This study aims to identify the dominant teaching styles of English Language lecturers as perceived by the students. This study also investigates the perception and preference of the students with respect to their English language lecturers’ teaching styles. Comparisons were made between (i) male and female students’ perceptions with respect to their lecturers’ teaching styles (ii) male and female students’ preferences with respect to their lecturers’ teaching styles and (iii) the students’ perceptions and preferences with respect to their lecturers’ teaching styles. The teaching styles mentioned are based upon Grasha’s Model (1996) consisting of Expert style, Formal Authority style, Personal Model style, Facilitator style and Delegator style. This study is a survey method using 5–point Likert Scale questionnaire as the instrument to collect data. The data collected was analysed using SPSS version 13.0. Simple random sampling was employed in this study. The samples were 175 semester 3 students from the three Engineering Departments of Politeknik Kuching, Sarawak. Descriptive statistics such as frequency, percentage, mean and deviation were used to describe the respondents’ profile and, perceptions and preferences with respect to their lecturers’ teaching styles. Meanwhile, t-tests were used to analyse the differences between (i) gender with respect to their lecturers’ teaching styles, and (ii) perceived and preferred teaching styles. The results of the study showed that the three most dominant teaching styles of the lecturers perceived by the students were Expert, followed by Personal Model and then Delegator. It was also found that the students’ most preferred teaching style was Facilitator style while the Formal Authority style being the least preferred. In terms of gender, there was no significant difference in perceptions as well as preferences between the male and female students in any of the mean scores of all teaching styles. The students’ perceptions and preferences differed significantly in all teaching styles of the Grasha’s Model (1996) except for Expert teaching styles. The results demonstrated statistically significant higher scores in terms of preferences to Formal Authority, Personal Model, Facilitator and Delegator styles.
styles. There was no significant difference between the students’ perceptions as well as preferences for Expert teaching style.

Keywords: Dominant, Perceived, Preferred, Teaching Styles, Non-English Major Students

INTRODUCTION

The general objective of the English Programme in polytechnics under the auspices of the Ministry of Higher Education (MOHE), Malaysia, is to equip students with necessary skills in academic (communicative purposes) and technical contexts so that they are able to perform in the industries. The English language programme in MOHE polytechnics is currently divided into 3 modules. Each module is assigned to Semester 1 students who are taking English For Communicative Purposes 1, Semester 3 students who are taking English For Communicative Purposes 3 and Semester 5 students who are taking English For Communicative Purposes 5. The General Studies Department (Jabatan Pengajian Am-JPA) is a service or support department that provides English courses as well as Islamic and Moral Education courses for the students from five departments namely Electrical Engineering, Civil Engineering, Mechanical Engineering, Information Technology and Computer Science and Commerce.

The Semester 1 students who are taking English For Communicative Purposes 1 have 4 hours of English classes weekly. Normally, 2 hours are spent in the language laboratory (Lab) while the remaining 2 hours are conducted in the normal classroom. Meanwhile, the Semester 3 and Semester 5 students who are taking English For Communicative Purposes 3 and English For Communicative Purposes 5 respectively they are spending 3 hours of English classes weekly. The two hours are spent in the language laboratory (Lab) while another 1 hour is conducted in the normal classroom. Every one of these language labs is equipped with either the conventional audio-visual or interactive multimedia equipment such as projector.

It is only natural to expect the variation of teaching styles of lecturers teaching in the classroom and the language lab. It is important to know if the polytechnic English language lecturers vary their teaching styles to suit the different settings/nature of the class. If the lecturers use a variety of teaching methods and styles, the students are exposed to both familiar and unfamiliar ways of learning that provide both comfort and tension during that process, ultimately giving learners multiple ways to excel (Vaughn & Baker, 2001). This
study on teaching styles is to improve the proficiency level of the polytechnic students that
was reported to be on the low side (Ministry of Education 2003).

**STATEMENT OF THE PROBLEM**

There are a lot of debates on why the English language proficiency level of the polytechnic
students is so low. The then Ministry of Education (now MOHE) had in past attempted to find
the probable cause for the problem. In 1994, the Polytechnic English language syllabus
underwent a radical change when a major review of the syllabus was conducted on a large-
scale basis. A needs analysis involving employers, polytechnic graduates and students co-
operated and assisted to accumulate data for the study. The new syllabus formulated from the
needs analysis was then implemented in all polytechnics across the country. Five years later in
1999, a study called Polytechnic Development Project-Employer Study was conducted where
inputs were taken from employers of polytechnic graduates. The findings revealed that
polytechnic graduates’ performance were not up to the employers’ expectations in term of
their communication skills especially in English language despite the curriculum change
earlier on. Then, in 2003, the Planning and Research Division, Technical Education
Department Ministry of Education, Malaysia conducted a study on final semester polytechnic
students’ English language proficiency. The results from the study entitled Research Studies
on Polytechnics (Ministry of Education 2003) showed that the proficiency level of
polytechnic students was generally low both for Certificate (2.87) and Diploma (2.9) students
on the scale from 1 to 5. What could be the problem for the deteriorating dilemma of English
language teaching in the polytechnics? The initial measures were geared towards the right
direction where the curriculum was developed based on employers’ (which represent the
industries) inputs. The English language syllabus (English For Technical and Commercial
Purposes have since been implemented according to what the industries dictated in the needs
analysis in 1994. Hence, what else could be wrong?

If MOHE had so far looked at the curriculum to find the remedy for the problem, the
researchers therefore would like to offer a probable solution by looking at the curriculum
delivery which in this particular case refers to what goes on in the classroom itself, hence the
teaching style adopted by the lecturers as well as the teaching style preferred by the students.
In the classroom, where the lecturer and the students interact is also where the teaching and
learning takes place. Teaching and learning is just as important as having a good curriculum.
The lecturer is also an important part of an educational system. Each lecturer is unique in many ways. The lecturers vary from one another in such characteristic as the tendency to use a certain teaching style in their teaching. According to Gregorc (1979), teaching style is more than a methodology. He added that the teaching styles places subjectives demands upon the learner who may or may not have abilities to match such demands. Felder & Henriques (1995) also stated how much a given student learns in a class is governed in part that student’s native ability and prior preparation but also by the compatibility of his or her characteristic approach to learning and the instructor’s characteristic approach to teaching.

Many studies conducted by local and foreign researchers focused on dominant teaching styles adopted by the teachers, instructors or lecturers at schools or higher institutions. Numerous studies were also carried out to find the match or mismatch between teachers’ teaching styles and students’ learning styles. There are several foreign studies that relate students’ preferences for teaching styles with students’ characteristics and learning, grade orientations, and enhancing students’ growth.

This study however, investigated what goes on in the classroom by looking at the teaching styles employed by the English language lecturers and compared it to the teaching styles preferred by the polytechnic students. This study not only determined the dominant teaching styles of the English language lecturers but also the students’ preferred teaching styles. Furthermore, this study sought to find the differences between the male and female students’ perceptions as well as preferences with respect to their lecturers’ teaching styles. Finally, this study investigated the difference between the teaching styles that the students perceived in the classroom and the teaching styles that they preferred. From the findings of this study, the researcher would suggest some remedial measures for the Ministry of Higher Education as well as the polytechnic English language lecturers in improving the standard of English language among polytechnic students. Understanding which styles certain types of students prefer, can help educators adjust their approach to best meet the needs of their students (Richardson and Kring 1997). Educators in this context include not only the lecturers but the parent institution as well, none other than the Ministry of Higher Education.
PURPOSE OF STUDY

Students’ communicative ability is significant to enable them to adapt well with the real working environment. This aspect is vital to promote their marketability in the ever challenging industrial realm. This study looks at students’ perspectives of their lecturer’s teaching style. Wittrock (1986) revealed that research on students’ thinking promises to enhance understanding of teaching and its outcomes by providing information about teaching as experienced by the learners. This is functional instruction that influences students’ learning and achievement. Learners’ perception on how and what that the teacher teach could provide guidance for teachers to improve their teaching. Therefore, this study seeks to determine non-English major students’ perceptions and preferences of their lecturers’ teaching styles. The other purpose of this study is to analyze: (a) the differences between male and female non-English major students’ perceptions as well as preference of their lecturers’ teaching styles, and (b) the differences between the non-English major students’ perceived and preferred teaching styles of their English language lecturers.

RESEARCH OBJECTIVES

In order to achieve the aims of this study, the investigator intends to determine:

i. The students’ perceptions of their lecturer’s teaching styles.

ii. The students’ preferences to their lecturer’s teaching styles.

iii. The difference between the male and female students’ perceptions with respect to their lecturer’s teaching styles in terms of Expert, Formal Authority, Personal Model, Delegator and Facilitator Styles.

iv. The difference between the male and female students’ preferences with respect to their lecturer’s teaching styles in terms of Expert, Formal Authority, Personal Model, Delegator and Facilitator Styles.

v. The difference between the students’ perceptions and preferences with respect to their lecturer’s teaching styles in terms of Expert, Formal Authority, Personal Model, Delegator and Facilitator Styles.
RESEARCH QUESTIONS

In this research, there are several questions that the investigators would like to focus on:

i. What are the students’ perceptions of their lecturers’ teaching styles?

ii. What are the students’ preferences with respect to their lecturers’ teaching styles?

iii. Is there a significant difference between the male and female students’ perceptions with respect to their lecturers’ teaching styles?

iv. Is there a significant difference between the male and female students’ preferences with respect to their lecturers’ teaching styles?

v. Is there a significant difference between the students’ perception and preferences with respect to their lecturers’ teaching styles in terms of Expert, Formal Authority, Personal Model, Delegator Styles and Facilitator Styles?

CONCEPTUAL FRAMEWORK

Since this study investigates teaching styles, to see how students perceive their lecturers’ teaching, the model of the study is taken from Grasha (1996) in which the questionnaires is designed specifically to evaluate the lecturers’ teaching styles. This study is particularly interested in the non-major English students’ perceptions and preferences of their lecturers’ teaching styles. The conceptual framework of the study is displayed in Figure 1.
Based on Figure 1, the lecturers’ teaching styles in the process of teaching and learning determine the students’ learning. At this juncture, the question is, are the lecturers’ teaching styles are what the students’ preferred? If the teaching styles of the lecturers are parallel with the teaching styles preferred by the students, then the students will be actively involved in the English language learning. However, if the teaching styles of the lecturers are not parallel with the teaching styles preferred by the students, then the students will not be actively involved in the English language learning. Nonetheless, there are other factors that affect the teaching and learning of English language like students’ learning styles, allocation and constraint of time and examination which are not investigated in this study.

**SIGNIFICANCE OF THE STUDY**

The focus of this study is on the students’ perceptions and preferences with respect to their English Language lecturers’ teaching styles in Politeknik Kuching Sarawak. The significance of this study lies in the fact that the data collected can be analysed and interpreted in terms of looking at the orientation of the polytechnic English language lecturers’ teaching styles as perceived and preferred by the students in order to promote effective English Language learning. The English language lecturers in the polytechnics can translate the information derived from the results of this study in to effective planning and implementation of English language lessons. The results of this study are also hoped to provide information to the Ministry of Higher Education in terms of professional and staff development planning.

**OPERATIONAL DEFINITIONS**

**Teaching Style**

According to Cook (1991), a teaching style is a loosely connected set of teaching techniques believed to share the same goals of language learning and the same views language and of L2 (second language) learning. Cook (1991) described the word ‘style’ as referring to the element of fashion and changeability in teaching. Style also reflects what Sternberg (1997) described as our preferred ways of using the abilities that we have. Meanwhile, Reinsmith (1992;1994) describe teaching styles as the teacher’s presence and the nature and quality of our encounter with students. Conti and Welborn (1986) describe teaching style as a label
associated with various identifiable sets of classroom teaching behaviours, which are consistent even though the content that is being taught may change. According to Grasha (1996), teaching style is viewed as a particular pattern of needs, beliefs, and behaviours that teachers display in the classroom. He also states that the styles is multidimensional and affect how teachers present information, interact with students, manage classroom tasks, supervise coursework, socialize students to the field, and mentor the students. In this study, teaching styles refers to the five teaching styles of Grasha Teaching Style Model (1996) namely Expert Style, Formal Authority Style, Personal Model Style, Facilitator Style, and Delegator Style.

Perceived and Preferred

Entwistle (in Hativa & Birenbaum, 2000) suggests that knowing students’ perceptions of and preferences for their academic environment, particularly those related to teaching preferences for their academic environment, particularly those related to teaching characteristics, can aid instructors in selecting appropriate teaching strategies and structuring the academic environment to better serve students’ needs in learning. In this study, ‘perceive’ refers to how the non-major English students of Politeknik Kuching Sarawak regards their English language lecturers’ teaching styles. Meanwhile, ‘preferred’ refers to the teaching styles that these students like or would like their lecturers to teach them in class.

LITERATURE REVIEW

Little had been written about teaching styles as compared to learning styles. Researchers and writers tended to describe teaching styles relevant to their field of study. These teaching styles are categorized into various approaches, as example: Intellectual Excitement-Interpersonal Rapport (Lowman 1995), Formal-Informal (Bennet 1976), Open-Traditional (Solomon & Kendall 1979), and Role Models (Grasha 1996).

Lowman (1995; 1984) developed the two dimensional model of Intellectual Excitement & Interpersonal Rapport that constitute nine combinations or cells, each representing a unique style of instruction associated with a particular probability that students will learn to their fullest. Lowman cautioned that these nine styles are generalisations and will not described every teacher exactly; individual instructor may show elements of more than one type.
Attempts to describe teaching styles in terms of formal/traditional and informal/open/progressive were done by Bennett (1976) and Solomon & Kendall (1979). Bennett identified seven most distinctive patterns in the classroom while Solomon & Kendall discovered six. There are distinct similarities between the two studies. These classrooms were classified into three categories-formal, mixed and informal. Bennett found that the pupils taught by formal methods showed marked improvement in basic skills while students in informal classes showed improving levels of motivation but also increased anxiety. Solomon & Kendall discovered very similar findings that the highest levels of achievement were found in the two types of class identified as controlled and disciplined, and the lowest level of performance in the classes which were permissive and uncontrolled.

Grasha (1996) identified five teaching styles in his teaching style models based on what he regarded as metaphors of role models. The five styles are Expert, Formal Authority, Personal Model, Facilitator and Delegator Styles. Although it may seem appropriate to place teachers into one of the five categories of teaching styles, Grasha (1996) emphasised that everyone who teaches possesses each of the five teaching styles to varying degrees. Therefore, he identified the four cluster of teaching styles that are dominant among teachers. These clusters are Cluster 1 (expert/formal authority style), Cluster 2 (personal model/expert/formal authority style), Cluster 3 (facilitator/personal model/expert style), and Cluster 4 (delegator/facilitator/expert style). According to Grasha (1996), each cluster of teaching style conveys a distinguished message to the students, and this helps to create the mood of the class.

Researches on teaching styles do not come in a standardised and uniformly labeled package. From literature review, it was found that difference researchers and authors used different terminologies to describe teaching styles depending on the research or study at hand. Consistencies in the literature on teaching styles lie in fact that every teacher is unique and has the tendency to use a certain style of teaching. The findings in the literature indicated a strong preference for certain teaching styles on behalf of the students due to factors such as educational goals, grades, gender, and ethnicity. Findings in the literature also demonstrated a mix of positive and negative outcomes in matched/mismatched between the teaching styles of the lecturers and learning styles of the students. Therefore, researches on teaching styles should be given due attention and priority since they play a significant role in the delivery of the curriculum in an educational institution.
METHODOLOGY

Clustered simple random sampling was employed in this study. The samples were 175 Semester 3 students from three Engineering Departments namely Electrical Engineering, Civil Engineering and Mechanical Engineering of Politeknik Kuching Sarawak. The sample size was determined based on the table presented by Krejcie & Morgan (1970). Questionnaires were used to collect the data for the current study where answers were given in five-point Likert-scale ranging from 1-Strongly Disagree, 2- Disagree, 3- Quite Disagree, 4- Agree, 5- Strongly Agree. The items in the questionnaire were adapted from Grasha’s Teaching Style Inventory (1996). The adaptations were made to the questionnaire to obtain the information on perceived and preferred teaching styles of the English Language lecturers from the students’ perspective. The respondents’ background information such as gender, department and language used at home was collected and then presented in tables and percentages.

A pilot study was conducted to determine the suitability, validity and reliability of the items in the questionnaire. In the present study, the Cronbach alpha coefficient was 0.882 in Section B and 0.876 in Section C indicating a good internal consistency. The obtained research data was processed using SPSS 13.0. Data analyses included descriptive statistics and inferential statistics. The descriptive statistics were presented using frequencies and percentages while T-test were used to test the hypotheses.

Items in section B are meant to identify lecturers’ teaching styles from the students’ perspectives. The items were constructed using five-point Likert Scale. All of the items in the questionnaire were taken from Grasha’s Teaching Style Inventory (1996). Adaptations were made to the inventory where only 4 out of 8 items were taken from each of the teaching styles attributes namely, Expert, Formal Authority, Personal Model, Delegator and Facilitator Styles. This was done because the investigators felt that the items chosen adequately represent the targeted teaching styles attributes.

Section C was constructed accordingly by the investigators in order to answer the research questions of the study. Aspects on each item in Section B match those in Section C. The only difference between the two section is that each item in Section C begins with ‘I prefer....’
RESULTS AND DISCUSSION

Research Question 1: What are the students’ perceptions of their lecturers’ teaching styles?

Table 1: Students’ Perception of Lecturers’ Teaching Styles

<table>
<thead>
<tr>
<th>Teaching Style</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>175</td>
<td>4.29</td>
<td>0.53</td>
</tr>
<tr>
<td>Formal Authority</td>
<td>175</td>
<td>3.86</td>
<td>0.54</td>
</tr>
<tr>
<td>Personal Model</td>
<td>175</td>
<td>4.06</td>
<td>0.62</td>
</tr>
<tr>
<td>Facilitator</td>
<td>175</td>
<td>3.91</td>
<td>0.68</td>
</tr>
<tr>
<td>Delegator</td>
<td>175</td>
<td>4.00</td>
<td>0.59</td>
</tr>
</tbody>
</table>

Table 1 displays the results of students’ perception with regard to the teaching styles of their lecturers in the English language classroom. However, based on the mean score, it is found that the lecturers preferred to use Expert Style (mean = 4.29, SD = 0.53), Personal Model Style (mean = 4.06, SD = 0.62) and Delegator Style (mean = 4.00, SD = 0.59) as compared to the Facilitator Style (mean = 3.91, SD = 0.68) and Formal Authority Style (mean = 3.86, SD = 0.54). The most dominant teaching style perceived by the students in their English class was Expert Styles while the least dominant teaching style was Formal Authority Style.

The respondents generally perceived that all of the five teaching styles in Grasha’s Model (1996) were present in the Polytechnic classrooms. The findings drew attention to dimensions of teaching styles’ diversity that might be present in Polytechnic classrooms. This is parallel with Grasha’s (1994) argument that apparently all college teachers possessed each of the teaching styles to varying degree.

In this study, the three dominant teaching styles of the lecturers were identified as Expert, Personal Model and Delegator Styles. This is consistent with Grasha’s (1994) findings that college teachers were inclined to blend a few teaching styles to make a statement of “who I am as a person” and they also help to create a particular mood or emotional climate in class.
Grasha (1994) identified four teaching styles *clusters* consisting of: Cluster 1 (expert/personal model), Cluster 2 (expert/personal model/formal authority), Cluster 3 (expert/ facilitator / personal model) Cluster 4 (expert / facilitator/ delegator). The results of this study demonstrated combination of dominant teaching styles of Expert, Personal Model and Delegator Styles that was not consistent with any of the combinations in the four clusters identified by Grasha’s (1994) study. The difference in the blend of styles is normal according to Grasha (1994) as stated that college teachers’ teaching patterns were influenced by several factors like learning goals, type of course, class size, subject matter, level of studies, learning period, learning institution norms and academic discipline.

The most dominant style of teaching as perceived by the students in this study was Expert teaching style. This finding suggests the traditional lecture-style of teaching is dominant in the polytechnic English language classroom. The finding is not surprising considering the majority of the lecturers are not exactly trained to teach Engineering Students. This is because Engineering students’ scope of learning is more on English For Specific Purposes (Technical) compared to the normal syllabus that are taught in school. This is supported based on Report on English Language Syllabus Evaluation (2005), thus those lecturers are lacked of experience in teaching in Polytechnic classrooms. This is also consistent with the findings of Stimpson & Wong (1995), that teachers were inclined to avoid more pupil-centered approach, possibly for fear that they might put themselves in a classroom situation they would find difficult to cope with; they often feel more comfortable with a more structured and somewhat rigid style in which they can control their teaching pace.

*Research Question 2: What are the students preferences of lecturers’ teaching styles?*

<table>
<thead>
<tr>
<th>Teaching Style</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>175</td>
<td>4.22</td>
<td>0.54</td>
</tr>
<tr>
<td>Formal Authority</td>
<td>175</td>
<td>3.95</td>
<td>0.61</td>
</tr>
<tr>
<td>Personal Model</td>
<td>175</td>
<td>4.30</td>
<td>0.55</td>
</tr>
<tr>
<td>Facilitator</td>
<td>175</td>
<td>4.35</td>
<td>0.56</td>
</tr>
<tr>
<td>Delegator</td>
<td>175</td>
<td>4.23</td>
<td>0.59</td>
</tr>
</tbody>
</table>
Table 2 displays the data on students’ preference for their lecturers’ teaching styles in the English language classroom. Based on the mean score, it is found that the students preferred their lecturer to use more Facilitator Style (mean = 4.35, SD = 0.56), Personal Model (mean = 4.30, SD = 0.55) and Delegator Style (mean = 4.23, SD = 0.59) as compared to the Expert Style (mean = 4.22, SD = 0.54) and Formal Authority Style (mean = 3.95, SD = 0.61). The most dominant teaching style preferred by the students was Facilitator Style while the least dominant teaching style was Formal Authority Style.

The results demonstrated that the respondents would like all of the teaching styles in Grasha’s Model (1996) to be used by their English language lecturers. Among the five, the teaching styles most preferred was Formal Authority Style. These findings suggest a preference for a learner-centered approach to teaching, indicating the personal nature of teacher-student interactions. In the Polytechnic, the skill-oriented module demands a certain level of coaching on behalf of the lecturer to ensure desirable learning outcomes. This corresponds with the results of studies that reported for learner-centered approach in English classes which were related to higher grades, a greater sense of accomplishment, and greater overall satisfaction satisfaction (Miglietti & Strange 1998).

Research Question 3: Is there a significant difference between the male and female students perceptions of their lecturers’ teaching styles?

An independent-samples t-test was conducted to compare the perception scores for male and female students. The data in Table 3 below indicated no significant difference between male and female students’ perceptions for all teaching styles. Both genders perceived similar pattern of the lecturers’ teaching styles.

Table 3: t-Test Results for Male and Female Students’ Perceptions with respect to their Lecturers’ Teaching Styles

<table>
<thead>
<tr>
<th>Teaching Style</th>
<th>Mean of Males</th>
<th>Mean of Females</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>4.29</td>
<td>4.30</td>
<td>-0.160</td>
<td>0.87</td>
</tr>
<tr>
<td>Formal Authority</td>
<td>3.85</td>
<td>3.87</td>
<td>-0.253</td>
<td>0.80</td>
</tr>
</tbody>
</table>
Research Question 4: Is there a significant difference between the male and female students’ preferences to their lecturers’ teaching styles?

The independent samples’ t-tests results shown in Table 4 below indicated no significant difference in preference between the male and female students for all styles tested namely Expert, Formal Authority, Personal Model, Facilitator and Delegator teaching styles.

<table>
<thead>
<tr>
<th>Teaching Style</th>
<th>Mean of Males</th>
<th>Mean of Females</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>4.30</td>
<td>4.15</td>
<td>1.76</td>
<td>0.08</td>
</tr>
<tr>
<td>Formal Authority</td>
<td>3.94</td>
<td>3.97</td>
<td>-0.32</td>
<td>0.75</td>
</tr>
<tr>
<td>Personal Model</td>
<td>4.31</td>
<td>4.30</td>
<td>0.18</td>
<td>0.86</td>
</tr>
<tr>
<td>Facilitator</td>
<td>4.35</td>
<td>4.35</td>
<td>-0.08</td>
<td>0.99</td>
</tr>
<tr>
<td>Delegator</td>
<td>4.21</td>
<td>4.25</td>
<td>-0.47</td>
<td>0.64</td>
</tr>
</tbody>
</table>

* Significant at confidence level p < 0.05

There were no significant differences between the male and female students’ preferences for all teaching styles. However, male students reported somewhat higher mean scores on Expert, Formal authority and Personal Model Styles, but lower mean scores in Facilitators and Delegator Styles as compared to their female counterparts. Thus, these characteristics suggest that male students prefer to have more of “lecture-assisted” styles of teaching in their English
language classes. This consistent with Beishline & Holmes (1997) study which reported that males showed a greater preference than females for lecturer-assisted class discussion.

Research Question 5: Is there a significant difference between the students’ perceptions and preferences with respects to their lecturers’ teaching styles in terms of Expert, Formal Authority, Personal Model, Facilitator, and Delegator Styles?

Table 5: t-Test Results for Students’ Perceived and Preferred Teaching Styles

<table>
<thead>
<tr>
<th>Teaching Styles Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Deg. of Freedom</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert Perceived</td>
<td>175</td>
<td>4.29</td>
<td>0.53</td>
<td>1.800</td>
<td>174</td>
<td>0.074</td>
</tr>
<tr>
<td>Expert Preferred</td>
<td>175</td>
<td>4.22</td>
<td>0.54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Perceived</td>
<td>175</td>
<td>3.86</td>
<td>0.54</td>
<td>-2.277</td>
<td>174</td>
<td>0.024</td>
</tr>
<tr>
<td>Formal Authority Preferred</td>
<td>175</td>
<td>3.95</td>
<td>0.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Perceived</td>
<td>175</td>
<td>4.06</td>
<td>0.62</td>
<td>-5.033</td>
<td>174</td>
<td>0.000</td>
</tr>
<tr>
<td>Personal Preferred</td>
<td>175</td>
<td>4.35</td>
<td>0.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator Perceived</td>
<td>175</td>
<td>3.91</td>
<td>0.69</td>
<td>-9.729</td>
<td>174</td>
<td>0.000</td>
</tr>
<tr>
<td>Facilitator Preferred</td>
<td>175</td>
<td>4.35</td>
<td>0.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegator Perceived</td>
<td>175</td>
<td>4.00</td>
<td>0.59</td>
<td>-5.641</td>
<td>174</td>
<td>0.000</td>
</tr>
<tr>
<td>Delegator Preferred</td>
<td>175</td>
<td>4.23</td>
<td>0.59</td>
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<td></td>
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</tbody>
</table>

*Significant at confidence level p< 0.05
Expert Style

The results in Table 5 indicated that there was statistically no significant difference in the mean of preferred Expert teaching style (mean = 4.22, SD = 0.54) as compared to the perceived expert teaching style (mean = 4.29, SD = 0.53), t (174) = 1.800, p = 0.074. This means that the respondents would like their English lecturers to use the Expert teaching style just as much as what the lecturers’ had been practising.

Formal Authority Style

The results in Table 5 demonstrated that there was a statistically significant difference in the mean of preferred Formal Authority teaching style (mean = 3.95, SD = 0.61) as compared to perceived Formal Authority teaching style (mean = 3.86, SD = 0.54). The preferred Formal Authority Style’s mean score is higher than the perceived Formal Authority Style’s mean score. Results from the t-test showed that the t-value is -2.277 (df 174) and the p-value is 0.024 (p < 0.05). This means that the respondents would like their English language lecturers to use more of the Formal Authority teaching style than what the lecturers had been practising.

Personal Model Style

The results in Table 5 indicated that there was a statistically significant difference in the mean of preferred Personal Model teaching style (mean = 4.31, SD = 0.55) as compared to perceived Personal Model teaching style (mean = 4.06, SD = 0.62). The mean score of preferred Personal Model style is higher than the perceived Personal Model mean score. Results from the t-test showed that that t-value is -5.033 (df 174) and the p-value is 0.000 (p < 0.05). This means that the respondents would like their English language lecturers to use more Personal Model teaching style than what the lecturers had been practising.

Facilitator Style

The results in Table 5 indicated that there was a statistically significant difference in the mean of preferred Facilitator teaching style (mean = 4.35, SD = 0.56) as compared to perceived
Facilitator teaching style (mean = 3.91, SD = 0.69). The mean score of preferred Facilitator Style is higher than the mean score of perceived Facilitator Style. Results from the t-test showed that the t-value is -9.729 (df 174) and the p-value is 0.000 (p < 0.05). This means that the respondents would like their English language lecturers to use the Facilitator teaching style more often than what the lecturers had been practising.

Delegator Style

The results in Table 5 indicated that there was a statistically significant difference in the mean of preferred Delegator teaching style (mean = 4.23, SD = 0.59) as compared to perceived Delegator teaching style (mean = 4.00, SD = 0.59). The mean score of preferred Delegator style is higher than the mean score of perceived Delegator style. Results from the t-test showed that the t-value is -5.641 (df 174) and the p-value is 0.000 (p < 0.05). This means the students would like their English lecturers to use the Delegator teaching style more often than what the lecturers had been practising.

In sum, the students’ perceptions and preferences differed significantly in all teaching styles of Grasha’s Model (1996) except for expert teaching style. The results demonstrated statistically significant higher in terms of preferences to Formal Authority, Personal Model, Facilitator and Delegator styles. The findings suggest the students favoured a more Formal Authority, Personal Model, Facilitative and Delegative teaching styles than what their English Language lecturers have been practicing in English language classroom. The obvious pattern drawn from the results was the students would like not one but various teaching styles to be incorporated in their English language classrooms. The lecturers therefore should adopt several teaching styles so that they can appeal to a greater variety of students. Grasha (1996) suggests using varied teaching styles to address the diversity of learner needs. Vaughn & Baker (2001) also suggest that using a variety of teaching methods and styles ultimately may encourage adaptability and lifelong learning in teaching-learning process. The ability of the lecturers to adapt to different if not all teaching styles is crucial so that more students could benefit from their teaching. Vaughn & Baker (2001) also promote that adaptability to all teaching styles is an important tool that prepares teachers for a variety teaching conditions where we can appeal to a greater variety of learners.
In the aspects of Expert teaching style, there was no significant difference between the students’ preferences and perception. This reflects that the degree of Expert style that has been performed by the English language lecturers were just right as like what the students wanted.

CONCLUSION AND RECOMMENDATIONS

The three teaching styles most prevalent among the English language lecturers were Expert, Personal Model and Delegator styles. Expert and personal Model teaching styles are teacher-centered in nature. Meanwhile, the most preferred teaching styles stated by the students was Facilitator style which is very much student-centered in nature. This implies that the lecturers adopt more of student-centered approaches in their teaching. In doing so, lecturers need to carefully plan their lessons by incorporating more student participations in the classroom activities and at the same time making sure that they are there to facilitate the students.

The students preferences for Formal Authority, Personal Model, Facilitator and Delegator styles are significantly higher than their perceptions in terms of their lecturers’ teaching styles. This means that the students want more of these styles to be used by their lecturers than what the lecturers are practicing presently. The English language lecturers should therefore, vary their teaching styles to higher degree towards these teaching styles to accommodate the majority request of these students. Grasha (1996) cautioned that modifying one’s teaching was not as easy as picking and choosing among elements in each of the four clusters he identified. Each demands that the lecturers have or are willing to acquire the skills to use those methods. Thus the lecturers must be willing to build relationships with the students and teach them how to work effectively together. Finally, the students need the capability to learn in a new ways and the lecturers must be willing to teach them how to do so (Grasha 1996).

The results revealed no significant differences between the male and female students perceived as well as preferences with respect to their lecturers’ teaching styles. These findings suggest a positive input towards the considerations and planning of the teaching styles to be adopted in the classroom by the lecturers in the study. The English language lecturers in the study need not worry about gender differences and thus focus on other factors such as various activities appealing to the students relevant to the preferred teaching styles stated by them.
The Ministry of Higher Education should play a role in for the betterment of the English Courses in the Polytechnics. Conducting a survey research to identify teaching styles of the lecturers and then sending them for English For Specific Purposes (ESP) courses may equipped them with necessary ESP skills to teach with more confidence. Seevers (1995) in her study, recognises the importance of identifying teaching styles. She suggests understanding and recognizing differences in teaching styles can help individuals and the organization make decisions about the personal and professional development of employees. The typical two-day short course is not sufficient to even grasp what ESP is all about. Having said that, what the lecturers need is are more comprehensive and wholesome programme that will be more beneficial in the long run.

Further research into teaching style is recommended as this issue can be approached from many different perspectives. The current study was based similar study on comparisons between students’ and lecturers’ perceptions in the aspects of teaching styles could also be conducted. In order to make generalizations applicable to other MOHE polytechnics, this study could be carried out using samples from all the 14 MOHE polytechnics in Malaysia. Similar studies involving ESP-trained and ESP-untrained lecturers are highly recommended in which the comparisons will provide a better picture of the real teaching styles scenario of the English language lecturers in the polytechnics.

There are a lot of contributing factors towards students’ learning in the classroom. The lecturers’ teaching styles is one of the many factor that need to be considered when researching students’learning. This study suggests lecturers should be made aware of what teaching styles their students prefer in order to make the teaching and learning process more effective. The awareness of their own teaching styles as well as the preferred teaching styles of the students may make them realise the crucial role it plays in their teaching.
REFERENCES


Vol. 41. No.2.


