

3.4. Further suggestions and comments!

Only two teachers provided comments, they comment by there should be co-operation between teachers for adopting close teaching styles that promote students' engagement.

Turning classes to be more practical rather than theoretical, by giving EFL students some real-life situations as training in class.

3.5. Discussion of Results:

My research work aims to improve students' learning process by using teaching styles. The result of the investigation shows that EFL students in the English department of Dr. Moulay Taher University, are interested in using the teaching styles. Teachers believe that teaching styles can solve many problems faced by students. However, the success of using these teaching styles depends on the teacher's experience in instructing students on how to use and utilize these styles. The answers to the student questionnaire undoubtedly show the importance of teaching style on students' improvement.

The result of the student's questionnaire undoubtedly shows the importance of teaching methods in the development of students learning. According to students' views, use more than one teaching style is effective in learning in classe, The majority of students prefer informal teachers because they facilitate the process of understanding the lessons. Also, most students prefer informal teachers because they understand the courses in a simple way and because the students see them as friends, which makes learning in the classroom very comfortable.

On the other hand, the results of teacher questionnaires showed that, despite the gender difference and years of teaching experience, teaching styles are considered difficult in terms of students' needs. However, the teachers who have always worked to overcome difficulties and problems through a list of solutions and suggestions, including the use of different teaching styles in a part of the learning, to help teachers, to take control of their students and improve them in a good way.

In brief, all the findings stacked previously strengthened the ideas of the subject under investigation. They seem to confirm the two mentioned hypotheses that assume boosting the student's improvement.

3.6. Suggestions and recommendations:

English is the second foreign language that is learned in our society, so it is considered as an important language that communicates with the world. As for students, they face many difficulties to learn it, and it is not their mother tongue. Furthermore, teachers face difficulties with their students on the appropriate teaching method and for this reason, teachers must choose the appropriate method to teach English and improve their students.

The teachers think that they are choosing the appropriate method to teach their students in the classroom, but they are wrong, so that some students have difficulty understanding the

lessons in the way the teacher chose, and this is one of the most important problems so that they are not qualified to pass their exams.

Teachers have to pay attention to their student's understanding of lessons' difficulties and they need to search for appropriate and useful strategies or techniques that can support them to promote their listening skills abilities. Based on the results indicated in the conclusion,

For teachers:

- . EFL teachers have to motivate their students to learn English as much as possible.
- . Teachers may slow down their English speech delivery and repeat the explanation of lessons in classrooms.
- . Teachers are required to support students to cope with their obstacles incomprehension.
- . Teachers may pay attention to their students' interests.
- .It is advisable for teachers to build a strong relationship with their students.
- . Teachers can work with all students, not just the excellent.
- . Teachers can treat their students as friends.

3.7. Conclusion:

The analysis and interpretation of the data collected through the results of the questionnaires in this study succeeded in highlighting the effect of teaching styles on student improvement. In this chapter, the researcher presents the results of vocabulary in tables and figures. This chapter also provided useful suggestions to simplify the teaching and learning process and to overcome the obstacles students face while studying in the classroom.

General conclusion

Teaching English is by nature an effective process, It depends on the active participation of both the teacher and the learner. Teaching methods are one of the most important ways to improve the learning process, which helps students to develop themselves in the classroom and easily absorb lessons. As for teachers, it is the choice of the appropriate method. Teaching is one of the most important tasks thanks to which the study information can be communicated to students in a better way. From this point of view, the improvement of students depends on the special teaching method of the professor, and this creates a wonderful opportunity for interaction in the classroom between students and professors. Hence, we conclude that these methods are a pattern to support students to improve their skills and better absorb and understand lessons. In order to be able to know how teaching methods affected the improvement of students, we conducted this research, through which we got to know the most important methods that have many benefits in developing and improving students in the learning process, which are: the authority teaching style, the directing teaching style, the discussion teaching style, the cooperative and explorative teaching style. We have explained the impact and importance of these methods in the learning and teaching process and we found that the use of the appropriate teaching method positively affects the achievement of learners.

In terms of structure, This research consists of three chapters. The first chapter presents the review of literature, where the researcher began by explaining the concept of learning and the concept of the three learning methods (the authority teaching style, the directing teaching style, and the discussion teaching style) and what distinguishes each of those mentioned methods. Then we discussed the impact of the three methods and their role in improving students. The researcher also highlighted one of those methods, which is (the authority teaching style) in our research because it is of great benefit in improving students. Without forgetting that we have cited different opinions of some scholars in this context in some of the previously mentioned elements.

The second chapter was about teaching styles applied in Saida University and the difficulties faced by the teachers and the learners in the classroom, Quantitative research tools were used to collect and analyze data. Hence, A questionnaire was published online for a group of forty {40} students of both sexes, males and females, from the third year of English language students at Dr. Moulay Taher Saida University. We received {40} responses from students. Besides, a teacher survey was conducted with four {4} teachers of both sexes who

were chosen on purpose to collect reliable answers to research questions and to verify hypotheses.

As for the third chapter, it was directed to the practical section, data analysis and interpretations. In this chapter, the researcher analyzed and discussed the results of the two questionnaires. The following results were revealed: 95% } of the announced sample considered that choosing the discussion method is the best to improve the educational process of students. {80% } of the professors confirmed that the use of the appropriate method depends on the needs of the students, in addition to that {85% } of the professors agreed that to improve the level of students, the forced commitment of students should be implemented and there should be cooperation between teachers and students during the lessons.

In conclusion, after analyzing and discussing the questionnaires collected from teachers and students, we can say that the proposed hypotheses can be confirmed in the sense that teaching methods influence the learning process and that is what it pushes the learners towards realizing abilities by their own to reach knowledge and To achieve successful learning, teachers should use more than one teaching styles to improve students because the choice of the appropriate method depends on the needs of the students in the department. For future researchers, This study and be more valid if it will be used with a large number or different levels at University.

Bibliography :

- .Ababio, B. T. (2013).Geography Teacher as an Effective Classroom Manager. *International Journal for Innovation Education and Research*, 1(3), 15–25.
<https://doi.org/10.31686/ijer.vol1.iss3.111>
- ..Baumrind, D. (1971).Harmonious parents and their preschool children. *Developmental Psychology*, 4(1, Pt.1), 99–102.
- .Brown, J. C. (1981).A Communication Skills Training Course for Dental Students.
- .BYBEE, R. W. (2001). Teaching about Evolution: Old Controversy, New Challenges. *BioScience*, 51(4), 309
- .Edwynna Anne Synar.(1346). Examination of the Financial Costs of Teacher Turnover in Mid-Sized Urban School Districts.ProQuest LLC.789 East Eisenhower Parkway, P.O. Box, Ann Arbor, Mi 6. Tel: 800-521-; Web Site: <Http://Www.Proquest.com/En-Us/Products/Dissertations/Individuals.Shtml>
- . Harjunen, E. (2009). How do teachers view their pedagogical authority? *Teachers and Teaching*, 15(1), 109–129.
- . Harmer, J. (2001).The practice of English language teaching.Longman.
- . Klafehn, J. (2006). Several HS Physics Teaching Website Collections: Dolores Gende’s HS Physics Teaching Collection: <http://dgende.homestead.com/>. *The Physics Teacher*, 44(5), 319–319.<https://doi.org/10.1119/1.2195412>.
- . Lo, R., & Brown, R. (2000).A Clinical Teaching Project. *Collegian*, 7(4), 8–42.
- . Mary Haywood Metz. (1979). *Classrooms and corridors: the crisis of authority in desegregated secondary schools*. University Of California Press.
- . Mengel, S. A., Knoke, P. J., Ieee Computer Society. Technical Council On Software Engineering, Ieee Computer Society. The Committee On Software Engineering Education, Association For Computing Machinery, & Carnegie-Mellon University. *Software Engineering Institute*. (2000).
- . Nilsen, A. P., &Nilsen, D. L. F. (2003). Vocabulary Development: Teaching vs. Testing. *The English Journal*, 92(3), 31–37. <https://doi.org/10.2307/822257>

. Raney, D. (2003). Whose Authority?: Learning and Active Resistance. *College Teaching*, 51(3), 86–93.

. Williams, M. (2006). *Psychology for language teachers: a social constructivist approach*. Cambridge University Press.

. 1990 Teaching Award Winners. (1990). *The teaching of Psychology*, 17(3), 149–151.

Appendix

Questionnaire:

Dear students,

I would be thankful if you could answer the following question to assist us to gather information about the impact of teaching styles on student improvement at said university.

Your response would be really useful for the research we're doing.

We hope you will respond with complete attention, honesty, and enthusiasm.

Background information

1- Gender:

a- Male

b- Female

2- Age between

a- 18 and 23

b- 23- 30

3. Do you have a pre-knowledge about teaching style?

Yes

No

4. What teaching style did you encounter during your study?

The authority teaching style

The discussion teaching style

The directing teaching style

The delegator teaching style

5. Is the teaching style important in your study?

Yes

No

6. What problems do you face in your classroom?

Anxiety

Lack of self-confidence

pressure

7. Do you learn better by reading what the teacher writes on the chalkboard?

Yes

No

8. Do you understand better things in class when you participate in role-playing?

Yes

No

9. What makes you understand better?

Listen to lecture

Read the PDFS

Read books

10. Do you prefer to learn by doing exercises and drills in the class?

Yes

No

11. Do you agree that you benefit more from computer laptop classes than lecture classes?

Yes

No

12. The teacher must be strict during the lesson?

Agree

Neutral

Disagree

13. Is it better to get work done in a quiet place or with your classmates?

Yes

No

14. If you had the choice to learn new information through a lecture or textbook, would you choose to hear it rather than read it?

Agree

Neutral

Disagree

15. Do students need frequent breaks while studying?

Agree

Neutral

Disagree

16. Which kind of teacher do you prefer?

Formal teacher

Informal teacher

Appendix B:

The Teachers' Questionnaire

Dear teacher,

We would be so grateful if you could answer the following questions concerning the Impact of teaching styles on student improvement. your answer will be very helpful for the research we are undertaking.

Be sure that any information you will provide us within this questionnaire will remain strictly anonymous.

Background information

1. Gender:

Male

Female

2. Degree

License

Master\magister

Doctorate

3. Are you an expert teacher or novice teacher or what?

Expert teacher

Novice teacher

Another answer:

Still learning about effective teaching practices

4. How many years did you teach?

6 years

10 years

14 years

17 years

5. Which model did you teach?

.....
.....
.....

6. Which teaching style do you prefer to use in your teaching?

The authority and lecture style

The delegator style

The discussion-style

7. Do you follow one teaching style or more than one?

.....
.....
.....

8. What are the consequences or problems that you face during the lessons?

.....
.....
.....

9. What factors does the teacher consider while selecting the best method for teaching his students?

.....
.....
.....

10. According to your experience, what can you do to improve the level of your students?

.....
.....
.....

11. Additional comments or suggestions if any are welcome?

.....
.....

Thank you for your collaboration.