Teaching Styles of English Teachers in EFL Classroom interaction

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ABSTRACT

This research was conducted to find out teaching styles of English teachers in EFL classroom which covers two research question; (1) the types of teaching style used by the teacher, (2) The teachers and students perceive about the teaching styles of the teacher.

This research used a qualitative research design. The participants of this research were two English teachers and eight students of SMP 6 Muhammadiyah Makassar as the informants. The data were obtained through observation, recording, and interview and analyzed based on procedures of data analysis that consists of the data collection, the data reduction, the data display, and conclusion.

The results of the finding indicate that: (1) There were three types of teaching style used by the teachers, they are *Expert Style, Formal Authority Style, and Facilitator style.* Then, there are two new teaching styles used by the first teacher. They are *Quizzes style* and *Entertain Style.* (2) Teachers perceive that teaching style affect students' motivation, interest and achievement. Then, the students perceive that teaching styles used by the teacher affects their motivation and interest in EFL classroom interaction. This indicates that teaching styles used by the teacher impact students' motivation, interest and achievement in learning English.

Keywords: Teaching styles, Perception, EFL classroom Interaction

INTRODUCTION

As a foreign language, English is usually taught as one of the subject the school. The students have to master basic skills of English; they are listening, speaking, reading and writing. The English teaching and learning process is a pedagogical act that involves both the teacher and the students. Both of them are

unique individuals who possess their own way of teaching and learning (Larenas et al, 2011). According to Macro as cited in Liando (2010), teacher plays an important role in the classroom, particularly in the instructional context of language learning such as the Indonesian EFL classroom. Therefore, the teachers being the center figure in education. The teachers must be competent, professional and knowledgeable in order to deliver the knowledge they could give to their students.

Underwood and Brown as citied in Rahimi and Asadollahi (2012) stated that the role of EFL teachers play in the classroom and the teaching style that they use affect a classroom atmosphere to be positive, stimulating, energizing, and effective for language learning.

It is a fact that professional life of both teachers and students vary. For a successful learning process, the teacher needs to know various teaching methods and approaches to meet their students' need in their learning. The way teachers teach should appropriate students learning style. Sheikh and Mahmood (2014) stated that teaching style is multidimensional phenomenon which explains how a teacher deliver information, communicate with students, manage classroom tasks, supervise coursework and socialize with the students.

Based on the elaborated issues, the researcher is interested in conducting research about teaching styles. There are two research question of the research. (1) What types of teaching style do the teachers apply in classroom interaction? (2) How do teachers and students perceive about the teaching styles of the teachers?.

TEACHING STYLE
Definition

There are many researchers who have defined the definition of teaching style itself from different views. Therefore, it is important to define what teaching style is exactly..

Kaplan and Kies as citied in Rahimi and Asadollahi (2012) defined that teaching style refers to teachers' personal behavior and the media used to transmit data or to receive it from the students.

Fan and Ye (2007) defined the idea of style refers to an individual's particular way of applying his/her abilities and in this way differs from ability. They also stated that teaching style refer to a teacher's particular way of solving problem, carrying out tasks, and making decision in the process of teaching.

Based on the definitions by expert above, the researcher concludes that teaching styles is the way teachers teach, deliver information, interact with the students, manage the classroom, asses the task and mentor the students. It also refers to the way teacher designed his/her behavior based on the students' need. In addition, teaching style deals with method, techniques, activities, approaches that the teachers use to transfer their knowledge in teaching process. Therefore, every teachers has their own teaching styles, it differs from another because teaching styles are based on teachers' personality style.

Types of Teaching Style

Grasha (1996) divided into five teaching style in his teaching style model as a description of prevalent aspects of instructor/ trainer presence in the classroom and based on what he regarded as metaphors of role models. He defined these categories as follows:

1. **Expert Style**

    Expert style is highlighted by teachers who have knowledge and expertise in the subject manner. The teacher is concerned with giving correct information to students. Actually, he/she is very knowledgeable in the field at hand; this of course may intimidate many students. The teachers attempt to preserve their status as an expert in front of the student by teaching in detail and depth and by challenging students to enhance their competence. The teachers who use this style require the students to prepare well and focus on transmitting information well.

2. **Formal Authority Style**

   The formal authority style is when the teacher always gives positive or negative feedback to the students. This teaching style, teachers have responsible to providing and controlling the flow of content. This style also keeps the status among the students just because of knowledge and role as a faculty member. The teacher is concerned with establishing learning goals, expectation and rules for the students.

3. **Personal Model Style**

   The teacher acts as a model and advice students to observe and apply a certain approach which is effective in teacher's point of view. This style should be done by using personal example and teach the students by example. Teachers act as a prototype to students and how to think and behave. This style encourages students' involvement in the class and teacher adapt their presentation to include various learning.

4. **Facilitator Style**

   This style focuses on student-centered approach. In this style, the teacher acts as a facilitator and the students are responsible to attain goals for various tasks. The teacher guides students by asking some questions, giving options, giving alternatives, and asking them to develop criteria. This teaching style fosters independents as well as collaborative learning. In this style, the teacher typically designs group activities which require active learning, collaborative learning, and problem solving.

5. **Delegator**

   Delegator style focuses to shape students' ability to learn autonomously. The teacher delegates and places the control and the responsibility for learning on the students and/or groups of students. Students work independently on projects or as part of autonomous teams. In this style, the students make a choice in creating and applying their own complex learning projects while the teacher acts in a consultative role.

METHOD OF THE RESEARCH

This research applied qualitative approach (qualitative research). The participants of this research were the English teachers who teach at SMP 6 Muhammadiyah Makassar. In taking the participants, the research used purposive sampling techniques, where in this case the researcher chose two teachers who are said to be favorite teachers by the students.

In analyzing the data, the researcher use Miles and Huberman (2014) interactive models. They are; Data consideration, data display, and Conclusion drawing/ verification.

FINDINGS AND DISCUSSION

1. Teaching styles applied by English teachers at SMP 6 Muhammadiyah

a. Expert Style

From the observation and interview, it was found that the teacher possessed some teaching styles based on Grasha's teaching styles.

Extract 1

T: ***Misalnya kegiatan sehari-hari. Saya pergi ke sekolah, I go to school. Orang ketiga tunggal dia pakai kata krja S. Akhiran o,s,es. [The example is daily activities. Saya pergi ke sekolah, I go to school. The third person singular she/he added 's'. Added o,s,es.***

S: *es..*

T : *Go menjadi?[go become?]*

S: *goes*

From extract above, the teacher used expert style in teaching – learning process. In this case, the teacher taught about daily activities. It can be identified when saying ***Misalnya kegiatan sehari-hari***. Besides that, the teacher gave the students example of daily activities. The teacher said that ***Saya pergi ke sekolah, I go to school***. This utterance indicated that the teacher gave the example to make the students know about daily activities. Then, the teacher also said that ***Orang ketiga tunggal dia pakai kata krja S. Akhiran o,s,es***. It indicated that the teacher explained how to make a good sentence. He told the students that the third person

used a verb by adding S. Based on the teacher's utterances above, the teacher use expert style in teaching – learning process.

b. Formal Authority Style

Another teaching style found from the recording and observation is formal authority style.

Extract 2

S: *What are these? Janganki dulu sir. That are four*
       [what are these? Wait sir, that are four]
T: *That are? Oke, andika putra. what are these?*
       [that are? Oke andika putra, what are these?
S: *those are four bottles*
T: ***Oke very good***. *Those*
T: *reski amaliah, what is this?*
S: *This is pens*

The extract above indicated that the teacher used formal authority in the classroom interaction. The teacher gave positive feedback to the students. It indicated when the teacher said ***okey very good***. This utterance appeared because the student can answer the teacher's question ***what are these?*** The student said that *those are four bottles*. So, the teacher said that ***okey very good,*** because the student's answer is correct. It indicated that the teacher used formal authority style in teaching learning process.

c. Facilitator Style

Another teaching style found from recording and observation is facilitator style. This style is considered a student-centered approach. In this style, the teacher acts as a facilitator and the students are responsible to attain goals for various tasks.

Extract 3

*T : **Oke, sini mo kau, pas!... karena dimulai ganji… ah…jadi ini.. group one, kelompok satu, kelompok dua, tiga, empat** (pointed and named each of group by pointed students position).. oke.. jadi semuanya adil, jujur.. tidak ada.. yang dikatakan.. pak tolong saya sama ini, sama ini, tidak ya, harus.. semua.. disama ratakan.. jadi dalam kelas itu..tidak ada dikatakan sama yang pintar, sama yang bodo' (bodoh), saya anggap semua itu adalah bisa cuman ada yang agak lambat menerima, ya… puas toh?... now… open page…open page… chapter three.. bab tiga what time is it, jam berapa sekarang, jam*

berapa.. sekarang... ah... halaman tiga puluh tujuh... thirty seven...ah, the first.. there are four... subtopic, ada empat pembahasan, pokok pembahasan ya, the first, yang pertama... yang pertama... yang pertama, the first tell the time...the second is tell the date, the third to tell the day and the last yang terakhir, to tell the month, yang pertama apa maksudnya itu apa artinya?

From the extract above the teacher used facilitator style in classroom Interaction. Facilitator style, the teacher typically designs group activities which require active learning, students to students' collaboration and problem solving. It indicated when the teacher said that ***Oke, sini mo kau, pas!... karena dimulai ganji... ah...jadi ini.. group one, kelompok satu, kelompok dua, tiga, empat.*** Based on the teacher's utterance, it indicated that the teacher asked the students divided into four groups by counting.

d. Quizzes Style

Quizzes is one of new teaching style appeared in teaching-learning process. It was found from observation and recording. The quizzes style is used by the first teacher at SMP 6 Muhammadiyah Makassar. Quizzes mean giving a short question to students and answered it shortly. The quizzes were given in the beginning and in the end of teaching – learning process

Extract 4

T: *Ok. **Siapkan kertasnya saya mulai hitung. Waktunya ketika saya ulang soalnya yang kedua kali.** Ok. Sudah. [Ok, **preparing your paper. The time is ready when I repeat the question twice.** Okay, finish?]*

S: *Sudah.[Finish]*

T: ***Oke soalnya satu dan saya akan hitung waktunya satu menit setelah soal saya ulang kedua kalinya. Soalnya yaitu " Itu adalah sebuah jendela". Saya Ulang itu adalah sebuah jendela" Waktu satu menit dari sekarang . [Okay, the question is only one in a minute after I repeat the question twice. The question is "itu adalah sebuah jendela". I repeat "itu adalah sebuaj jendela". The time is ready from now on.]***

From the extract above the teacher indicated the use of quizzes style in classroom interaction. The teacher instructed the students to prepare a paper. It was indicated when **saying** *Siapkan kertasnya saya mulai hitung. Waktunya ketika saya ulang soalnya yang kedua kali*. This utterance indicated that the teacher told the students to prepare themselves for quiz. Then, the teacher told the students that the question is only one with one

minute. It can be identified when saying *Oke soalnya satu dan saya akan hitung waktunya satu menit setelah soal saya ulang kedua kalinya. Soalnya yaitu " Itu adalah sebuah jendela". Saya Ulang itu adalah sebuah jendela" Waktu satu menit dari sekarang .* Based on the utterance, the teacher mentioned the question twice. Then, the teacher asked the students to answer the question in a minute. This quiz is conducted in the beginning of the teaching - learning process

e. Entertain Style

Entertaining is the second new style used by the first teacher. It was found from observation and recording. Entertaining style was used by the teacher when the students felt bored in learning English.

Extract 5

S: *Sir, Kalau nda ada bendanya.*
     [sir, If the thing is not available?]
T : *Tidak usah. Berdasarkan kenyataan.* ***jangan bilang ada AC yah***
     [don't write it. Based on the reality. ***Don't say there is AC.****]*
S: *@@@@@tertawa@@@@@ [laughing]*

From the extract above, the teacher tried to entertain the student. The teacher said **that** *jangan bilang ada AC yah*. This utterance makes the students laugh, because there is no AC (Air conditioner) in the classroom. So, the students spontaneously laugh. The teacher entertains the students to make them interested to learn.

2. **The Teachers and Students' Perception toward the Use of Teaching Styles by the Teacher**

a. Students' Perception

Teaching styles have a wide effect for the students; it can be their motivation, their interest, and their achievement. Actually, the students who have a great motivation and interest can be increasing their achievement in everything, especially in learning English subject. So, the teachers as a role model have to have the best style in teaching process to cover what the

students need. The researcher found the students perception about the teaching styles used by the teachers based on the interview above conducted by the researcher.

Extract 6

I: *Kira-kira caranya guru ta mengajar menarikki kah? Dan bisa meningkatkan pengetahuan bahasa inggris ta atau nilaita nanti ini?[is your teacher's way interested?is it can increased your knowledge or your score in learning English?*

R: ***Menarik sekaliji kak, bah insya Allah bias meningkatkan nilaiku ini kak dan sekarang bertambah banyakmi kosa kata bahasa inggrisku, karena toh caranya menjelaskan sir jelaski baru selalu ada contohnya jadi cepatki paham baru itu semuaji naik di soal ulangan jadi pasti bagus nilaiku ini.[It is very interested, Insya Allah My teacher's way can increase my score and It is increase my English vocabulary, because my teacher's way is very clearly and he always gave us an example, so We are understand fastly. So, it can be increasing my score.]***

From the interview above, it can be identified that the teaching style used by the first teacher has positive effect on student's achievement. The student said ***bah insya Allah bisa meningkatkan nilaiku ini kak, karena toh caranya menjelaskan sir jelaski baru selalu ada contohnya jadi cepatki paham baru itu semuaji naik di soal ulangan jadi pasti bagus nilaiku ini***. The first teacher gaves quiz to their students before and after teaching-learning process, then this style gets positive comment from the student and its make students get positive effect on their achievement.

Extract 7

I: *Oke sedikitji pertanyaan. Mau ka tanya pendapatta tentang cara mengajarnya guru ta bagaimana? baikkah atau bagamana? [Okay, A little bit question, I want to ask you about how about your teacher's way in teaching? Is it interested or what?]*

S: ***Baik sekali [it is interested]***

I: *Bagaimana guru ta mengajar kira-kira bagaimana starteginya? [how your teacher teach? What strategy she used?]*

S: ***emmmm, sedikit menjelaskanji , terus naksihkanki soal kalau dapatki jawabki dapatki hadiah. [my teacher is a little bit explaination, then he gave us some question and if we can answer it, we get a gift.]***

From the extract above the students got positive effect on his achievement. It can be identified when saying ***Kalau Kelas satu biasa dapat***

80 atau 90. Sekarang 95 an mi biasanya. From extract 64, he also said that **Kalau yang sekarang lebih bagus karena ceria semuaki kalau belajar dan dapatki hadiah kalau benarki**. Besides that, the student gives comment that the second teacher 0nly gave little a bit of explaination. They just comprehend the materials based on task given by the second teacher. But, in this case the students feel comfortable when the second teacher taught. The students are interested to learn because the teacher always gives the students gift when they can answer the question correctly. So, some students increase their achievement and motivation to learn English. Also, the fact that is giving a gift for the students can increase their motivation to learn.

b. Teachers' Perception

The researcher conducted interview two teachers at SMP 6 Muhammadiyah Makassar. The researcher wants to know teachers' perception of teachers' teaching style. The extract below was interview with the first teacher:

Extract 8

I: *Bagaimana pendapat anda tentang gaya guru dalam mengajar? Apakah ada pengaruh yang langsung terhadap siswa? [What is your opinion about teachers' teaching style in teaching-learning process?]*

R: **Setiap guru memiliki gaya-gaya mengajar mereka masing-masing, saya pikir hal itu pasti sangat berpengaruh langsung pada siswa karena tidak semua gaya mengajar guru itu cocok untuk siswa. hal ini perlu dipahami oleh guru agar guru dapat menyesuaikan gaya mengajar yang pas kepada siswa sehingga tidak terjadi diskriminasi terhadap siswa yang mampu memahami dengan siswa yang lambat memahami pembelajaran, karena kita berfungsi untuk memberikan pelayanan pendidikan kepada siswa sehingga guru lah yang harus mampu memahami setiap peserta didiknya bilamana guru hanya mampu bertahan pada satu gaya mengajar yang monoton maka guru tersebut dianggap kurang professional.** *[Every teacher has their teaching styles; I think it is very impactful to students because some of teachers' teaching style is not suitable for students. In this case, we need to know it, so that the teachers can suit their teaching styles toward the students, so that there is no discrimination between the students who can understand quicky with the students who low to understand the material. Because we as a teacher have a function to give education attendance to students, so the teachers have to know their students' ability. When the teacher just used one monoton style, they will not be a professional teacher].*

The extract above shows the teacher's perception about teaching styles. Based on the extract above, the teacher understands about teaching style. He knows that teaching style is very useful to be applied in the classroom. He said that teaching style is very impactful to students. The students interest to learn are based on what styles the teacher used in the classroom. The teacher also assumed that to be a teacher has to master teaching styles, so they can determine what styles that cover the students need. So, the teacher has to use appropriate teaching style and create their own style to cover the students' need and increase their interest to learn.

Extract 9
I: *Metode atau strategi apa yang bapak sering di gunakan dalam mengajar bahasa Inggris ? Apakah itu dapat meningkatkan pengetahuan bahasa Inggris siswa? [What method or stategy that you used in teaching – learnig process? Is it increase student's knowledge about English?]*
R: ***Saya hanya menggunakan metode yang seperti biasa cuman saya menekankan pada bagaimana siswa bersaing dengan teman dengan memberikan motivasi berupa nilai plus pada kuis-kuis sehingga mereka semakin tergerak untuk semakin belajar.***

From the extract above, the teacher applied a general method or teaching style. But, the teacher gave quizzes to students to motivate students to learn and prepare them. Besides that, it helps the students to remember the previous material and give it reward such as score for students who answer right. It can be identified when saying "***cuman saya menekankan pada bagaimana siswa bersaing dengan teman dengan memberikan motivasi berupa nilai plus pada kuis-kuis sehingga mereka semakin tergerak untuk semakin belajar.*** This utterance indicated that the teacher emphasized students to compete to each other. The teacher attempted to motivate the students and gave them score in every quiz. The teacher also said that s*aya pikir metode tersebut sangat efektif apalagi bagi siswa yang notabenenya peralihan antar SD dan SMP.* It indicated that teacher think that his method is effective toward students' achievement in learning English.

The other teacher also gave her perception about teacher teaching style. It can be shown below:

Extract 10

I: *Oh iyye, kira-kira bagaiman pendapat ta tentang gaya guru? Adakah dampak langsung terhadap siswa? [Yes, what is your opinion about teaching style? Is it affecting the students?]*

R: *Iyye ada, Karena keberhasilan siswa itu tergantung dari bagaimana cara gurunya mengajar. Jika cara megajar gurunya abal-abal, maka kemampuan siswanya juga abal-abal dan sebaliknya. Jadi setiap guru harus punya gaya mengajarnya masing-masing agar pencapaian siswa bias meningkat. [Yes, it is, because students achievement based on the how the teacher taught. If teacher's way is bad, so students' ability is bad, and otherwise. So, every teacher has to have their own teaching style to help the student increase their achievement].*

      Based on the extract above, the second teacher has the same argument with the first teacher. She said that teaching styles is very impactful toward the students. It can be indicated when **saying *Iyye ada, Karena keberhasilan siswa itu tergantung dari bagaimana cara gurunya mengajar***. Students increased their achievement based on the teacher's style in teaching – learning process. It identified when saying ***jika cara mengajar gurunya abal-abal, maka kemampuan siswanya juga abal-abal dan sebaliknya.*** It can be concluded that teaching style is a crucial thing to determine students' achievement in learning English.

Extract 11

I: *Oh iyye, Ee,,, metodenya apa yang atau strategi apa yang sering ibu gunakan ketika mengajar bahasa inggris.*
    [oh , yes,, what method or strategy that you used in teaching English?]

R: ***Ee,,,,, kadang-kadang langsung penugasan Hmm,,, Dijelaskan dulu baru dikasi tugas baru ee,,,, setelah saya cek. Saya suruh ulang lagi sampai dia jawaban itu benar. Supaya tidak mengambang dan tidak bingung misalnya jawaban soal ini bagaimana karena sudah dituntaskan pada saat itu.***
    [Eee,, Sometimes, I gave them assignment directly Hmmm, I explained before I gave them assignment, After I checked, I gave them to do again until they answer correctly, so that it didt make them confused, such us how the answer of the question, because the material should be done that day.]

I: *Oh iyye, kira-kira metode ibu gunakan meningkatkan pencapaian siswa atau ketertariknnya atau motivasinya?*

[Is your method can increase student achievement or interest or motivation?]
R: ***Sampai saat ini saya liat ada yang meningkat. Namun masih banyak juga yang begitu-begitu saja pasif dalam kelas.***
[until now, it is increase, but there are some students just passive in the classroom]

From the extract above, the teaching style used by the teacher is giving the students task then gave it correction. She said that this style increased the students' achievement, but it did not cover all the students. Some of them got standard achievement. The researcher found that from the observation the teacher was monotone in teaching. It makes some of student monotone to learn. Based on the extracts above, the researcher concluded that students' achievement depends on how the teacher deliver the materials and create a creative learning for students.

DISCUSSION

1. **Teaching styles applied by English teachers at SMP 6 Muhammadiyah**

In the EFL classroom observed by reseacher, three types were found by researcher when teaching – learning process. They are; (1) Expert style, (2) Formal Authority Style and (3) Facilitator style. Then, there are two types of new teaching styles appeared in teaching – learning process by the teacher. The researcher found that teacher using humor and giving quiz in the classroom. The researcher classified them into two types; they are (1) quizzes style and (2) entertaining style. The new styles were used by the first teacher, and then the second teacher did not apply new style in the teaching – learning process.

Modifying teaching style by applying some strategies was vital since the students had varying degree of motivation, interest, need and achievement in learning. It supports the theory of Fan and Ye (2007), that teaching styles refer to teachers' method to solve problems, carry out tasks, and make decision in the process of teaching. So, the teacher has to create their own style in teaching – learning process in classroom to cover what the students need to increase their achievement.

Based on the findings, the researcher concluded that the way of the teacher teach is not expected to be limited with only one teaching style. By considering the class diversity, the teaching style may be diverse depends on the need or the situation of the class. Combining teaching styles will enable the teacher to adjust their styles to the students need and appropriate subject matter.

2. **Teachers and Students' Perception toward the use of teaching style of the teacher**

First, the discussion deals with students' perception toward teaching styles used by the teacher in EFL classroom. The interview result shows that students have positive perception toward teaching style. Based on interview, the student is interested in learning English when the first teacher taught by his style. It supported the findings of Rosalia (2017) that teaching style affects the students' interest to learn. So, the student perceives that the teaching styles of the first teacher are being interested.

Besides, the students felt motivated to learn when the teacher used quiz as the teaching style. Some student increase their motivation to learn when the teacher gave them quiz before and after teaching – learning materials. The use of various techniques such as questioning and quiz is useful to promote the students' motivation in learning. Besides that, using quiz can make the students more challenging. It supported the finding of Massada (2017) theory that teaching style of teachers affected students' motivation. So, the student perceives that the teaching styles of the first teacher are being motivated.

The second discussion also deals with teachers' perception toward teaching styles. The interview result shows that both English teachers have possitive perception about teaching styles. Based on the interview display in recording, teaching style affect the students' need, motivation, interest and achievement.

The first teacher also assumes that the teacher have to be creative in teaching – learning process. The teacher did not only apply one or two teaching style when teaching. Teacher must use some teaching style based on

the expert, or the teacher should create their own teaching style based on the students' need. It was supported the findings of Rauf (2017) that the teaching styles may be *blended* and the teacher might modify their teaching styles with some strategies.

Besides that, the second teacher also assumed that teaching style affected the students interest, motivation and achievement to learn. The second teacher said that the students' achievement increased if the teacher apply appropriate teaching styles to students. The teaching styles also have to cover what the students need in learning English.

CONCLUSION

The result of the findings indicates that there three types of teaching styles applied by the teacher; they are *expert style, formal authority style* and *facilitator style.* Besides that, the researcher found new styles appeared in teaching-learning process, namely *entertain style,* and *quizzes style.* The entertain style which is the teacher attempted to make learning fun by using humor that can attract students to learn. Then quizzes style which is the teacher gave the students short quiz before and after the class. The both new styles used by the first as his teaching styles in EFL classroom interaction.

According to the students' perception towards their teachers' teaching style; they reveal that they feel comfortable in learning English. The students also get more exited and motivated when the teachers teach with various kinds of teaching strategies such as quizzes and entertain style. Then, regarding to students' interview, the students feel that they have good motivation to learn when their teachers apply good approach in teaching. According to the teachers' perception towards teaching style, teaching style is very impactful to students. The student will interest to learn based on what styles the teacher used in the classroom. The students also increase their achievement and have good motivation to learn.

Furthermore, the researcher expected that the teacher use appropriate teaching styles and adjust what the students' need and situation to create a fun

learning environment in which students are interested and comfortable to study. So, the teachers are expected to teach using various strategies and modify the teaching styles.

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