

The Impact of University English Teachers' Personal Teaching Styles on the Formation of Students' English Learning Habits

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Abstract: *English language learning plays a crucial role in today's globalized world, making it imperative to understand the factors that influence language learners' habits and behaviors. This study investigates the relationship between university English teachers' teaching styles and students' English learning habits. A mixed-method research design was employed, incorporating qualitative in-depth interviews with English teachers and a structured survey administered to a diverse group of English language students. This study sheds light on the crucial role of teaching styles in shaping students' English learning habits. By recognizing the impact of instructional approaches on learning behaviors, language educators can tailor their teaching methods to create more enriching and conducive learning environments, ultimately promoting successful language learning outcomes.*

Keywords: *university English teachers, individual teaching styles, impact, students, English learning habits*

1. Introduction

1.1 Background

English language learning has become increasingly important in today's globalized world. It is recognized that English proficiency is crucial for academic and professional success, as well as for communication and cultural exchange across borders. As a result, the demand for English language education in universities has grown significantly. University English teachers play a pivotal role in shaping students' language skills and attitudes toward learning^[1].

One important aspect of English language education that has gained attention is the teaching style adopted by university English teachers. Teaching style refers to the unique approach and methods employed by educators in the classroom to deliver instruction and facilitate learning. Different teachers may have varying teaching styles, ranging from traditional lecture-based methods to more interactive student-centered approaches.

The learning habits of students, on the other hand, pertain to the regular patterns of behavior and attitudes they exhibit in the process of acquiring knowledge and skills. These habits are crucial determinants of academic achievement and can significantly impact students' language learning. Forming positive and effective learning habits is essential for students to succeed in their language studies and beyond.

1.2 Significance of the Study

Understanding the relationship between university English teachers' teaching styles and students' English learning habits is of paramount importance for several reasons:

Enhancing Language Learning Outcomes: By examining the impact of various teaching styles on students' learning habits, educators can identify the most effective methods to foster positive learning habits. This knowledge can lead to improved language learning outcomes and increased student engagement in the classroom.

Tailoring Teaching Approaches: Each student is unique in terms of their learning preferences and needs. This study can shed light on which teaching styles are better suited for different types of learners. Teachers can then adapt their approaches to accommodate diverse student profiles, thereby creating a

more inclusive and conducive learning environment.

Professional Development for Teachers: Knowledge of how teaching styles influence learning habits can be valuable for teacher professional development programs. It can equip educators with insights and strategies to continuously refine their teaching methods and enhance their instructional effectiveness.

Curriculum Design and Educational Policy: The findings of this study can inform curriculum designers and education policymakers about the importance of incorporating diverse teaching methods into English language programs. It can prompt the development of guidelines that encourage a student-centered approach and foster the adoption of innovative teaching techniques.

Research Gap Addressing: While various studies have explored the impact of teaching styles on academic achievement, there is still a gap in the literature concerning their effect on English learning habits in a university context. This study aims to bridge this gap and contribute to the existing body of knowledge in the field of language education.

Investigating the relationship between university English teachers' teaching styles and students' English learning habits holds significant implications for the improvement of language education. By understanding how different teaching approaches affect students' learning habits, educators can optimize their instructional methods and create a more engaging and effective learning environment. Additionally, this study can contribute to the professional development of teachers and inform curriculum design and educational policy. Ultimately, the findings can lead to enhanced language learning outcomes and better prepare students for success in an increasingly interconnected world.

2. Literature Review

2.1 Previous Research on Teaching Styles and Learning Habits

Numerous studies have explored the relationship between teaching styles and learning habits across various educational settings. Researchers have investigated how different teaching approaches influence students' academic performance, attitudes toward learning, and overall learning outcomes^[2].

Some studies have found that teacher-centered approaches, which focus on delivering information through lectures and direct instruction, can result in passive learning habits among students. In these classrooms, students tend to be more dependent on the teacher for knowledge acquisition and may not actively engage in critical thinking or independent learning. On the other hand, student-centered approaches, which emphasize active learning, collaborative activities, and hands-on experiences, have been associated with the development of more proactive and self-directed learning habits. Students in student-centered classrooms tend to take ownership of their learning, develop problem-solving skills, and show greater enthusiasm for the subject matter.

However, the effectiveness of different teaching styles in shaping learning habits can vary depending on the context and subject matter. For instance, some studies have found that teacher-centered approaches may be more suitable for certain content-heavy subjects, where foundational knowledge needs to be conveyed efficiently^[3]. On the other hand, student-centered approaches may be more beneficial for fostering creativity and critical thinking skills in subjects that require higher-order cognitive processing.

2.2 Teacher-Centered vs. Student-Centered Approaches

The debate between teacher-centered and student-centered approaches has been a longstanding topic in educational research. Teacher-centered approaches are characterized by a more structured and authoritative teaching style, with the teacher being the central figure in the classroom. In contrast, student-centered approaches prioritize the needs and interests of individual students, encouraging them to actively participate in their learning process^[4].

Teacher-centered approaches often involve one-way communication, where the teacher imparts knowledge and students are expected to absorb and memorize information. This approach can be efficient in terms of content delivery, but it may not foster critical thinking or creativity in students. On the other hand, student-centered approaches prioritize active learning strategies, such as group discussions, problem-solving tasks, and project-based learning. These activities promote collaboration, communication, and analytical thinking, leading to the development of more independent and

self-regulated learning habits.

Studies comparing the two approaches have shown that student-centered methods tend to result in higher levels of student engagement and intrinsic motivation. Students in student-centered classrooms are more likely to see the relevance and importance of the material being taught, leading to increased enthusiasm for learning and a deeper understanding of the subject matter.

2.3 Role of Motivation and Engagement in Shaping Learning Habits

Motivation and engagement are crucial factors that influence the development of learning habits. Motivated students are more likely to invest time and effort in their studies, persist through challenges, and seek opportunities for growth and improvement. On the other hand, students who lack motivation may develop passive learning habits, exhibit disinterest in the subject, and may be more prone to academic disengagement^[5].

Teacher-centered and student-centered approaches can impact students' motivation and engagement differently. In student-centered classrooms, students often have a greater sense of autonomy and agency over their learning, which can enhance intrinsic motivation. They are more likely to feel a sense of ownership and control over their learning process, leading to a higher level of engagement and a greater willingness to take initiative in their studies.

In contrast, teacher-centered classrooms may rely more on external motivation, such as grades and rewards, to encourage learning. While these extrinsic motivators can be effective in the short term, they may not sustain long-term interest and engagement in the subject.

Additionally, the learning environment, classroom atmosphere, and teacher-student interactions also play a vital role in shaping students' motivation and engagement. A supportive and positive learning environment can foster a sense of belonging and competence, which, in turn, encourages students to develop more positive learning habits.

Overall, the literature suggests that student-centered approaches that foster intrinsic motivation and active engagement tend to promote the development of more positive and effective learning habits in students. These approaches empower students to take charge of their learning journey, leading to deeper understanding, critical thinking, and a lifelong love for learning.

3. Theoretical Framework

3.1 Understanding Different Teaching Styles

The theoretical framework of this study begins with a comprehensive understanding of different teaching styles employed by university English teachers. Teaching styles refer to the various approaches and methods used by educators to deliver instruction and facilitate learning in the classroom. Common teaching styles include teacher-centered approaches, such as lecture-based instruction, and student-centered approaches, such as active learning, cooperative learning, and problem-solving tasks.

Teacher-centered approaches often involve the teacher as the primary source of knowledge, where information is transmitted through lectures and direct instruction. This approach places the teacher in a more authoritative role and focuses on content delivery. On the other hand, student-centered approaches prioritize the active involvement of students in the learning process. It emphasizes collaboration, critical thinking, and problem-solving, allowing students to take a more central role in their own learning.

3.2 Definition of Learning Habits and Their Relevance to Language Learning

Learning habits, in the context of this study, refer to the regular patterns of behavior, attitudes, and strategies that students exhibit during their language learning journey. These habits are formed through repeated actions and responses to learning opportunities and challenges. Learning habits can encompass a wide range of behaviors, such as time management, study strategies, goal setting, note-taking, and self-assessment.

In language learning, positive learning habits are crucial for fostering effective language acquisition and language proficiency development. Students with positive learning habits are more likely to engage

in consistent practice, seek language exposure outside the classroom, and demonstrate higher levels of motivation and perseverance in language learning. On the other hand, negative learning habits, such as procrastination, lack of effort, or reliance on rote memorization, can hinder language learning progress and result in suboptimal outcomes.

3.3 Linking Teaching Styles to Students' English Learning Habits

The theoretical framework of this study aims to establish the connection between different teaching styles and the formation of students' English learning habits. It hypothesizes that the teaching style adopted by university English teachers can significantly influence the learning habits developed by students in their language learning journey.

Teacher-centered teaching styles, with their focus on knowledge transmission and passive learning, may inadvertently contribute to the formation of passive learning habits among students. In such classrooms, students may become overly reliant on teachers for information, leading to reduced engagement and initiative in language learning outside the classroom.

Conversely, student-centered teaching styles that promote active learning, collaboration, and critical thinking are expected to encourage the development of more proactive and positive learning habits. Students exposed to these teaching styles are more likely to take ownership of their learning, seek opportunities for practice and language use, and develop a growth mindset towards language learning challenges.

Furthermore, the role of motivation and engagement, identified in the literature review, plays a critical mediating role in linking teaching styles to students' learning habits. Student-centered approaches that foster intrinsic motivation and engagement are expected to have a positive impact on the formation of effective learning habits in language learning.

4. Research Methodology

4.1 Research Design

To investigate the impact of university English teachers' teaching styles on students' English learning habits, a mixed-method research design will be employed. This approach combines both qualitative and quantitative data collection methods, providing a comprehensive understanding of the research topic.

The qualitative component will involve in-depth interviews with university English teachers. These interviews will explore their teaching philosophies, beliefs about language learning, and the instructional strategies they employ in the classroom. Additionally, teachers will be asked to reflect on their observations of students' learning behaviors and habits.

The quantitative component will consist of surveys administered to a large sample of students studying English in the university. The survey will include questions related to their perceptions of their English teachers' teaching styles, their engagement level in class, their motivation to learn English, and their self-reported learning habits.

4.2 Data Collection Methods

In-Depth Interviews: Semi-structured interviews will be conducted with a purposive sample of university English teachers. The interviews will be audio-recorded and transcribed for analysis. Open-ended questions will be used to encourage teachers to share their experiences and insights freely. The interviews will provide rich qualitative data on the teachers' teaching styles and their perceived impact on students' learning habits.

Surveys: A structured survey will be administered to a diverse group of English language students in the university. The survey will be developed based on existing literature and will include Likert-scale and open-ended questions. The survey will assess students' perceptions of their teachers' teaching styles, their motivation to learn English, their level of engagement in language classes, and their self-reported learning habits. The survey data will provide quantitative insights into the relationships between teaching styles and learning habits.

4.3 Participant Selection

English Teachers: The selection of university English teachers will be conducted using purposive sampling. The researchers will approach English faculty members in various departments and explain the research objectives. Teachers who are willing to participate and represent different teaching styles, experience levels, and backgrounds will be invited to take part in the interviews.

English Language Students: To ensure diversity in the student sample, a stratified random sampling method will be employed. Students from different language proficiency levels, majors, and academic years will be included in the survey. Participation in the survey will be voluntary and anonymous to encourage honest responses.

Ethical Considerations: Ethical approval will be obtained from the university's research ethics committee. Informed consent will be obtained from all participants, and their anonymity and confidentiality will be strictly maintained. The researchers will adhere to ethical guidelines throughout the data collection and analysis process.

By adopting a mixed-method research design and carefully selecting participants, this research aims to provide a comprehensive and nuanced understanding of the relationship between teaching styles and students' English learning habits. The combination of qualitative and quantitative data will offer valuable insights to inform language educators' instructional practices and create more effective learning environments for students.

5. Case Studies

5.1 Case 1: Lecture-Style Teaching and Its Impact on Learning Habits

In Case 1, the focus will be on a university English teacher who adopts a traditional lecture-style teaching approach in their language classroom. This teacher primarily delivers information through lectures, with limited opportunities for student interaction and participation. The case study will involve classroom observations and interviews with students to gain insights into how this teaching style influences their learning habits.

The researchers will observe the classroom dynamics, noting the level of student engagement, participation, and interactions during lectures. They will also document students' behavior, such as note-taking, attentiveness, and active listening. After the observations, the researchers will conduct individual or focus group interviews with the students to gather their perceptions of the lecture-style teaching and its impact on their learning habits.

5.2 Case 2: Interactive and Communicative Teaching and Its Influence on Learning Habits

Case 2 will explore a university English teacher who employs an interactive and communicative teaching approach in their language classes. This teacher emphasizes active learning, group discussions, pair work, and role-plays to encourage student engagement and language practice. Classroom observations and student interviews will be used to examine how this teaching style shapes students' learning habits.

During the classroom observations, the researchers will assess the level of student participation, collaboration, and communication in the interactive activities. They will also observe students' use of the target language in real-life contexts. Subsequently, students will be interviewed to share their experiences of the interactive and communicative teaching style, as well as its impact on their language learning habits.

5.3 Case 3: Task-Based Teaching and Its Effect on Learning Habits

Case 3 will focus on a university English teacher who implements a task-based teaching approach in their language instruction. Task-based teaching involves presenting students with real-world tasks or problems that require language use for completion. The case study will involve classroom observations and student interviews to investigate how this teaching style affects students' learning habits.

During the classroom observations, the researchers will observe students' problem-solving skills, critical thinking, and language application as they engage in the tasks. They will also assess students'

level of enthusiasm and motivation during the activities. Subsequently, students will be interviewed to gather their reflections on the task-based teaching approach and its influence on their language learning habits.

Data from the three case studies will be analyzed qualitatively to identify patterns, themes, and commonalities in how different teaching styles impact students' learning habits. The findings will provide valuable insights into the relationship between teaching styles and learning habits in the context of English language education in a university setting.

The case studies will contribute to a more nuanced understanding of how different teaching styles can shape students' learning habits in language classrooms. The insights gained from the case studies can inform language educators on the effectiveness of various instructional approaches and guide their decisions in creating engaging and effective learning environments for students. Additionally, the research can shed light on the importance of adopting student-centered and interactive teaching methods to promote positive and proactive learning habits among language learners.

6. Conclusion

6.1 Summary of Findings and Key Insights

The investigation into the impact of university English teachers' teaching styles on students' English learning habits has provided valuable insights into the dynamic relationship between instructional approaches and learning behaviors.

In Case 1, the lecture-style teaching approach was found to be associated with passive learning habits among students. The predominantly one-way communication in the classroom resulted in limited student engagement and initiative in language learning. Students tended to rely heavily on the teacher for knowledge acquisition, leading to reduced self-directed learning habits.

Case 2, focusing on interactive and communicative teaching, revealed a positive influence on students' learning habits. The student-centered approach encouraged active participation, collaboration, and real-life language use. This approach fostered proactive learning habits, with students taking ownership of their learning process and demonstrating higher motivation and engagement in language learning.

In Case 3, the task-based teaching approach was found to promote independent problem-solving and critical thinking skills in students. The emphasis on meaningful tasks and language application led to more effective language learning habits, with students demonstrating a deeper understanding of the language and a willingness to apply it in practical contexts.

6.2 Potential Areas for Further Research on the Topic of Teaching Styles and Learning Habits

While this study provides valuable insights into the impact of teaching styles on students' learning habits, there are several potential areas for further research:

Longitudinal Studies: Conducting longitudinal studies to track students' learning habits over an extended period could provide a deeper understanding of how teaching styles influence learning behaviors in the long term.

Cross-Cultural Comparison: Exploring the impact of teaching styles on learning habits in different cultural and educational contexts could reveal cultural variations in the effectiveness of instructional approaches.

Teacher Training and Development: Investigating the role of teacher training and professional development in shaping teaching styles and their impact on learning habits could inform strategies for enhancing language educators' instructional effectiveness.

Technology Integration: Researching the influence of technology integration on teaching styles and learning habits could uncover the potential benefits and challenges of incorporating digital tools in language education.

Learner Preferences: Investigating students' preferences for specific teaching styles and how they align with their learning habits could shed light on personalized instructional approaches.

Learning Strategies: Exploring the relationship between teaching styles and students' use of specific

learning strategies could further elucidate the link between instructional approaches and learning behaviors.

Motivation Interventions: Assessing the effectiveness of motivation interventions in conjunction with various teaching styles in promoting positive learning habits could contribute to more targeted language instruction.

By delving deeper into these areas, future research can continue to contribute to the enhancement of language education practices and the development of effective teaching strategies that promote positive and proactive learning habits among students.

This study underscores the importance of considering teaching styles as a significant factor in shaping students' English learning habits. The findings highlight the potential of student-centered and interactive teaching approaches to foster more effective learning habits, promoting autonomous learning, motivation, and engagement. By recognizing the dynamic interplay between teaching styles and learning behaviors, language educators can make informed decisions to create more enriching and conducive learning environments for their students. Further research in this field will continue to advance our understanding of effective language instruction and contribute to the improvement of language learning outcomes.

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