UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE RESEARCH:

A COMPARISON OF THE TEACHING STYLE OF THE PROFESSORS OF INTERMEDIATE INTENSIVE ENGLISH I AND ADVANCED INTENSIVE ENGLISH I COURSES AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR SEMESTER II, 2011

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

PRESENTED BY:

ELDAA AVIDA RUÍZ ESCOBAR RE95011

NANCY ISABEL RUÍZ ARÉVALO RA03056

NICOLASA ESCOBAR LÓPEZ EL96006

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN LENGUAS MODERNA: ESPECIALIDAD EN FRANCÉS E INGLÉS

PRESENTED BY:

EVELYN YASMIN MARTÍNEZ BONILLA MB05004

ADVISOR:

M.A. JORGE HOMERO LLANES MÁRQUEZ LÓPEZ

MAIN CAMPUS, october 3RD 2012.

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ING. MARIO ROBERTO NIETO LOVO

RECTOR

MTRA. ANA MARIA GLOVER DE ALVARADO

ACADEMIC VICE RECTOR

LIC. SALVADOR CASTILLO

ADMISTRATIVE VICE RECTOR

DRA. ANA LETICIA ZAVALETA DE AMAYA

GENERAL SECRETARY

AUTHORITIES OF SCHOOL OF ARTS AND SCIENCES

LIC. JOSE RAYMUNDO CALDERON MORAN

DEAN

Msc. NORMA CECILIA BLANDÓN DE CASTRO

VICE-DEAN

MTRO. ALFONSO MEJÍA ROSALES

SECRETARY OF THE FACULTY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

MTRO. JOSÉ RICARDO GAMERO ORTIZ

HEAD OF THE DEPARTMENT

RICARDO GARAY SALINAS, M Ed.

GENERAL COORDINATOR OF THE DEGREE PROCESSES

M.A. JORGE HOMERO LLANES MÁRQUEZ LÓPEZ

ADVISOR

**ACKNOWLEDGEMENTS**

Evelyn Yasmin Martínez Bonilla, Eldaa Avida Ruíz Escobar, Nancy Isabel Ruiz Arévalo, Nicolasa Escobar López.

**To God almighty:**

For having allowed us to reach our dreams, for granting us the opportunity to finish the major. For having had the family support that we had, and for giving us patience, wisdom and strength those we needed during times of hardship.

We cannot finish without acknowledging how eternally grateful and thankful we are to The One, the Everlasting, the All Determiner, the Trustee, The Dependable and The Protecting Friend that guides us, teaches us to be patient and to never give up. Thank you Dear Lord!

**Evelyn Yasmin Martínez Bonilla**

**To my dear family**

Adela Ernestina Bonilla de Martínez, Julio Enrique Martínez Hernández, Silvia Leticia Hernández Marta Margarita Segura, Graciela Liliana Martínez García, Lourdes María Azucena Molina, Sonia Margarita Muñoz Campos, Gabriela García Escalante, Ada Alexia Galdámez Pineda, Edwin Bonifacio Ayala, David Miranda Romero and my brothers, for being my support and being with me throughout this process.

**Eldaa Avida Ruiz Escobar**

**To my dear family**

Mario Antonio Sanchez Garcia, Zoryxa Sanchéz Ruiz, Emerson Sanchez Ruiz, Sara Escobar de Ruiz, my brothers and sisters, for having always encouraged me to pursue my goals and dreams and taught me the value of serving my fellow men by means of my knowledge. For having loved everything that I did in my life.

 **Nicolasa Escobar Lopez**

**To my dear family:**

Julio López, Candida Escobar, Julia Escobar, Francisco Escobar and all my siblingsand relatives for being my support and strength in my life.

**Nancy Ruiz Arevalo**

**To my dear family:**

Eventually, I deeply thank my family: Uncles, aunts and cousins for believe in me and for being proud of me. Words cannot express the love and gratitude I have for my sister, Ruth Mercedes Ruiz Arevalo. Most important, I would like to thank and dedicate this work to my loving mother who is the angel that constantly watches over my head and whose simple voice gives me the necessary strength to hold on and persevere.

**To our friends:** Norma Portillo, Doris Portillo, Dalia Polio, thesis friends and all the teachers of the foreign language department who gave us their knowledge and time during our career and were the active participants in every goal that we reached in our journey.

**To our advisor:**

M.A. Jorge Homero Llanes**,** we thank him for being a model of the kind of educator we aspire to be. We are deeply grateful for the time he invested to guide us and to have an advice at time.

**To our previous advisor:**

MTRA Ana María Glover, We thank her for being the person who collaborated with our thesis work, and for being part of the success that we have. We thank her .

 **TABLE OF CONTENTS**

Introduction………………………………………………………………………………iii

 I Objectives…………………………………………………………………….………..1

II Justification………………………………………………………………….…………2

III Theoretical Framework………………………………………………….……….…...3

IV Methodology ……………………………………………………………………..….13

V Data analysis and interpretation of teaching styles …………………………............16

VII Conclusions………………………………………………………………………….77

VIII Recommendations …………………………………………………………...…......78

IX Bibliography …………………………………………………………………………79

X Appendices……………………………………………………………………….……82

**INTRODUCTION**

 The principal objective of this work is to determine the incidence of the different teaching styles of the foreign language professors at the Foreign Language Department at the University of El Salvador on their students’ learning process. The teaching learning process implies many steps and resources. Both students and teachers are the unique beings who possess their own way of learning and teaching. The English teaching and learning process is a pedagogical act that involves both teachers and students and the relationship among challenging and interesting activities, course goals, and evaluation that make students get involved in class. According to the Webster’s Dictionary, style is “a manner or mode of acting or performing a distinctive or characteristic manner or a manner or tone assumed in discourse.”

The teachers cannot stick to what is written in English teaching method books, but it is suggested that they use them as a help to manage the class effectively and find out students’ interests to make a vital, dynamic scene of real conversational or discussion situations, so the teachers play a huge role in the learning process, and how teachers develop activities in the classroom, and just how they present the materials affect how well students learn and how much they retain. As Grasha (1996) said, teaching styles represent those enduring personal qualities and behaviors that appear in how we conduct our classes. It is something that defines us, that guides and directs our instructional processes, and that has effect on students and their ability to learn. Also teaching style refers to a teacher‘s personal behaviors and media used to transmit data or receive them from the learner and involve the implementation of the teacher’s philosophy about teaching (Brown, 2001).

 There are several teaching styles and a description of them is reflected in this work. It also includes general objectives, specific objectives, justification, theoretical framework, characteristics of each teaching style mentioned, methodological framework, methodology, techniques and instruments to collect data, analysis and interpretation of data, conclusions, and recommendations.

 **OBJECTIVES**

**GENERAL:**

To determine the incidence of the different teaching styles of the Intermediate Intensive English I and Advanced Intensive English I professors of the Foreign Language department of the University of El Salvador.

**SPECIFIC:**

1. To identify the similarities among the Intermediate Intensive English I and Advanced Intensive English I professors’ teaching styles so as to know the compatibility among them.
2. To identify the teaching style that was the most supported in the positive items among the Intermediate Intensive English I and Advanced Intensive English I professors’ teaching styles in order to find out which one has more than the fifty percentage of approve.
3. To discover the similarities in the most common teaching styles among the Foreign Language Department professors, with the purpose of determining its impact on their students’ English learning process.

**JUSTIFICATION**

 In teaching a foreign language, experts in education of different types have provided texts, several methodologies, methods and approaches that they use to develop their classes in the best possible way. However it is also important to know that every teacher is free to adopt a certain teaching style or take characteristics from different teaching styles, and then the question arises as to what happens in the case of teachers’ own teaching style. In this research, the teaching style that each teacher mostly uses will be pointed out and be submitted into a comparison with other teaching styles.

 The importance of this project lies on the fact that both Intermediate Intensive English I and Advanced Intensive English I professors and students at the Foreign Language Department need information about different teaching styles, and this information could contribute to their professional development.

 The researchers believe this research project will show up the incidence of the most supported teaching style by Intermediate Intensive English I and Advanced Intensive English I professors of the Foreign Language Department of the University of El Salvador on their students. The following information explains what each different teaching implies in the teaching learning process, and what characteristics can be used as a support for those who are interested in teaching.

 This research is aimed at comparing the different teaching styles applied by Intermediate Intensive English I and Advanced Intensive English I professors of the Foreign Language Department. The research is qualitative, and the researchers want to help teachers to see what teaching style is the most common they choose to teach in the classroom and how it can help them to improve the teaching learning process. This research will show the best of each style and how teachers can apply certain of its elements to teach in a more accurate way, from both the theoretical point of view and the practical one, which is the most important aspect of the teaching task: theory and practice together.

**THEORETICAL FRAMEWORK**

**TEACHING STYLES**

**What are teaching styles?**

Garger and Guild (1984) described learning styles as "...stable and pervasive characteristics of an individual, expressed through the interaction of one’s behavior and personality as one approaches a learning task" Learning style is an important factor in several areas including students’ academic achievement, how students learn and teachers teach, and student-teacher interaction works as Witkin (1973) said. Cano (1991) stated that not all students learn the same. Since not all students learn the same, it is essential that teachers recognize the learning style differences of their students and teach in a manner in which all learning styles are considered. Teaching style is the individual and particular way in which each teacher performs his/her work in the classroom. This particular way to teach is influenced by several factors such as personality, methodology, classroom environment and students’ age. All those characteristics are poured into what forms the style each teacher will use to develop his/her class.

These different teaching styles are as follows:

1. **Formal Authority**

According to the Longman Dictionary, authoritarian teaching is “the action of forcing people to obey strict rules or laws and not allowing any freedom”. Then it defines the authoritative teacher role “as an act of behaving or speaking in a confident, determined way that makes people respect and obey you”.

Also, according to Julia Tice, a good teacher should be authoritative but not authoritarian. The authoritarian teacher is described by students as a screamer, who is not acceptable in the classroom, uses a loud voice to get the attention of his or her students, acts in a shocking manner and gets angry when students do not follow his or her directives. According to the researchers, these types of teachers, existed in the past because the way of teaching was teacher-centered and did not interact with their students, and they were the only ones who were right. Now, the classes are more interesting because teachers and students interact among themselves. Even though there are still teachers of the kind mentioned before, nowadays the teachers understand that they have to change their teaching style in order to have a better learning. The researchers agree with Julia Tice’s statements. On the one hand authoritative teachers want to know the feeling of their students in order not to let them express their own emotions and honest opinions during the teaching learning process. On the other hand, authoritarian teachers only like to control everything and force their students to obey them in the teaching learning process. They are not interested in the personal life of their students that could affect their knowledge or behavior in the classes.

**Characteristics of an Authoritarian Teacher:**

Knowing what being an authoritarian teacher means, we can find the following characteristics:

• The authoritarian teacher places firm limits and control on the students. Students will often have a seat for the entire term and the desks are usually in straight rows.

• The authoritarian teacher rarely gives all passes or recognizes excuses for absences.

• The authoritarian teacher does not give the opportunity to learn or practice communication skill. This teacher prefers vigorous discipline and expects swift obedience.

• The authoritarian teacher gives no indication that he or she cares for the students. Let’s make an example with “Mr. Doe” (fictional character). He is a good example of an authoritarian teacher; his students receive praise and encouragement infrequently, if at all. Also, he makes no effort to organize activities such as field trips. He feels that special events only distract the students from learning. After all Mr. Doe believes that the students need only to listen to his lecture to gain the necessary knowledge. Mr. Doe tells the students what to do and when to do it. He makes all classroom decisions.

The group thinks that Mr. Doe does not have vocation for his job, because like him in our country there many teachers that only think about earning money and they do not care about the real purpose of this job, which is to follow the students to reach the achievement in their lives.

One middle school pupil reacts to his teaching style. “I do not really care for this teacher. He is really strict and does not seem to want to give his students a fair charge. He seems unfair, although that is just his way of getting his point across”.

According to **Bridges for Kids** (A non-profit organization for parents and professional located in Michigan), the authoritarian teacher has well-defined ideas of what constitutes unacceptable classroom behavior and is quick to point them out, often with shouting. When children do not follow his or her directions, the authoritarian teacher will react with shock and anger. Moreover students rarely receive positive reinforcement and support in his or her classroom. Although his or her style of management secures immediate compliance by students, it creates anxiety and does not improve behavior over the long term.

The researchers think that this style of teacher likes to impose his/her ideas and the students only obey them although they are not acting in the correct way, but when the students do not follow their instructions the teachers shout and get away. With this style of teacher the students suffer anxiety and probably won’t participate in the next grades or level of study because the authoritarian teachers damage the self esteems of students in the long term of study.

1. **Personal Model**

In this second characteristic the teachers who have a personal model or demonstrator teaching style tend to run classes with emphasis on demonstrating and modeling. They believe in teaching by personal example. A demonstrator teacher oversees, guides, and shows how to do things and encourages students to observe and then to emulate the instructor. According to this group of researchers, this style of teachers needs to be able to have a big knowledge about the things that they should do, because they are the model for their students. They have the capacity to make their own style of teaching according to what the students do, they have to motivate and improve their learning process. They present themselves as if they possessed all the knowledge and expertise students need. These are mainly concerned with verbally transmitting as much information as possible to the students because they are learning from their instructors’ style.

**Characteristics of Personal Model:**

A demonstrator is one of the most common instructional methods across the grade level.

• Demonstrator’s students are expected to know how to pick out library books independently, the teachers want to outline the key steps for doing so, they take the class to the library, that demonstration must be planned and executed well if students are to learn the skill they are expected to master.

Another example could be taken with a fourth grade class that goes to the library every week to select new silent reading books, in a lesson on making good literary choices, the teachers point out that some students make the mistake of literally judging new books by their cover and fail to skim the text before checking them out from the library, realizing too late that the books are not appropriate or interesting.

The researchers say that this style of learning will be used very carefully, because the teachers are going to try not to make a big mistake for the learning process of their students and show them the best way how to learn better according to the level they are at.

The teacher acts as a role by demonstrating the skills or processes being taught, and then helps the students to try to duplicate what the teacher demonstrated. This style is focused on the teachers as the source of information, but also encourages some students’ interaction and responsibility in learning. This style of teacher thinks that she or he has a good development and shows the students the best way to think and behave. It is good to motivate students to have their own personality and thought.

The point of view of the researchers is that the demonstrator teaching style includes not only one kind of style of teaching, but it combines the different styles of teaching because teachers are the model of their students and need to show the best image to them. Also, teachers think on their students’ future and expect they will be great professionals and better people.

1. **Facilitator**

In this third teaching style, the teachers that have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. The facilitator approach to teaching will make your classroom fun, highly participative and richly rewarding.

This type of teaching style works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students. In this, the facilitator is like the demonstrator. The difference is that the demonstrator's procedures are content specific whereas the facilitator is concerned with developing personal habits of mind. The instructor selects activities appropriate to each segment of the learning cycle

The goal of the facilitator is usually defined by the student's ability to act competently in performing intellectual work. According to William Glasser (1993), “the quality school book, the summative evaluation in this approach is often determined by the student's ability to produce a learned product”.

**Characteristics of a Facilitator:**

A facilitator teacher is recognized for the following characteristics:

**•** Theteacher is a guide for students.

• The teacher is warm, loving, caring, and accepts the learners just as they are.

• The teacher has a high regard for learners' self-planning competencies and does not wish to trespass on these.

• The teacher views himself/herself as participating in a dialog between equals with learners.

• The teacher is open to change new experiences and seeks to learn from his/her helping activities.

Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving. This type of teacher will often try to design learning situations and activities that require student processing and application of course content in creative and original ways. Emphasizing the personal nature of teacher – students interaction this means as a guide using suggesting alternatives, and encouraging students to develop criteria to make informed choices and a goal of the facilitator teaching style is to develop in students the capacity for independent action, initiative, and responsibility.

1. **Delegator**

Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individuals or groups of students.

This type of teacher will often give students a choice designing and implementing their own complex learning projects and will act in a consultative role.

A delegator teacher is one who always gives the students' a choice to implement their own complex learning projects. These particular students will often have to work independently or in groups and it is necessary for them to maintain motivation and focus.

The goal of delegator teaching style is to teach students more than just course material such as making them be effective in group effort and be able to manage interpersonal relationships. Students who are taught by the delegator teaching method will be able to retain more information and use the critical thinking process to manage daily tasks or projects, these kinds of teachers help students to be more independent.

**Characteristics of a Delegator:**

• Delegator’s students are mostly responsible for their own learning.

• Delegator teachers often give their students the opportunity to imply their own learning plan in their learning process.

• Delegator teachers’ students often have to work on their own or in groups.

• Delegator teachers’ students are able to work independently at the same time that their interpersonal relationships are effective to work.

1. **Permissive**

The permissive teacher is one who really just wants to be friends with his/her students. The teacher may plead with students to raise their hand or follow other simple rules, but does not have a firm discipline plan in place. While students may say they like this type of teacher, when it comes down to a difficulty, students know that the teacher will not take care of a problem and will often try to take matters into their own hands as a result.

A permissive teacher’s classroom is typically in chaos. There is no structure and very little learning. The teachers who follow this style of teaching maintain a friendly relation with the students. Students feel free to ask any queries or doubts to such teachers. And is the teacher the one who keeps the classroom session interactive.

**Characteristics of a Permissive teacher:**

A permissive teacher is recognized for the following characteristics:

• Teacher has low control in the classroom, since students usually do what they want.

• Teacher is indulgent with the activities students do.

• Permissive teachers help to produce students that are immature, show poor self-restraint, and who exhibit poor leadership skills.

• Teachers are more interested in being students’ friend rather than being interested in students’ learning.

• Permissive teachers stimulate an environment where there are no demands on the student of any sort, and the students are actively supported in their efforts to seek their own ends using any reasonable means.

As Baumrind said, the style a teacher presents can be influenced by two factors: **control** exercised over students, and degree of **involvement** of teachers with students. The extremes of these two dimensions allow teacher management of students to be identified. Opposite to the authoritarian teachers, the permissive ones let students behave as they please since they are more concerned about becoming students’ friends rather than their teachers. One of these teachers has shown his/her students that he or she possesses a permissive teaching style; the teacher thinks that if he/she’s a friend for his/her students, these are going to pay attention and obey his/her indications. However, when the teacher realizes it is the opposite, it’s really difficult for the teacher to take the control, and he/she can be afraid of losing the “good” communication she or he has with them.

Many Salvadoran teachers are like the permissive teachers mentioned before. They act this way in order to have good communication with their students and avoid any problem with them. The problem is that this kind of teaching style also leads to students who do not respect the teacher or their classmates’ suggestions. Students end up thinking that their teachers would not care if they did not present their homework on time, or the way they behave in the classroom. Teachers should find a way to balance the relationship teachers have with their students and the way they should make them work.

It isn’t difficult to notice that the educational system in El Salvador has still to develop a lot, and some social reasons (like gangs and anti-social groups) teachers in public area, have become too permissive, we can relate this to the necessity not only to prevent those students to give problems in school but also it’s a way to protect themselves from said students in case they are in any anti-social group, but when teachers don’t have the control on students the learning process is spoiled since there is no order into the classroom and students see their teacher like a friend more than a teacher. In the University, this kind of teacher is the one who doesn’t care if students are participative or passive, and let them behave as they want, she or he just teaches the class everyday, but she or he tries to make students work even though the results aren’t the ones the teacher expected.

1. **Detached**

The detached teacher is one who really does not care. This teacher has become desensitized to the discipline problems and may not even care what kind of grades his/her students receive in class. She will sit behind her desk while students are working and grade papers during class or when on duty. There is no emotional support or behavioral management from the detached teacher. This teaching style is often the result of an illness or depression. The teachers who follow this style have a care free attitude. She can neither support the children emotionally nor academically. Teacher never involves in the teaching whole heartedly. Even if it seems this kind of teacher doesn’t exist, there are some cases; this kind of teacher can lightly be taken as a permissive teacher, but in this kind of teacher.

**Characteristics of a Detached teacher:**

Among the characteristics of a detached teacher we have:

• Detached teachers don’t care about their students; they just teach every day lesson and don’t have communication with students.

• Detached teachers don’t care in having any sort relationship with students.

• Detached teachers’ students don’t feel they can find any "advisory" or "support" in this kind of teachers.

• Detached teachers don’t prepare activities well adapted to the lessons. And he or she doesn’t care about the result, or what student had learnt.

As Sheryl Hruska Riechmann said, in learning process each student sees his or her teacher and classmates as examples to follow. However, when a teacher doesn’t show any kind of interest in what he or she’s doing, the student usually becomes careless since the teacher doesn’t even care if they learn or not. A teacher is a leader, not a follower. AS Sheryl H. said, it is unfortunate that our teachers are no longer leaders but followers of trends not associated with the dictates of their profession. Good teachers aspire to live among the communities whose children attend the schools where they teach, have their kids attend the same schools, be part of the parent-teacher associations, and be examples of good leadership. Today's teachers want fancy lifestyles while teaching in townships. They love driving expensive cars and are obsessed with dropping their kids at up market schools. This kind of teachers really destroy the teaching learning process, creating a gap where if the teacher doesn’t change the damage done to their students learning process wouldn’t have a reversal.

Within our Salvadoran society this kind of style is not permitted, because it is important that the teachers be not indifferent and that they care about their students’ learning. However teachers must be careful not to fall into this insensitive kind of teacher, letting outside the classroom what they are passing by in their personal life. The way teacher feels will always directly affect the development of the class, and this will lead to the inability of create good motivation in the students, according to the way we would expect they behave, students can even become careless about classes and what they do, when they see that even the one who is teaching them does not care about what he or she is making them learn. This style of teacher damage the teaching learning process, but sometimes teacher might not even realize that he or she is being a detached teacher, when a teacher let his/her emotions leads him/her then no matter how much knowledge the teacher possesses, class will not have the expected good results.

**METHODOLOGY**

 This type of research is a combination of bibliographical and qualitative research in which the researchers compared teaching styles at the Foreign Language Department, University of El Salvador. This research is explained through theoretical information gathered from different authors and their studies, also the analysis based on the different and already known styles of teaching. Direct surveys to teachers were used to find out the qualitative information for this research. Literature and analyses were the researchers` most important supports for the findings and conclusions.

**Research Design**

**Field Research**

This study took place at the Foreign Language Department of the University of
El Salvador, during the Semester II of 2011. The Foreign Language Department has a population of one thousand five hundred twenty two students. Those students are divided into three majors: The B.A in English Oriented to Teaching, which has seven hundred sixteen students. Also, Modern Languages Major: specialty French and English counts with a population of seven hundred forty five students. Finally, Profesorado en Idioma Inglés para Tercer Ciclo de Educación Básica y Media has a population of sixty one students. As to gender, there are nine hundred sixty nine female students and five hundred fifty three male students. The subjects on which our research was focused were the ones where English is taught by the second Semester of 2011 which were Intermediate Intensive English I and Advanced Intensive English I, to find out what teaching style predominates among teachers of those two subjects.

**Techniques and instruments to collect data**

This research consisted of collecting data from different authors’ literature and applying them directly from the reality where the facts occur without manipulating the variables, and also collecting data through surveys.

**Surveys**

To collect personal impressions from Intermediate Intensive English I and Advanced Intensive English I teachers, it was useful to get their answers rating techniques used by each teaching style and to know their points of view shown in written surveys. The surveys presented the six teaching styles under study, and each style presented different techniques and characteristics proper of its teaching style.

The appreciation for each technique and characteristic of every teaching style on the teachers` part was ranked in five levels as follows: Strongly agree, moderately agree, undecided, moderately disagree and strongly disagree. There were three items per each teaching style.

**Documentary data**

For the purpose of obtaining information from different sources, the researchers visited different libraries, bookstores and websites. The bibliographical information was gathered from different authors with previous researches about teaching styles. These investigations were taken in count as a reference for this bibliographical work.

**Sample**

The researchers addressed this study to Intermediate Intensive English I and Advanced Intensive English I teachers at the Foreign Language Department of the University of El Salvador. Both courses made a population of population of six hundred eighty students, divided in sixteen courses with forty students in each one. The professors under study were fifteen and the courses were sixteen; one of the teachers had two groups in different schedules. From those fifteen teachers, ten answered the survey, while the other five teachers did not fill the survey for different reasons. Some teachers had personal reasons not to answer the survey. As a result, 63% of the teachers were interviewed,

**Tabulation**

The data were analyzed and the results were represented in bar graphs. The results were obtained from the ten surveys by taking out the rating every interviewed teacher gave for each item of the survey. There are eighteen graphs that show those results.

As the process of the investigation was being developed, the researchers analyzed the information collected to find out how it is applied by teachers of Intermediate Intensive English I and Advanced Intensive English I at the Foreign Language Department of the University of El Salvador during the semester II, 2011.

**ANALYSIS AND INTERPRETATION OF DATA OF TEACHING STYLE**

**INTERMEDIATE INTENSIVE ENGLISH I**

**FORMAL AUTHORITY**



**Fig 1. How and what to do.**

Thirty percent of the professors (coming from the Intermediate Intensive English I professors) interviewed moderately agree that they typically show their students how and what to do in order to master the courage contents. Twenty percent of them strongly accept this situation and only ten percent of them disagree with that in a moderate way.

This is a very strong tendency on the professors’ part to show their students how and what to do in order to master the course contents.



**Fig 2. Clear guidelines for class sessions.**

Thirty percent of the subjects under study moderately agree that they provide very clear guidelines to their students for how they want each class session. Twenty percent of them strongly agree with this statement and only ten percent of them moderately.

There is a strong tendency on the Intermediate Intensive English I professors’ part to provide very clear guidelines to the students as to how the former want each class session.

****

**Fig 3. Specific goals and objectives.**

Forty percent of the professors under study show they strongly agree to teach their course having specific goals and objectives that they want to accomplish. The twenty percent of them agree in a moderate way on this statement.

This shows a strong tendency on the Intermediate Intensive English I professors’ part to have very specific goals and objectives to accomplish in the course, to fulfill the teaching-learning process.

**PERSONAL MODEL**

****

**Fig 4. Being a model for students.**

Forty percent of the interviewed subjects under study agree in a moderate way that what they say and do model appropriate ways for students to think about issues in the content, and twenty percent strongly agree with this statement.

The strongest tendency shows that Intermediate Intensive English I professors agree in a moderate manner, about the appropriate way in which what they say and do models students to think about issues in the content.

**Fig 5. What and how content should be learnt.**

Thirty percent of the teachers moderately agree that it is their responsibility to define what students must learn and how they should learn it. Only ten percent in a strong way, while another ten percent are undecided and the rest ten percent moderately disagree on the matter.

This shows a strong tendency to agree about the responsibility they have to define what students must learn and the way students should learn it.

**Fig 6. Thinking like teacher does about course content.**

Twenty percent of the professors under study disagree in a strong way with the idea that many students begin to think that they like what they do about the course content; only ten percent of them disagree in a moderate way. Another twenty percent of them are undecided on the matter and only ten percent agreed in a moderate manner.

As shown above, the statement that students think the same way with their professors is rejected by half of the interviewed professors from Intermediate Intensive English I, whereas almost half part of them do not have a precise idea on the matter. This idea is accepted only by a minority (ten percent).

**FACILITATOR**

****

**Fig 7. Encouraging students, to develop their own ideas.**

Forty percent of the subjects interviewed agree in a moderate manner as to provide activities in the class to encourage students to develop their own ideas about content and twenty percent of them strongly agree with this statement.

There is a strong tendency on Intermediate Intensive English I professors’ part to support in a moderate or strong way to work on activities in the class that encourage students to develop their own ideas about content issues.

****

**Fig 8. Guiding students.**

Forty percent of teachers strongly agree to guide students’ work in course projects by asking questions, exploring options, and suggesting alternative ways to do things, while twenty percent of teachers (Coming from Intermediate Intensive English I) agree in a moderate manner with this idea.

As shown in the results above, the statement that teachers guide students’ work in the course by asking questions, exploring options, and suggesting alternative ways to do things, is supported by professors’ agreement in a strong and moderate way.

****

**Fig 9. Encouraging students, to take initiative.**

Fifty percent of the subjects under study agree in a moderate manner, with the statement that their course activities encourage students to take initiative and responsibility for their learning, and ten percent strongly agree with this statement.

There is a strong tendency on the Intermediate Intensive English I professors’ part to admit that teacher’s course activities encourage students to take initiative and responsibility for their learning, in a moderate way.

**DELEGATOR**



**Fig 10. Consulting students to improve their work.**

Thirty percent of professors agree in a moderate manner to spend time consulting with students on how to improve their work on individual or group projects, while twenty percent strongly agree with this statement, and ten percent show they are undecided on the matter.

As shown in the graph above, there is a strong tendency to support in a moderate way that teachers spend time consulting with students on how to improve their work on individual or group projects.



**Fig 11. Developing students’ ability to think critically.**

Forty percent of professors strongly agree that they employ small groups’ discussions to help students develop their ability to think critically, only ten percent agree in a moderate way and the remaining ten percent of them are undecided.

There is a strong tendency on the Intermediate Intensive English I professors’ part to support small groups’ discussions to help students develop their ability to think critically.



**Fig 12. Teacher is a resource to help students.**

Thirty percent of subjects under study moderately agree that they assume the role of a resource person who is available to students when they need help, twenty percent of them agree in a strong manner and only ten percent is undecided on the matter.

There is a strong tendency on the Intermediate Intensive English I professors’ part to assume the role of a resource person who is available to students when they need help.

**PERMISSIVE**



**Fig 13. Asking for students’ advice.**

Twenty percent of professors moderately agree to solicit students’ advice about how and what to teach in the course, ten percent strongly agree while another ten percent strongly disagree, as ten percent were undecided and the rest ten percent moderately disagree.

There is a strong tendency on the Intermediate Intensive English I professors’ part to solicit students’ advice about how and what to teach in the course.



**Fig 14. Students set their own place to work.**

Thirty percent of teachers did not choose to agree in a moderate manner with the idea that their students set their own place for completing independent and/or group projects, while ten percent strongly agree on the matter and twenty percent was undecided.

As shown above the statement that students set their own place for completing independent and/or group projects, is supported by most Intermediate Intensive English I teachers in a moderate and in an strong way (by minority).



**Fig 15. Being a delegator.**

Thirty percent of teachers agree in a moderate way with the idea that their approach to teaching is similar to a manager of a work group who delegates tasks and responsibility to subordinates, twenty percent support it in a strongly way and only a minority of ten percent moderately disagree on the matter.

There is a strong tendency on professors’ part to support the idea that their approach to teaching is similar to a manager of work group who delegates tasks and responsibility to subordinates.

**DETACHED**



**Fig 16. The most important things students should acquire.**

Thirty percent of the teachers moderately agree with the idea that facts, concepts, and principles are the most important things that students should acquire, while twenty percent agree in a strong way, and ten percent is undecided on the matter.

As shown above, there is a strong tendency on teachers’ part to support agreeing with the idea that facts, concepts, and principles are the most important things that students should acquire.



**Fig 17. Giving a negative feedback.**

Thirty percent of teachers moderately agree that they give students negative feedback when their performance is unsatisfactory, twenty percent of them agree in a strong way and only ten percent moderately disagree on the matter.

There is a strong tendency on Intermediate Intensive English I teachers’ part to give negative feedback when their performance is unsatisfactory.



**Fig 18. Using teachers’ expertise to solve content issues.**

Fifty percent of professors moderately agree with the idea that their expertise is typically used to resolve disagreements about content issues, while only a ten percent of them strongly agree on the matter.

There is a strong tendency on Intermediate Intensive English I teachers’ part to moderately agree with the idea that their expertise is typically used to resolve disagreements about content issues.

**ADVANCED INTENSIVE ENGLISH I**

**FORMAL AUTHORITY**



**Fig 1. How and what to do.**

Twenty percent of the professors interviewed Strongly agree that they typically show their students how and what to do in order to master the courage contents. The same percentage moderately accepts this situation and only ten percent of them disagree with that in a moderate way.

There is a very strong tendency on the Advanced Intensive English I professors’ part to show their students how and what to do in order to master the course contents.



**Fig 2. Clear guidelines for class sessions.**

Twenty percent of the subjects under study strongly agree that they provide very clear guidelines to their students for how they want each class session. While ten percent agrees in a moderate way with this statement. And the rest ten percent of them, are undecided on the matter.

There is a strong tendency on the professors’ part to provide very clear guidelines to the students as to how the former want each class session



**Fig 3. Specific goals and objectives.**

The forty percent of the professors under study corresponding to Advanced Intensive English I, shows that they strongly agree to teach their course having specific goals and objectives that they want to accomplish.

This shows a strong tendency, on the Advanced Intensive English I professors’ part, to have very specific goals and objectives to accomplish the course, to fulfill the teaching-learning process.

**PERSONAL MODEL**



**Fig 4. Being a model for students.**

Twenty percent of the interviewed subjects under study agree in a moderate way that what they say and do model appropriate ways for students to think about issues in the content, and the rest twenty percent strongly agree with this statement.

The strongest tendency shows that professors agree in a moderate and strong manner, about the appropriate way in which what they say and do models students to think about issues in the content.



**Fig 5. What and how content should be learnt.**

Thirty percent of the teachers strongly agree that it is their responsibility to define what students must learn and how they should learn it. Only ten percent are on the matter.

This shows a strong tendency to agree about the responsibility they have to define what students must learn and the way students should learn it.



**Fig 6. Thinking like teacher does about course content.**

Ten percent of the professors under study disagree with the idea that many students begin to think that they like what they do about the course content in a strong way. While another ten percent of them are undecided on the matter, the same ten percent agree in a moderate manner and another ten percent support the strongly.

As shown above, the statement that students think the same way with their professors is supported by half of the interviewed professors whereas it is rejected by almost half of them, only a minority (ten percent) does not have a precise idea on the matter.

**FACILITATOR**



**Fig 7. Encouraging students, to develop their own ideas.**

Twenty percent of the subjects interviewed agree in a moderate manner as to provide activities in the class to encourage students to develop their own ideas about content and the same twenty percent of them strongly agree with this statement.

There is a strong tendency on professors’ part to support in a moderate or strong way to work on activities in the class that encourage students to develop their own ideas about content issues.



**Fig 8. Guiding students.**

Thirty percent of teachers moderately agree to guide students’ work in course projects by asking questions, exploring options, and suggesting alternative ways to do things, while only ten percent of teachers agree in a strong manner with this idea.

As shown in the results above, the statement that teachers guide students’ work in the course by asking questions, exploring options, and suggesting alternative ways to do things, is supported by advanced professors’ agreement in a strong and moderate way.



**Fig 9. Encouraging students, to take initiative.**

Thirty percent of the subjects under study agree in a strong manner, with the statement that their course activities encourage students to take initiative and responsibility for their learning, and ten percent moderately agree with this statement.

There is a strong tendency on the Advanced Intensive English I professors’ part to admit that teacher’s course activities encourage students to take initiative and responsibility for their learning, in a moderate way.

**DELEGATOR**



**Fig 10. Consulting students to improve their work.**

Twenty percent of professors agree in a moderate manner to spend time consulting with students on how to improve their work on individual or group projects, while only ten percent strongly agree with this statement, and another ten percent show they are undecided on the matter.

As shown in the graph above, there is a strong tendency to support in a moderate way that teachers spend time consulting with students on how to improve their work on individual or group projects.



**Fig 11. Developing students’ ability to think critically.**

Twenty percent of professors strongly agree that they employ small groups’ discussions to help students develop their ability to think critically, only ten percent agree in a moderate way and the remaining ten percent of them are undecided.

There is a strong tendency to support small groups’ discussions to help students develop their ability to think critically.



**Fig 12. Teacher is a resource to help students.**

Twenty percent of subjects under study moderately agree that they assume the role of a resource person who is available to students when they need help, and the same twenty percent of them agree in a strong manner and only ten percent is undecided on the matter.

There is a strong tendency on the Advanced Intensive English I professors’ part to assume the role of a resource person who is available to students when they need help.

**PERMISSIVE**



**Fig 13. Asking for students’ advice.**

Twenty percent of professors moderately agree to solicit students’ advice about how and what to teach in the course, while ten percent of professors were undecided and the rest ten percent moderately disagree.

There is a strong tendency on the professors’ part to solicit students’ advice about how and what to teach in the course.



**Fig 14. Students set their own place to work.**

Twenty percent of teachers did not choose to agree or disagree with the idea that their students set their own place for completing independent and/or group projects, while another twenty percent strongly agree on the matter.

As shown above the statement that students set their own place for completing independent and/or group projects is not denied nor supported by half teachers, while the rest agree with the idea in a strong manner.



**Fig 15. Being a delegator.**

Twenty percent of teachers agree in a moderate way with the idea that their approach to teaching is similar to a manager of a work group who delegates tasks and responsibility to subordinates, ten percent support it in a strongly way and another ten percent moderately disagree on the matter.

There is a strong tendency on Advanced Intensive English I professors’ part to support the idea that their approach to teaching is similar to a manager of work group who delegates tasks and responsibility to subordinates.

**DETACHED**



**Fig 16. The most important things students should acquire.**

Twenty percent of the teachers strongly agree with the idea that facts, concepts, and principles are the most important things that students should acquire, while only a ten percent agree in a moderate way and another ten percent disagree in a moderate way on the matter.

As shown above, there is a strong tendency on teachers’ part to support agreeing with the idea that facts, concepts, and principles are the most important things that students should acquire.



**Fig 17. Giving a negative feedback.**

Thirty percent of teachers strongly agree that they give students negative feedback when their performance is unsatisfactory, and ten percent of them agree in a moderate on the matter.

There is a strong tendency on Advanced Intensive English I teachers’ part to give negative feedback when their performance is unsatisfactory.



**Fig 18. Using teachers’ expertise to solve content issues.**

Twenty percent of professors (corresponding to the Advanced Intensive English I course) moderately agree with the idea that their expertise is typically used to resolve disagreements about content issues, and ten percent agrees in a strong way while the rest ten percent are undecided on the topic.

There is a strong tendency on Advanced Intensive English I teachers’ part to moderately agree with the idea that their expertise is typically used to resolve disagreements about content issues.

**ANALYSIS AND INTERPRETATION OF DATA OF INTERMEDIATE INTENSIVE ENGLISH I AND ADVANCED INTENSIVE ENGLISH I TEACHING STYLE**

**FORMAL AUTHORITY**



**Fig 1. How and what to do.**

Fifty percent of the professors interviewed moderately agree that they typically show their students how and what to do in order to master the courage contents. Forty percent of them strongly accept this situation and only ten percent of them disagree with that in a moderate way.

There is a very strong tendency on the professors’ part to show their students how and what to do in order to master the course contents.



**Fig 2. Clear guidelines for class sessions.**

Forty percent of the subjects under study moderately agree that they provide very clear guidelines to their students for how they want each class session. The same percentage of them strongly agrees with this statement. Only ten percent of them moderately disagree and the rest (ten percent) are undecided on the matter.

There is a strong tendency on the professors’ part to provide very clear guidelines to the students as to how the former want each class session.



**Fig 3. Specific goals and objectives.**

Eighty percent of the professors under study show that they strongly agree to teach their course having specific goals and objectives that they want to accomplish. The twenty percent of them agree in a moderate way with this statement.

This shows a strong tendency, on the professors’ part, to have very specific goals and objectives to accomplish the course, to fulfill the teaching-learning process.

**PERSONAL MODEL**



**Fig 4. Being a model for students.**

Sixty percent of the interviewed subjects under study agree in a moderate way that what they say and do model appropriate ways for students to think about issues in the content, and forty percent strongly agree with this statement.

The strongest tendency show that professors agree in a moderate manner, about the appropriate way in which what they say and do models students to think about issues in the content.



**Fig 5. What and how content should be learnt.**

Sixty percent of the teachers moderately agree that it is their responsibility to define what students must learn and how they should learn it. Only ten percent in a strong way, while another ten percent are undecided and the rest twenty percent moderately disagree on the matter.

This shows a strong tendency to agree about the responsibility they have to define what students must learn and the way students should learn it.



 **Fig 6. Students thinking the way their teacher does.**

Forty percent of the professors under study disagree with the idea that many students begin to think that they like what they do about the course content. Thirty percent of them are undecided on the matter and only thirty percent agree in a strong manner.

As shown above, the statement that students think the same way with their professors is rejected by almost half of the interviewed professors whereas a third part of them do not have a precise idea on the matter. This idea is accepted only by a minority (ten percent).

**FACILITATOR**



**Fig 7. Encouraging students to develop their own ideas.**

Sixty percent of the subjects interviewed agree in a moderate manner as to provide activities in the class to encourage students to develop their own ideas about content and forty percent of them strongly agree with this statement.

There is a strong tendency on professors’ part to support in a moderate or strong way to work on activities in the class that encourage students to develop their own ideas about content issues.



**Fig 8. Guiding students.**

Fifty percent of teachers strongly agree to guide students’ work in course projects by asking questions, exploring options, and suggesting alternative ways to do things, while another fifty percent of teachers agree in a moderate manner with this idea.

As shown in the results above, the statement that teachers guide students’ work in the course by asking questions, exploring options, and suggesting alternative ways to do things, is supported by professors’ agreement in a strong and moderate way, both by fifty percent.



**Fig 9. Encouraging students, to take initiative.**

Sixty percent of the subjects under study agree in a moderate manner, with the statement that their course activities encourage students to take initiative and responsibility for their learning, and forty percent strongly agree with this statement.

There is a strong tendency on the professors ´part to admit that teacher’s course activities encourage students to take initiative and responsibility for their learning, in a moderate way.

**DELEGATOR**



 **Fig 10. Consulting students to improve their work.**

Fifty percent of professors agree in a moderate manner to spend time consulting with students on how to improve their work on individual or group projects, while thirty percent strongly agree with this statement, and twenty percent show they are undecided on the matter.

As shown in the graph above, there is a strong tendency to support in a moderate way that teachers spend time consulting with students on how to improve their work on individual or group projects.



**Fig 11. Developing students’ ability to think critically.**

Sixty percent of professors strongly agree that they employ small groups’ discussions to help students develop their ability to think critically, only twenty percent agree in a moderate way and the remaining twenty percent of them are undecided.

There is a strong tendency to support small groups’ discussions to help students develop their ability to think critically.



**Fig 12. Teacher is a resource to help students.**

Fifty percent of subjects under study moderately agree that they assume the role of a resource person who is available to students when they need help, forty percent of them agree in a strong manner and only ten percent is undecided on the matter.

There is a strong tendency on the professors’ part to assume the role of a resource person who is available to students when they need help.

**PERMISSIVE**



**Fig 13. Asking for students’ advice.**

Forty percent of professors moderately agree to solicit students’ advice about how and what to teach in the course, ten percent strongly agree while another ten percent strongly disagree, as twenty percent were undecided and the rest twenty percent moderately disagree.

There is a strong tendency on the professors’ part to solicit students’ advice about how and what to teach in the course.



**Fig 14. Students set their own place to work.**

Forty percent of teachers did not choose to agree or disagree with the idea that their students set their own place for completing independent and/or group projects, while thirty percent moderately agree and the another thirty percent strongly agree on the matter.

As shown above the statement that students set their own place for completing independent and/or group projects is not denied nor supported by most teachers, while the rest agree with the idea in a strong or moderate manner.



**Fig 15. Being a delegator.**

Fifty percent of teachers agree in a moderate way with the idea that their approach to teaching is similar to a manager of a work group who delegates tasks and responsibility to subordinates, thirty percent support it in a strongly way and only a twenty percent moderately disagree on the matter.

There is a strong tendency on professors’ part to support the idea that their approach to teaching is similar to a manager of work group who delegates tasks and responsibility to subordinates.

**DETACHED**



**Fig 16. The most important things students should acquire.**

Forty percent of the teachers moderately agree with the idea that facts, concepts, and principles are the most important things that students should acquire, while another forty percent agree in a strong way, only then percent moderately disagree, and the rest ten percent is undecided on the matter.

As shown above, there is a strong tendency on teachers’ part to support agreeing with the idea that facts, concepts, and principles are the most important things that students should acquire.



**Fig 17. Giving a negative feedback.**

Fifty percent of teachers strongly agree that they give students negative feedback when their performance is unsatisfactory, forty percent of them agree in a moderate way and only ten percent moderately disagree on the matter.

There is a strong tendency on teachers’ part to give negative feedback when their performance is unsatisfactory.



 **Fig 18. Using teachers’ expertise to solve content issues.**

Seventy percent of professors moderately agree with the idea that their expertise is typically used to resolve disagreements about content issues, twenty percent of them strongly agree and the rest ten percent is undecided on the matter.

There is a strong tendency on teachers’ part to moderately agree with the idea that their expertise is typically used to resolve disagreements about content issues.

**COMPARATIVE RESULTS**

For this investigation, the researchers took into account Intermediate Intensive English I and Advanced Intensive English I courses, where there were 17 teachers all together. The researchers selected 10 out of them: 4 Advanced Intensive English I teachers, and 6 Intermediate Intensive English I teachers in the second semester, year 2011.

The teachers’ survey about teaching styles consisted of three items in which teachers responded to the statement by using 5 rating scales as follows:

1- Strongly disagree

2- Moderately disagree

3- Undecided

4- Moderately agree

5- Strongly agree

The scales in the graphs ranking 1 to 5 are presented according to the votes that the subjects under study provided.

Scales which votes support positively every teaching style. The scales were rated from 1 to 5, the researchers chose the rating scale 4 and 5 to be represented in the comparative graphics since these are the two options that show up teachers’ agreement for each of the teaching styles under study.

Rating scales 1, 2 and 3 do not appear because those options do not show any positive agreement on the professors’ part to support each teaching style. Options 1, 2 and 3 show that teachers strongly disagree, moderately disagree or are undecided on every item.

**Comparative graphics**

The researchers represent 6 graphics in which they explain the incidence of agreement and support per teaching style, as results from Intermediate Intensive English I and Advanced Intensive English I professors.

**Formal Authority**

This teaching style was represented by three items:

1- I typically show students How and what to do in order to master course content.

2- I provided very clear guidelines for how I want each of the classrooms.

3- This course has very specific goals and objectives that I want to accomplish.

As shown above, formal authority is supported positively by Intermediate Intensive English I teachers with eighty nine percent, meanwhile Advanced Intensive English I teachers supported it by ninety two percent. There is a strong tendency on the professors of Advanced Intensive English I course to support this teaching style.

**Personal Model**

This teaching style was represented by the following items:

1- What I say and do models appropriate ways for students to think about issues in the content.

2- It is my responsibility to define what students must learn and how they should learn it.

3- Eventually, many students begin to think like me about the course content.

The strongest tendency to agree with personal model comes from Advanced Intensive English I teachers, seventy five percent, while Intermediate Intensive English I teachers admit that in sixty one percent of cases.

**Facilitator**

This teaching style was represented by the following items:

1- Activities in this class encourage students to develop their own ideas about content issues.

2- I guide students’ work in course project by asking questions exploring options and suggesting alternative ways to think about.

3- Course activities encourage students to take initiative and responsibility for their learning.

The result got from Intermediate Intensive English I teachers was that one hundred percent of them favor the facilitator teaching style and the same percentage was gotten from Advanced Intensive English I teachers. There is a strong tendency on professors’ part to support the facilitator item by both courses professors under study.

**Delegator**

This teaching style was represented by the following items:

1- I spend time consulting with students on how to improve their work on individual or group projects.

2- Small group discussion is employed to help students develop their ability to think critically.

3. I assume the role of a resource person who is available to students when they need help.

Eighty three percent of Advanced Intermediate English I teachers supported this teaching style while another eighty three percent coming from Intermediate Intensive English I teachers supported the delegator teaching style items. Both intermediate and advanced levels teachers have a strong tendency to support the delegator teaching style.

**Permissive**

This teaching style was represented by the following items:

1- I solicit students’ advice about how and what to teach in this course.

2- Students set their own pace for completing independent and / or group project.

3- My approach to teaching is similar to a manager of a work group who delegates tasks and responsibility to subordinates.

Sixty seven percent of Advanced Intensive English I teachers support the permissive teaching style, while fifty eight percent of Intermediate Intensive English I teachers supported this teaching style. The previous results show that there is a strong tendency on Advanced Intensive English I professors’ to support the permissive teaching style.

**Detached**

This teaching style was represented by the following items:

1- Facts, concepts, and principles are the most important things that students should acquire.

2- I give students negative feedback when their performance is unsatisfactory.

3- My expertise is typically used to resolve disagreement about content issues.

Eighty nine percent of Intermediate Intensive English I professors agreed with the items for the detached teaching style, while another eighty three percent of Intermediate Intensive English I professors also supported this teaching style. The previous findings show that both course teachers agree with detached teaching style items the same way.

 **CONCLUSIONS**

This work has listed six descriptive terms for a variety of teaching styles. These key aspects were used as the basis of a list of paired questions or statements to help define these differences or similarities.

On the basis of the data analysis, the researchers found similarities among the Foreign Language Department teachers’ teaching styles from the levels Intermediate Intensive English I and Advanced Intensive English I on the statements that were rated as strongly agree and moderately agree, among the Foreign Language Department teachers of the levels mentioned before.

In this way a teaching style that was both effective for students and comfortable for the professor was involved naturally with a potential effect on the quality of learning according to what they selected for each item in the surveys, without omitting the fact that, there was a minor percentage overall, rated as: strongly disagree, moderately disagree, and undecided.

Most Foreign Language Department professors of the levels referred previously are connected with a specific teaching style, but also they complement it with characteristics of Formal Authority Style and Detached Style, taking into account the percentage that those styles got, both item three in formal authority and detached styles had eighty and seventy percent respectively over the other teaching styles, this means teachers are eclectic because they combine elements from other teaching styles, making a style on their own.

The teachers under study had the flexibility to match the statements that checked each teaching style with the different rating scales of difficulties according to their expertise about the information the survey had in every teaching style.

Finally, the results gathered in the surveys, collected personal impressions from Intermediate Intensive English I and Advanced Intensive English I teachers, so that teachers created a new teaching style selecting techniques from other teaching styles to supply their students’ needs according to the course.

**RECOMMENDATIONS**

According to the results gotten from the different teaching styles, the researchers recommend the follow:

Intermediate Intensive English I and Advanced Intensive English I of the Foreign Language Department professors expressed that they apply a teaching style, the Facilitator style; so it could be good that teachers find out what it is the style that he or she has and carry on, and support it and improve it taking into account the kind of students and the course they are going to have.

Intermediate Intensive English I and Advanced Intensive English I of the Foreign Language Department professors improve and update information concerning to the new teaching styles.

 Intermediate Intensive English I and Advanced Intensive English I of the Foreign Language Department professors adopt their classes according to students’ knowledge.

Intermediate Intensive English I and Advanced Intensive English I of Foreign Language Department professors should continue working with the teaching style they consider the appropriate in the course that they are going to teach.

The Foreign Language Department professors should pass a diagnostic test to the students at the beginning of each course in order to have a good idea about the students’ needs.

**BIBLIOGRAPHY.**

1. Aitkin, M. (1981). *Statistical Modeling of data on teaching styles.* United

 Kingdom: Journal of the Royal Statistical Society.

1. Brown D. (2007). *Principles of language learning and teaching.* New York:

 Pearson-Longman.

1. Brown D. (2001). *Teaching by principles. An interactive approach to language*

 *pedagogy*. New York: Longman..

1. Campbell, C. et al (1995) *Towards Teaching.* Oxford: Heinemann.
2. Díaz L. et al (2010) *Comparing Teaching Styles and Personality Types of*

 *EFL Instructors in the Public and Private Sectors.* Bogota: Universidad

Nacional de Colombia.

1. Eggen, P et tal (1996) *Strategies for teachers. Teaching content and thinking*

 *skills.* Boston: Allyn and Bacon.

1. Evans, C. et al (2008). *Exploringteaching styles and cognitive styles: evidence*

 *from school teachers in Canada.* Canada: North American Journal of

Psychology,

1. Grasha, A (1996). *Teaching with style: a practical: guide to enhancing learning*

 *by understanding by understanding teaching and learning styles*.

 Pittsburgh: Alliance Publishers.

1. Graves, K. (2000). *Designing language courses*. Boston: Heinle and Heinle.
2. Heimlich, J. et al (1994). *Teaching style: Where are we now? New Directions*

 *for Adult and Continuing Education.*Wiley Online Library.

1. Laboard, K. (2003). Teacher-centered to learner-centered curriculum: Improving

 learning in diverse classrooms. *Journal of Education.*

1. Lightbown, P. et al (1999). *How languages are learned*. Oxford: Oxford

 University Press.

1. Macaro, E. (2003). *Teaching and learning a second language. A guide to recent*

 *research and its applications.* New York: Continuum.

1. Matt R. Raven et tal (1993) *A Comparison of Learning Styles, Teaching Styles,*

 *and Personality Styles of Preservice Montana and Ohio Agriculture*

 *Teachers.* Ohio: University of Ohio.

1. Mitchell, M., & Jolley, J. (2007). *Research design explained*. Boston:

 Wadsworth Cengage Learning.

1. Muijs, D. (2004). *Doing quantitative research in education with SPSS.* London:

 Sage Publications.

1. Murray, T. (2003). *Blending qualitative and quantitative research methods in*

 *theses and dissertations.* California: Corwin Press.

1. Puchta, H., & Rinvolucri, M. (2005). *Multiple intelligences in EFL exercises for*

 *secondary and adult students.* Rome: Helbling languages.

1. Richards, J., & Renandya, W. (2002). *Methodology in language teaching. An*

 *anthology of current practice.* Cambridge: Cambridge University Press.

1. Roberts, B. (2002). *Biographical research.* Philadelphia: Open University Press.
2. Sandín, M. (2003). *Investigación cualitativa en educación. Fundamentos y*

 *tradiciones.* Madrid: Mc Graw Hill.

1. Scharle, A., & Szabó, A. (2000). *Learner autonomy. A guide to developing*

 *learner responsibility.* Cambridge: Cambridge University Press.

1. Scovel, T. (2001). *Learning new languages. A guide to second language*

 *acquisition*. Boston: Heinle and Heinle.

1. Sicilia, A., & Delgado, M. (2002). *Educación física y estilos de enseñanza.*

Barcelona: Inde. Publicaciones.

1. Wilkinson, D., & Birmingham, P. (2003). *Using research instruments. A guide*

 *for researchers.* London: Routledge Falmer.

1. Zhang, Li Fang. (2008). “Teacher’s styles of Thinking: An exploratory

 study” in *The journal of Psychology*. Washington: Heldref Publications.

**APPENDICES**

**Appendix “A”**

**DEFINITION OF TERMS**

**Teaching:**

The profession or practice of being a teacher.

**Delegate teaching:**

This style develops students’ capacity to functionautonomously. This also encourages independent projects.

**Expert teaching:**

A form of teaching strategy that transmits information from anexpert status. It challenges students to enhance competence.

**Facilitative teaching:**

This emphasizes personal nature of teacher – studentinteractions. It also guides towards the development of capacity for independent actions.

**Formal authority teaching:**

This is concerned with acceptable ways to do thingsand provide structures students need to learn.

**Personal model teaching:**

This overlooks and guides students to emulate byusing personal experiences as examples.

**Teaching Style:**

This represents those enduring personal qualities and behaviors that appear in how we conduct our classes. It is both something that defines us, which guides and directs our instructional processes, and that has effect on students and their ability to learn.

**Strategy:**

A carefully devised plan of action to achieve a goal, or the art ofdeveloping or carrying out such a plan.

**Style:**

A way of doing something, especially a way regarded as expressing aparticular attitude or typifying a particular period.

**Appendix “B”**

**TEACHER’S SURVEY ABOUT TEACHING STYLES.**

**OBJECTIVE:** To find out reliable information about teachers styles in the Foreign Language Department.

**INSTRUCTIONS:** Respond to the statements below by using the following rating scale:

**1.** Strongly disagree­. **2.** Moderately disagree. **3.** Undecided. **4.** Moderately agree. **5.** Strongly agree.

**FORMAL AUTHORITY.**

1. I TYPICALLY SHOW STUDENTS HOW AND WHAT TO DO IN ORDER TO MASTER COURSE CONTENT

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

2. I PROVIDED VERY CLEAR GUIDELINES FOR HOW I WANT EACH OF THE CLASS SESSIONS.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

3. THIS COURSE HAS VERY SPECIFIC GOALS AND OBJECTIVES THAT I WANT TO ACCOMPLISH.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

**PERSONAL MODEL.**

1. WHAT I SAY AND DO, MODELS APPROPIATE WAYS FOR STUDENTS TO THINK ABOUT ISSUES IN THE CONTENT.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

2. IT IS MY RESPONSIBILITY TO DEFINE WHAT STUDENTS MUST LEARN AND HOW THEY SHOULD LEARN IT.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

3. EVENTUALLY, MANY STUDENTS BEGIN TO THINK LIKE ME ABOUT COURSE CONTENT.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

**FACILITATOR.**

1. ACTIVITIES IN THIS CLASS ENCOURAGE STUDENTS TO DEVELOP THEIR OWN IDEAS ABOUT CONTENT ISSUES.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

2. I GUIDE STUDENTS’ WORK IN COURSE PROJECTS BY ASKING QUESTIONS ,EXPLORING OPTIONS , AND SUGGESTING ALTERNATIVE WAYS TO DO THINGS.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

3. COURSE ACTIVITIES ENCOURAGE STUDENTS TO TAKE INITIATIVE AND RESPONSIBILITY FOR THEIR LEARNING.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

**DELEGATOR.**

1. SPEND TIME CONSULTING WITH STUDENTS ON HOW TO IMPROVE THEIR WORK ON INDIVIDUAL OR GROUP PRJECTS.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

2. SMALL GROUP DISCUSSIONS ARE EMPLOYED TO HELP STUDENTS DEVELOP THEIR ABILITY TO THINK CRITICALLY.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

3. I ASSUME THE ROLE OF A RESOURCE PERSON WHO IS AVAILABLE TOSTUDENTS THEY NEED HELP.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

**PERMISSIVE.**

1. I SOLICIT STUDENTS ADVICE ABOUT HOW AND WHAT TO TEACH IN THIS COURSE.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

2. STUDENTS SET THEIR OWN PACE FOR COMPLETING INDEPENDENT AND /OR GROUP PROJECTS.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

3. MY APPROACH TO TEACHING IS SIMILAR A MANAGER OF A WORK GROUP WHO DELEGATES TASKS AND RESPONSALILITY TO SUBORDINATES.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

**DETACHED.**

1. FACTS, CONCEPTS, AND PRINCIPLES ARE THE MOST IMPORTANT THINGS THAT STUDENTS SHOULD ACQUIRE.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

2. I GIVE STUDENTS NEGATIVE FEEDBACK WHEN THEIR PERFORMANCE IS UNSATISFACTORY.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

3. MY EXPERTISE IS TYPICALLY USED TO RESOLVE DISAGREEMENT S ABOUT CONTENT ISSUES.

1.\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_

**Thanks for your cooperation, have a nice day.**