A Survey of College English Classroom Teaching Style and Learning Style

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Abstract
How to make college English teaching more effective is a problem for college teachers in many years. In this paper, quantitative research methods are employed to study College English teachers' different teaching style preferences and students' different learning style preferences. In order to solve the style conflict presented in College English classroom, there is also a suggestion proposed in this paper that is to establish the match of teaching style and learning style so much so that we may achieve the ideal teaching and learning goals.

Keywords
Teaching style, learning style, the style conflict match.

1. Introduction
In China, how to make college English teaching more effective is a problem for college teachers in many years. To solve this problem, some researchers pointed out that teaching style and learning style does not match each other, which is the style conflict. That is the leading cause of poor teaching effect, so we should form a matching teaching and learning styles. In recent years, although in China, the second language research field has been a lot of research on learning styles, and we has also got a lot of inspirations from that, but we found, most of these studies focused learning style itself, and there were very few empirical research on teaching style and the relationship between teaching and learning style. The ultimate goal of this research is to help teachers and students more clearly understand the tendency of College English teaching style and College students’ learning style, so as to confirm that there is really the existence of style conflict in the English class and finally know how to promote teaching effect.

Study methods

2. Object of study
The object of study includes 20 English teachers and their 368 students in Changchun University of Science and Technology. 20 teachers undertake the college English teaching in different departments, such as accounting, accounting electrical calculation, taxation, electronic commerce, finance, insurance, marketing, electronic, medical and so on. The teachers’ seniority has three years or 30 years. 386 students come from 8 classes in charge of these 20 teachers. There are 298 girls and 7 boys among them. They come from all over the country, and they are between the ages of 18 to 21 years old, and they at least have learned English for 6 years.
3. Study tool

On the basis of the three questionnaires that have been widely adopted by Reid's PLSPQ, 1985, O'Brien's TLCPC, 1990 &amp; Oxford's SAS, 1993 to examine the second language learners’ learning style, the author designed the research questionnaire of learning style preference (Learning Style Preferences Questionnaire) and use it to measure the learning style of students in College English subject. On the basis of LSPQ, teaching style preference questionnaire (Teaching Style Preferences Questionnaire) is used to understand teachers’ teaching style in English classroom. LSPQ and TSPQ contain 45 correspondence problems. As for students, each question has five choices, including: 1) completely agree; 2) agree with; 3) didn't feel; 4) does not agree; 5) is completely against it. Teachers also have five choices for each question, including: 1) No 2); rarely; 3) sometimes; 4) often; 5) will always be. Of course, the different answers to each question are corresponding to different values. When teachers and students complete their own questionnaires and the calculation, they can judge their preferences for each style, which has three groups of scores. If style score is between 38 and 50 points, indicating that the research object of this style preference degree is very strong (major preference); If the score of 25-37, preference of this style is not very strong (minor preference); If the score of 0-24, that almost has no style preference (negligible preference).

4. Teaching style and learning style

In the study of LSPQ and TSPQ, we investigated students’ preferences for 9 kinds of learning styles and teachers’ preferences for corresponding nine teaching styles. Nine learning styles are visual LS, auditory LS, hand-on LS, group LS, individual LS, analytic LS, global LS, sequential LS and random LS. And nine teaching styles are visual TS, auditory TS, hand-on TS, group TS, individual TS, analytic TS, global TS, sequential TS and random TS.

Study results
All the collected data of TSPQ were analyzed by EXEL first to know about the tendency of teachers’ teaching styles. According to the data of comparative analysis, it is not difficult to find 92% of the teachers to be fit for most of the teaching styles in this survey, and only 8% of the teachers have almost not any degree of preference for any teaching style.

The tendency of students’ learning styles is analyzed by EXEL on the basis of the data of LSPQ. In this study, we find 93% of students can balance nine learning styles, and only 7% of the students are not fit for that.

According to the above two surveys, we find that College English teachers have a wide range of teaching styles. Students will also be able to adapt to a wide range of learning styles. But the tendency of students’ learning styles and teachers’ teaching styles have no significant difference. For this problem, the author uses SPSS statistical software to analyze the data of TSPQ and LSPQ, the results can be concluded that teachers and students have significant differences in six style preferences. So we can draw such a conclusion: Although the teachers and students have a wide range of preferences for teaching and learning styles, yet they have some significant differences in degree of different style preferences. That also shows that there is a conflict between teaching style and learning style in English class.

5. Conclusion

According to the above research results, we can draw the following conclusions:
(1) College English teachers in the classroom can use a wide range of teaching styles.
(2) The students in the College English class can also be adapted to a wide range of learning styles.
Although the teachers and students have a wide range of preferences for teaching and learning styles, yet their degree of different style preferences has a significant difference, and that difference especially lies in the six kinds of styles. In other words, there is a style conflict in the English class. Firstly, since we have known the significant differences between the students’ learning style preferences as well as teaching and learning styles, teachers should make appropriate adjustments for their own teaching styles in order to obtain the good teaching effects. Over the years, we have been advocated for teachers to teach students in accordance with their aptitude, which also means that teachers should adjust or change their teaching methods according to the specific students and their different aptitude. Therefore this kind of teaching mode of regarding the teacher as the center should be gradually transformed into taking the student as the center ". But, in the past, we only knew that teaching students should mainly take their intellectual aptitude into account, so their own learning styles with individual characters were poorly understood. In fact, different learning styles can fully reflect different personalities in the learning process. And then, because the teaching style is an important part in the teaching process and students have different learning style preferences, teachers need to work out different teaching strategies with different teaching styles in order to create good learning conditions and environment for students, and also make great use of the classroom time to improve the students' learning interests and enhance their self-confidence. Thus, teachers may improve the efficiency of learning, and ultimately achieve good teaching effects.

Secondly, when students feel they do not adapt to the style of teaching, they should actively make appropriate adjustments on their own learning styles and strategies. We know that learning style is with the stability, otherness and unique and rarely change with the changes of learning contents. So it is very difficult to thoroughly change the learning style, even if the change will not necessarily be able to achieve good learning results. But in the eyes of Reid (1987-1995), the learning style is a acquired habit rather than a natural one, therefore, learners can make some adaptive adjustments. Above all, we pointed out that teachers should adjust or change their teaching strategies and methods, and try to realize teaching should be in accordance with their aptitude. But even though the teacher makes great efforts in establishing a corresponding relationship between their own teaching styles and the students' learning styles, their relationship can not be one-to-one. In this case, students can not only blindly wait for the teacher or others, but also they should be aware of their own learning methods and strategies to make adaptive changes. And then the bad habits may turn into a good habit. So they can explore their own learning style, adapt to the different teaching style, ultimately improve their learning efficiency and optimize the good learning effect.

In summary, style conflict really exists in the College English classroom, we may manage to achieve the organic match of teachers' teaching styles and students' learning styles, so as to reduce the negative influence which brings to the teaching and learning.

References: