The Influence of Teaching Styles on English Language Learning: Students' Perspectives on their Teachers' Performance (A case study of secondary students in Al Bayda city)

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Abstract

This qualitative study investigates the influence of teaching styles on English language learning among secondary school students in Al Bayda, Libya. This study explored the extent to which teaching styles affect students' academic achievement, identified the most commonly used teaching styles by English language teachers, examined students' preferred teaching styles, and analyzed students' perspectives on their teachers' instructional approaches. Data were collected through semi-structured interviews with 10 teachers and 20 students, along with classroom observations at two secondary schools in the region. The thematic analysis was conducted using a deductive approach. The findings revealed that most teachers employed teacher-centered styles—namely, formal authority, expert, and personal model approaches. In contrast, most students expressed a preference for student-centered approaches, particularly the facilitator style, emphasizing active participation, collaboration, and learner autonomy. Additionally, many students reported negative perceptions of their teachers' styles, citing a mismatch between teaching methods and their preferred learning styles. The study concludes that enhancing student engagement and academic achievement requires a shift toward more flexible and interactive teaching approaches that align with students' needs and preferences. Recommendations include professional development for teachers, the adoption of mixed teaching styles, and increased consideration of student feedback in instructional planning.

Keywords: facilitator, English language learning, Libya, secondary education, student perceptions, teacher-centered, teaching styles.

تأثير أساليب التدريس على تعلم اللغة الإنجليزية: وجهات نظر الطلاب حول أداء معلميهم (دراسة حالة لطلاب المرحلة الثانوية في مدينة البيضاء)

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الملخص

تستكشف هذه الدراسة النوعية تأثير أساليب التدريس على تعلم اللغة الإنجليزية بين طلاب المدارس الثانوية في مدينة البيضاء، ليبيا. تهدف الدراسة إلى معرفة مدى تأثير أساليب التدريس على التحصيل الأكاديمي للطلاب، وتحديد أكثر أساليب التدريس شيوعًا بين معلمي اللغة الإنجليزية، وفحص

الأساليب التي يفضلها الطلاب، وتحليل وجهات نظر الطلاب حول طرق التدريس التي يستخدمها معلموهم. تم جمع البيانات من خلال مقابلات شبه منظمة مع 10 معلمين و20 طالبًا، بالإضافة إلى الملاحظات الصفية في مدرستين ثانويتين. وأُجري التحليل الموضوعي باستخدام النهج الاستنتاجي.

أظهرت النتائج أن معظم المعلمين يستخدمون أساليب تدريس تركز على المعلم، وهي أساليب السلطة الرسمية، والخبرة، والنموذج الشخصي. في المقابل، أعرب غالبية الطلاب عن تفضيلهم لأساليب تدريس تركز على الطالب، لا سيما أسلوب الميسّر، الذي يركّز على المشاركة الفعّالة، والتعاون، واستقلالية المتعلم. بالإضافة إلى ذلك، أشار العديد من الطلاب إلى تصورات سلبية تجاه أساليب معلميهم، مشيرين إلى عدم توافق طرق التدريس مع أساليب التعلم التي يفضلونها.

تخلص الدراسة إلى أن تعزيز مشاركة الطلاب وتحقيق التحصيل الأكاديمي يتطلب التحول نحو أساليب تدريس أكثر مرونة وتفاعلية تتوافق مع احتياجات الطلاب وتفضيلاتهم. وتشمل التوصيات تطوير المعلمين مهنيًا، واعتماد أساليب تدريس مختلطة، وزيادة مراعاة آراء الطلاب عند التخطيط للتعليم .

الكلمات المفتاحية :الميسّر، تعلم اللغة الإنجليزية، ليبيا، التعليم الثانوي، تصورات الطلاب، تركز المعلم، أساليب التدريس

1. Introduction

In the context of global educational reform, teaching styles have garnered increasing attention because of their significant impact on student learning outcomes, particularly in language education. Teaching style refers to the consistent manner in which a teacher organizes classroom instruction, interacts with students, and delivers content. It is widely acknowledged that the effectiveness of teaching styles can profoundly influence students' motivation, engagement, and academic achievement (Grasha, 1996). In English as a Foreign Language (EFL) classrooms, where learners face additional linguistic and cultural challenges, the alignment between teaching styles and student learning preferences becomes even more crucial.

In many secondary schools in Libya, English language instruction continues to be predominantly teacher-centered, with limited opportunities for learner interaction and autonomy. This traditional approach may not align with the diverse needs and preferences of contemporary students, particularly those who thrive in collaborative and participatory environments. While some teachers adopt structured and authoritative methods, others incorporate elements such as modeling or expert facilitation. However, there is limited empirical research on how these teaching styles influence learning outcomes and how students perceive their teachers' instructional methods.

This study aims to fill this gap by examining the influence of different teaching styles on English language learning in secondary schools in Al Byada, Libya. Specifically, it investigates how teaching styles affect students' academic performance, identifies the most commonly used instructional styles among teachers, explores students' preferred teaching approaches, and analyzes their perspectives on the styles implemented in their classrooms. By highlighting the relationship between instructional practices and learner experiences, this study

offers insights that can guide educators in adopting more effective, learner-centered strategies to enhance English language acquisition.

1.1 Statement of the Problem

Despite numerous reforms in language education, English proficiency among Libyan secondary school students remains a pressing concern. In Al Bayda city, many students struggle to achieve the desired levels of competence in English, which is essential for academic advancement and participation in global communications. One contributing factor to this challenge may be the teaching styles employed by English language teachers. Traditional teacher-centered approaches, such as formal authority or expert methods, continue to dominate classrooms, potentially overlooking students' diverse learning styles, needs, and preferences. According to the literature on English language teaching and learning in Libya, Libyan students' proficiency level remains unsatisfactory (Zaghwani, 2020). This concern highlights the necessity of exploring one critical aspect of instruction—teaching styles employed by Libyan teachers.

There is a noticeable gap between instructional strategies and learner engagement, which may result in low motivation, limited classroom participation and poor academic outcomes. While some international studies have examined the effects of various teaching styles on student learning, there is a lack of empirical research focused specifically on Libyan secondary schools, particularly in Al Bayda. Moreover, students' perceptions of the teaching styles used in their classrooms remain under-explored. Understanding how different teaching styles affect English language learning and identifying which styles are most effective and preferred are essential for improving teaching practices and student achievement in this context.

1.2 Significance of the Study

This study holds significant value for educators, school administrators, policymakers, and curriculum developers within the Libyan educational system, particularly in English language teaching. By examining the relationship between teaching styles and student learning outcomes, this study provides evidence-based insights into which instructional approaches foster better engagement, comprehension, and academic success among secondary school students.

Understanding students' preferences and perceptions of teaching styles also offers a critical perspective that can inform more inclusive and responsive classroom practices. The findings may help teachers reflect on their instructional methods and encourage the adoption of more learner-centered approaches, such as the facilitator style, which promotes active participation, autonomy, and collaboration. Furthermore, this study can serve as a foundation for future research on teaching effectiveness in language education in other regions of Libya or similar educational contexts.

Ultimately, this research contributes to the broader goal of enhancing English language education in Libyan schools by promoting teaching strategies that align with students' needs, support their academic development, and prepare them to succeed in local and global environments.

1.3 Research Questions

This study was guided by the following research questions:

1. How do teaching styles affect students' learning in secondary schools in Al-Baidah?
2. Which teaching style is the most commonly used in secondary school classrooms?
3. Which teaching style is most preferred by secondary school students?
4. What are students' perceptions of the teaching styles employed by their teachers

2. Literature Review

Individuals differ significantly in their cognitive processes, interests, and behavioral patterns, all of which influence their actions and their learning outcomes. In educational contexts, these differences also extend to teachers, whose personal characteristics and pedagogical beliefs shape their teaching style. Teaching style refers to a consistent set of instructional behaviors and approaches employed by educators to facilitate learning. It reflects the teacher's philosophy, methods, and manner of engaging with students (Grasha, 1996). Cook (1991) associated the term "style" with elements of fashion and variability, suggesting that teaching styles evolve over time. Similarly, Sternberg (1997) described style as the preferred way in which individuals utilize their cognitive abilities. Grasha (1996) further defined teaching style as a collection of enduring personal traits and behaviors evident in classroom instruction, influencing how teachers manage learning and how students respond to it.

This study adopts Grasha's (1996) model, which categorizes teaching styles into five distinct types: expert, formal authority, personal model, facilitator, and delegator.

Expert Teaching Style

In the expert style, the teacher assumes the role of a subject matter expert, imparting in-depth knowledge and providing comprehensive explanations to students (Grasha 1994). This style is characterized by the teacher's command of the content and the expectation that students absorb detailed information. One advantage is that it equips students with substantial knowledge without the need for additional resources, such as textbooks or Internet access. However, a potential drawback is that this method may foster passive learning and disengagement, as students are expected to listen attentively but may not actively participate in the class. Repetitive use of this style may lead to learner fatigue and misunderstandings (Grasha 1994).

Formal Authority Style

The formal authority style emphasizes the teacher's control over the classroom environment, learning objectives, and student expectations. Teachers establish rules and high standards, structuring the learning process for their students (Grasha, 1994). This method allows educators to maintain their focus on predefined learning goals and efficiently implement structured plans. It is particularly effective for learners who respond well to organization and high expectations. However, overuse of this style may limit teacher-student interaction and hinder students' motivation, especially if their individual learning needs are overlooked.

Personal Model Style

In the personal model style, teachers act as role models, demonstrating behaviors and strategies for students to emulate (Grasha, 1994). The teacher guides the students through tasks by modeling appropriate approaches and procedures. This method provides clear instructions and fosters a calm and orderly learning environment. Although it can be highly effective, it may also lead students to become overly dependent on the teacher's guidance. Some students may experience diminished confidence if they struggle to meet teachers' modeled standards.

Facilitator Style

The facilitator style is a student-centered approach, where the teacher serves as a guide and advisor, encouraging students to take an active role in their own learning (Grasha, 1994). Teachers support collaborative learning, encourage questions, and foster independent thinking. One major benefit is that it promotes meaningful interactions between students and teachers, creating a more dynamic and engaging classroom atmosphere. However, the informality of this style may make some students uncomfortable, particularly if they are unfamiliar with egalitarian teacher-

student relationships. In such cases, reduced formality might be misinterpreted, affecting classroom discipline.

Delegator Style

The delegator style also emphasizes student autonomy, with the teacher acting as a resource or a consultant (Grasha, 1994). Students are expected to take responsibility for their own learning, seek help when necessary, and develop self-directed learning strategies. This method fosters independence and confidence in the students. Nevertheless, students who lack self-regulation skills may struggle, as limited teacher guidance can lead to confusion and anxiety during independent work.

Empirical Studies on Teaching Styles

Several empirical studies have explored the impact of teaching styles on student learning, particularly in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts. Faruji (2012) investigated the dominant teaching styles among 24 EFL teachers at private language institutes in Mashhad, Iran. Utilizing Grasha's (1996) Teaching Style Inventory and follow-up interviews, Faruji found that the formal authority style was the most commonly adopted among EFL instructors.

Curtin (2005) examined the teaching practices of ESL educators, categorizing them into didactic and interactive styles. Didactic teachers tend to dominate classroom decision-making and focus on content transmission, leaving students in a passive role. In contrast, interactive teachers were more responsive to students' diverse learning styles, encouraged active participation, and emphasized collaborative learning. Curtin's findings indicated that interactive styles were more effective in meeting the needs of ESL learners.

Safaei and Safahrokhi (2019) examined teaching style preferences and teacher self-disclosure, revealing that facilitator and delegator approaches were most favored, whereas the personal model received the lowest preference. Similarly, Soleimani (2020) found that ELT teachers predominantly employed constructive, student-centered teaching methods, with facilitator styles being the most common style.

Similarly, Smith, Lee, and Newmann (2001) explored the impact of teaching styles on elementary students' academic outcomes. Their findings suggest that interactive teaching approaches, which align closely with facilitator and delegator styles, are associated with higher student achievement. These approaches encourage students to take responsibility for their learning and promote problem-solving skills.

3. Research Methodology

3.1 Research Design

This study adopts a qualitative research design to explore the key research questions. Qualitative research seeks to understand human experiences, behaviors, and perceptions, with a particular focus on participants' perspectives (Gay et al., 2006). This approach enables an in-depth examination of teaching styles and their influence on learning within authentic classroom contexts.

Qualitative methods include interviews, focus groups, case studies, observations, ethnography, and narrative analysis. In this study, semi-structured interviews and classroom observations were employed as the primary data collection methods, as they allow for the collection of rich data reflecting participants' lived experiences.

Semi-structured interviews offer flexibility, enabling participants to elaborate on their responses and express personal viewpoints. Longhurst (2010) notes that this method encourages free expression and facilitates the emergence of new insights. Classroom observations allow researchers to examine behaviors and interactions in

real time, as highlighted by Hak (2007), thereby providing insights that are often absent from self-reported data.

3.2 Research Setting

The research was conducted in Al Bayda, a city in eastern Libya and the capital of the Jabal al-Akhdar region. With an estimated population of approximately 250,000, it is the fourth-largest city in the country. Data were collected from two public secondary schools: Al-Maidan Secondary School and Fatat Libya Secondary School. These schools were selected based on their accessibility and representativeness. All interviews and observations were carried out in quiet, private areas within the schools to ensure participant comfort and minimize potential distractions.

3.3 Participants

The study focused on female teachers and students at the two selected secondary schools in Al-Baidah. A total of 30 participants were selected using random sampling, a method that provides each member of the population with an equal chance of inclusion and enhances sample representativeness (Mulder, 1982).

The participant group comprised 20 female students aged between 15 and 17 years and 10 female English language teachers. The teachers varied in age and teaching experience to ensure a broad range of perspectives on instructional practices. In addition, a purposive sampling strategy was employed to enhance diversity among the teachers and to maximize the relevance of the data collected. Each participant was approached individually and provided with full information about the study prior to participation.

3.4 Data Collection

This study employed a qualitative research approach, using semi-structured interviews and classroom observations as the primary data collection methods. These methods were selected for their effectiveness in capturing participants' experiences, perceptions, and behaviors within educational settings.

3.4.1 Semi-Structured Interviews

Semi-structured interviews were conducted using open-ended questions designed to elicit in-depth responses from both students and teachers. The primary aim of the interviews was to address the study's four research questions, with a focus on the effects of teaching styles on students' learning, commonly used teaching styles, students' preferences, and their perceptions of instructional methods.

Two separate interview protocols were developed: one for students and one for teachers. The student interview guide consisted of 12 open-ended questions exploring the influence of teaching styles on learning experiences, preferred teaching styles, and perceptions of teachers' instructional practices. The teacher interview guide included 9 open-ended questions focusing on the selection and implementation of teaching styles and their perceived impact on student learning.

Permission to conduct the interviews was obtained from the school administrators of the two selected public secondary schools in Al Bayda. All interviews were conducted individually, scheduled at times convenient for the participants, and held in quiet, private locations to ensure confidentiality and reduce distractions. Each interview lasted approximately 30 to 35 minutes, depending on the depth of participants' responses. The interviews followed a semi-structured protocol, allowing flexibility in questioning while encouraging detailed and reflective responses.

3.4.2 Classroom Observation

In addition to the interviews, classroom observations were conducted to collect empirical data on how teachers implemented various teaching styles during instruction. The observations were designed to address the first research question, which examines the impact of teaching styles on the learning process, and the second research question, which identifies the most commonly employed teaching styles in secondary school classrooms.

The observations focused on teachers' instructional behaviors, classroom management strategies, and interaction patterns with students. Data were recorded using an observation checklist that enabled systematic documentation of relevant behaviors and instructional practices aligned with the study's objectives. This instrument was developed to ensure consistency and objectivity throughout the observation process.

To enhance the trustworthiness of the data collection procedures, the interviews and observations were structured and piloted in accordance with the guidelines proposed by Lincoln and Guba (1985). Their framework emphasizes four criteria: credibility, transferability, dependability, and confirmability. These criteria were applied to strengthen the reliability and validity of the research instruments and data collection processes, ensuring rigor in both data analysis and interpretation.

3.5 Data Analysis

As a qualitative study, the research employed an interpretive approach to examine how teaching styles influence student learning and engagement. Data were collected through semi-structured interviews and classroom observations. After transcription, a thematic analysis was conducted using a deductive approach. According to Bingham and Witkowsky (2022), a deductive approach, also referred to as a priori coding, involves developing codes prior to analysis and applying these predetermined codes to the data. This approach enabled the identification, analysis, and reporting of patterns (themes) directly related to the study's research questions. The deductive nature of the analysis ensured alignment with predefined categories concerning teaching styles, student preferences, and learning outcomes.

4. Findings and Discussion

4.1 Findings

This section presents the findings of the study based on data collected through semi-structured interviews and classroom observations. The results are organized in alignment with the four guiding research questions:

1. How do teaching styles affect learning in Al Bayda secondary schools?
2. Which teaching style is most frequently used by secondary school teachers?
3. Which teaching style is most preferred by secondary school students?
4. What are students' perspectives on the teaching styles used by their teachers?

The responses of 10 English language teachers and 20 female secondary school students from two schools in Al-Baidah were analyzed using thematic and content analysis techniques.

4.1 The Influence of Teaching Styles on English Language Learning

Interviews with both teachers and students revealed varied perceptions regarding the influence of teaching styles on students' academic achievement and engagement. Among the ten teachers, five reported that their teaching styles had a positive effect on student learning outcomes. These teachers, who employed expert and personal model styles, indicated that their students demonstrated improved comprehension, increased motivation, and greater academic interest. For example, one teacher noted:

"Some students told me that they didn't like English, but they started to love it… some teachers even asked me why students who perform poorly in their classes do better in mine." – Teacher 1 (Expert Style)

In contrast, the remaining five teachers, primarily those who used the formal authority style, did not perceive a significant impact of their teaching methods on student outcomes. They attributed students' limited progress to curriculum difficulty, restricted instructional time, and weak foundational skills. As one teacher explained:

"The level of a few students has improved, but the majority haven't… the material is dense and not suitable for their level." – Teacher 6 (Formal Authority)

Student responses reflected a similar pattern. While 7 out of 20 students reported positive effects of teaching styles on their academic performance, including improved understanding, motivation, and participation, the remaining 13 indicated that their teachers' methods did not support comprehension or engagement. One student stated:

"Honestly, I don't understand English from any of the teachers. I rely on memorization rather than understanding." – Student 2

These findings suggest that certain teaching styles can positively influence student learning, whereas others may hinder active engagement, particularly when students' preferences are not taken into account.

Summary of Responses (Question 1)

Participant Type	Positive Impact	Negative Impact
Teachers (n = 10)	5	5
Students (n = 20)	7	13

4.2 The Most Frequently Used Teaching Styles

Classroom observations and teacher interviews indicated that each teacher consistently applied a dominant teaching style. The formal authority style emerged as the most frequently used approach, with 5 out of 10 teachers relying on this style. Teachers employing this approach emphasized direct content delivery, control of classroom activities, and the establishment of clear expectations. For instance, one teacher stated:

"I ask and select the students to participate." – Teacher 7

The personal model style was the second most commonly used, adopted by 3 teachers. These teachers demonstrated tasks, modeled desired behaviors, and closely monitored student performance. One teacher, for example, was observed leading pronunciation drills and individually checking students' written work.

The expert style was used by 2 teachers, who emphasized detailed explanations, questioning techniques, and the presentation of comprehensive subject knowledge.

Teaching Style Usage (Question 2)

Teaching Style	Number of Teachers
Formal Authority	5
Personal Model	3
Expert	2

4.3 Students' Most Preferred Teaching Styles

Interview data revealed a strong student preference for the facilitator teaching style. Thirteen students expressed a preference for learning environments that promote interaction, collaboration, questioning, and group work. These students emphasized the importance of engagement and active participation in the learning process. One student explained:

"I prefer a teacher who is more of a facilitator because there will be interaction and participation in the class." – Student 9

The personal model style ranked second in preference (n = 4), followed by the expert style (n = 2) and the formal authority style (n = 1). No students selected the delegator style, suggesting that fully independent learning may be perceived as challenging or insufficiently supported within their current educational context.

Student Preferences (Question 3)

Teaching Style	Number of Students
Facilitator	13
Personal Model	4
Expert	2
Formal Authority	1
Delegator	0

4.4 Students' Perspectives on Teachers' Teaching Styles

Students' perspectives on their teachers' instructional styles were examined across five categories: (1) autonomy and responsibility, (2) blending of teaching styles, (3) the teacher's role, (4) alignment with learning styles, and (5) encouragement and participation.

The findings indicated predominantly negative perceptions. Most students reported limited autonomy in the learning process, insufficient encouragement to participate, and a lack of alignment between teaching styles and their preferred learning approaches. Although perceptions of the teacher's role were evenly divided (10 positive and 10 negative), the overall pattern suggested dissatisfaction with the prevailing teacher-centered practices.

This mismatch between instructional practices and students' expectations may contribute to reduced engagement and lower achievement in English language learning.

Summary of Students' Perspectives (Question 4)

Category	Positive (n)	Negative (n)
Autonomy and Responsibility	5	15
Blending of Teaching Styles	9	11
Role of the Teacher	10	10
Match with Learning Styles	8	12
Encouragement and Participation	8	12

Overall, these findings underscore the significant role of teaching styles in shaping students' academic experiences. While some teachers have successfully adapted their instructional practices to foster student engagement, others continue to rely on traditional approaches that may not adequately address the evolving needs and preferences of contemporary learners.

4.2 Discussion

The findings of this study provide valuable insights into the teaching styles employed in secondary school English language classrooms in Al Bayda, Libya, and their influence on student learning, preferences, and perceptions. The results indicate a strong prevalence of teacher-centered approaches, particularly the formal authority, expert, and personal model styles. In contrast, students expressed a clear preference for facilitator teaching styles, which are more student-centered and promote interaction and learner autonomy. This discrepancy between the instructional styles adopted by teachers and those preferred by students highlights a pedagogical gap that may impede effective language acquisition.

4.2.1 Dominance of Teacher-Centered Instruction

The study revealed that the majority of English language teachers (5 out of 10) employed the formal authority teaching style. This approach is consistent with traditional classroom practices in which teachers maintain control over the learning environment, establish strict expectations, and offer limited opportunities for student interaction (Grasha, 1996). Although this method may provide structure and discipline, it often results in passive learning and restricts opportunities for developing communicative competence in language classrooms (Richards & Rodgers, 2014).

Several teachers who adopted the formal authority style reported limited improvements in student achievement, suggesting that this approach may not adequately address learners' needs. Similar concerns were identified in Faruji's (2012) study, which found that although EFL teachers in Iran frequently relied on the formal authority style, this approach did not consistently lead to effective language learning outcomes. Likewise, Kazemi and Soleimani (2013), using the Teaching Style Questionnaire and descriptive statistics, reported a strong preference for teacher-centered approaches among instructors in private language centers. In the present study, teachers attributed their reliance on such styles to curriculum overload, limited instructional time, and students' weak language foundations. These explanations, however, may reflect broader systemic challenges that require institutional rather than purely instructional solutions.

4.2.2 Students' Preferences and Perceived Effectiveness

In contrast to the instructional styles most commonly employed by teachers, the findings showed that the facilitator style was the most preferred by students (13 out of 20). This preference reflects learners' desire for more active, participatory, and interactive classroom environments. The facilitator style encourages collaboration, questioning, and learner responsibility, which aligns with the principles of communicative language teaching (CLT) (Littlewood, 2007).

Students' preference for student-centered approaches indicates a clear misalignment between prevailing teaching practices and learners' expectations. Eken (2000) argues that in student-centered classrooms, teachers function as facilitators while learners assume a more active and participatory role. This perspective is consistent with the responses of students in the present study, who favored learning environments that allowed meaningful engagement and interaction. When learners are involved in decision-making and provided with opportunities for authentic communication, they are more likely to retain knowledge and develop critical thinking skills.

The contrast between preferred and actual teaching styles was further reflected in students' perceptions of their learning experiences. Most students reported negative views regarding autonomy, participation, and the alignment between teaching styles and their learning preferences. This finding supports the argument that instructional

strategies that fail to consider learners' needs and preferences may lead to disengagement and reduced academic success (Entwistle, as cited in Hativa & Birenbaum, 2000). The results also support Ferguson and Danielson's (2015) assertion that students' perceptions provide valuable insights into instructional quality, as learners' daily classroom experiences reveal how teaching practices either facilitate or hinder learning.

4.2.3 Impact of Teaching Styles on Learning Outcomes

The study revealed mixed perceptions among teachers regarding the impact of their teaching styles on student performance. While some teachers reported positive effects, others did not observe significant improvements. Notably, the teachers who perceived their teaching methods as effective predominantly employed personal model and expert styles. This suggests that structured instruction, when combined with modeling and clear explanation, may be beneficial under certain conditions.

However, students' responses presented a less positive picture, with only 7 out of 20 students reporting favorable effects of teaching styles on their academic achievement. This discrepancy between teachers' self-assessments and students' experiences may indicate limited reflective practice among teachers or insufficient feedback mechanisms within the classroom. These findings are consistent with Callahan's (2005) observation that lecture-based formats commonly used in secondary education often lack the flexibility required to address learners' diverse linguistic and academic needs. The results also align with Smith, Lee, and Newmann (2001), who found that didactic, teacher-dominated instruction was less effective than interactive approaches in improving student outcomes. Furthermore, Darling-Hammond et al. (2017) emphasize that effective teaching requires not only subject knowledge but also the ability to adapt instructional methods to learners' individual needs and preferences.

4.2.4 The Need for Pedagogical Change

The findings indicate a pressing need for pedagogical reform in Libyan secondary schools. An exclusive reliance on teacher-centered approaches, as observed in this study, risks marginalizing learners and limiting their opportunities to develop communicative competence in English. The evident mismatch between teachers' instructional practices and students' preferred learning styles underscores the need for more flexible and responsive teaching approaches.

Blending different teaching styles—particularly integrating authoritative structure with facilitative practices—may provide a balanced approach that supports both classroom management and learner engagement. As noted by Tomlinson (2014), differentiated instruction and mixed-method approaches can accommodate diverse learning styles and abilities, thereby fostering a more inclusive learning environment.

Moreover, professional development programs should be designed to enhance teachers' awareness of various teaching styles and to support the adoption of learner-centered practices. Emphasizing student feedback and systematic classroom observation may help teachers reflect on and improve their instructional methods. In addition, curriculum reform that allows greater time and flexibility for interactive and communicative activities may be necessary to bring about meaningful and sustainable change.

5. Conclusion and Recommendations

This study examined the influence of teaching styles on English language learning among secondary school students in Al Bayda, Libya. The findings demonstrate that

while many teachers rely on structured, teacher-centered approaches, students show a strong preference for interactive, student-centered instruction.

Students expressed a desire for teachers who not only possess subject expertise but also act as facilitators by providing opportunities for discussion, collaboration, and independent learning. However, the prevailing dominance of teacher-centered practices often resulted in passive learning, reduced motivation, and lower academic performance.

Based on the findings, the study recommends the following:

- Professional development programs to support teachers in incorporating learner-centered approaches, such as facilitator and delegator styles.
- Curriculum restructuring to allow greater flexibility and the inclusion of interactive learning activities.
- Increased attention to students' learning preferences and perceptions through regular feedback mechanisms.
- The adoption of balanced instructional practices that combine structure with opportunities for student autonomy, particularly in large classrooms.
- Greater emphasis on communicative approaches, which have been shown to enhance language acquisition and academic achievement.

By aligning teaching styles with students' preferences and adopting more interactive methodologies, educators can significantly improve language learning outcomes and overall student engagement.

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