EFL Teachers' Preference Teaching Styles: An Interpretative Study

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Abstrak

Teacher's teaching style affects the effectiveness of the teaching-learning process. Since there is still limited research discussing EFL teaching styles in higher education, this study aims to find the EFL teachers' preferred teaching styles in one of Indonesia's universities. This study implemented a basic interpretative study with four EFL teachers as participants who have different teaching experiences in terms of time. The study results showed that the participants act six out of ten teaching styles provided in the research instrument. Then, the participants prefer the facilitator style in their daily teaching activities. In brief, the participants did some teaching styles, but most of the time, the facilitator style was their typical teaching style. The implication of this study is as self reflection for the teachers particularly and faculty related in improving teachers' quality in teaching.

Keywords: *EFL Teacher; Higher Education; Teaching Style*

Abstract

Gaya mengajar mengacu pada interaksi guru dan siswa, kualitas dan kebiasaan guru, managemen kelas, media pembelajaran, rencana pembelajar, dan Tindakan guru yang mempengaruhi keefektifan proses pembelajaran. Karena masih sedikit penelitian tentang gaya mengajar dosen pada pendidikan tinggi, maka penelitian ini bertujuan untuk menemukan gaya mengajar yang disukai dan diimplementasikan dosen pada salah satu universitas di Indonesia. Penelitian ini menerapkan metode basic interpretative dan melibatkan empat dosen yang memiliki perbedaan pengalaman mengajar sebagai partisipan. Hasil penelitian menunjukkan bahwa dari sepuluh gaya mengajar yang disediakan pada alat penelitian, hanya enam gaya mengajar yang diterapkan oleh partisipan. Keempat partisipan sama-sama lebih sering menerapkan gaya fasilitator dalam pelaksanaan pembelajaran. Ringkasnya, keseluruhan partisipan menggunakan berbagai gaya mengajar di dalam kelas, namun gaya fasilitator menjadi gaya yang paling disukai oleh partisipan.

Kata Kunci: *Dosen EFL; Gaya mengajar; Pendidikan Tinggi*

INTRODUCTION

Teaching style refers to the teacher's quality, preferred method of resolving issues, the teachers interaction with the students, completing tasks and reaching decisions, classroom management, teacher behavior such as presenting information, planning subject matter, conducting learning activities (Vaughn & Baker, 2001), actions as well as the media they use to carry out the teaching-learning processes in the classroom (Conti, 1989; Fan & Ye, 2007; Fischer & Fischer, 1979; Galbraith & Sanders, 1987; Grasha, 1996; Kaplan & Kies, 1995, p. 29; Sheikh & Mahmood, 2014). According to Artvinli (2010), the most critical aspects that influence and guarantee the effectiveness of a highly complicated teaching-learning process are teaching styles. In other words, teaching style is important in the effectiveness of teaching-learning process. When all of a teacher's instructional activities, methods, and approaches are considered, it may be argued that teaching style refers to "the sum of instructional activities, strategies, and approaches that a teacher feels most comfortable employing when he or she is in front of a class" (Cooper, 2001, p. 301). Some teachers may consider and feel that the teacher-centered style is the most effective approach since it places the teachers in charge of

the teaching-learning process, while others may favor the learner-centered approach (Alhussain, 2012). Each method of instruction has advantages and disadvantages. Teachers should thus consider and assess which teaching style best suit the demands of their respective teaching-learning settings (Alhussain, 2012).

Since teachers should adapt their teaching style to the instructional and evaluation objectives, multiple teaching styles may be used in different teaching contexts (Hein et al., 2012). Research suggested many labels for categorizing teaching styles. Here are a few examples. The many types of teaching styles include authoritarian, democratic, and laissez-faire methods (Lewin, Llippit, & White, 1939). The second classification was made by Moston (Moston & Ashworth, 2008), who divided teaching into eleven categories: command, practice, reciprocal, self-check, inclusion, guided discovery, convergent discovery, divergent discovery, learner-designed individual program, learner-initiated, and self-teaching. Grasha (1994, p. 143) classified teaching style by using thematic analysis into five styles as follows:

Table 1. Teachers' Teaching Style (Grasha, 1994, p. 143)

Style	Description	Advantage	Disadvantage
Expert	Tend to be an expert by displaying detailed knowledge and by challenging students to enhance their competence. Concern with transmitting information and ensure the students are well prepared.	The information, knowledge, and skills such individuals possess.	If overused, it can intimidate the inexperienced students. May not always show the underlying thought processes that produced answers.
Formal authority	Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the "correct, acceptable, and standard ways to do things."	The focus on clear expectations and acceptable ways of doing things.	A strong investment in this style can lead to rigid, standardized ways of managing students and their concerns.
Personal model	Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then emulate the teacher's approach.	The "hands on" nature of the approach. An emphasis on direct observation and following a role model	Some teachers may believe their approach is "the best way," leading some students to feel inadequate if they cannot live up to such expectations and standards.
Facilitator	Emphasizes the personal nature of teacher student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Provides much support and encouragement. Develop the students' capacity for	The personal flexibility, the focus on students' needs and goals, and the willingness to explore options and alternative course of action to achieve them.	Style is often time consuming and can be ineffective when a more direct approach is needed. Can make students uncomfortable if it is not used a positive and affirming manner.

	independent action and responsibility.		
Delegator	Concerned with developing students' capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.	Contributes to students perceiving themselves as independent learners.	May misread students' readiness for independent work. Some students may become anxious when given autonomy.

In teaching English, Cook (2008, p. 235) claims that the term "teaching style" refers to the teacher's direct interaction with the pupils. The teacher blends several approaches in a specific teaching style. For instance, the teacher uses an audio-lingual approach, which mixes role-playing, repetitive conversation, and structural drills. The teaching approach is a free relationship on a collection of instructional strategies with comparable objectives and perspectives for language teaching and learning. According to Cook, the teachers must remember that not every student or teacher responds well to a particular teaching style. The teachers can employ any style, regardless of whether it is popular or not, as there is a good chance that it has been employed unsuccessfully elsewhere in the world. Cook promotes six primary styles for teaching languages: the academic method, the audio-lingual method, the communicative method, the task-based method, the traditional EFL method, and other methods. The academic style is frequently employed in academic settings, such as in classroom settings where readings are required. The teacher will guide the class, review some cultural background material, translate any complicated terms into the students' native tongues, and go through grammar with the students. As part of their homework assignments, the students will do some grammatical drills and translate the piece into their native tongue. The primary components of the classroom are the text, conventional grammar, and translation, with the grasp of grammar and awareness of the relationship between the source and target languages serving as the cornerstone of learning. Although this method can incorporate other language skills, including word pronunciation, its primary focus is clear grammar.

Following the outbreak of World War II, the Army Specialized Training Program (ASTP), commonly known as the Army Method, was developed as a way for the US army to meet its language proficiency demands (Brown, 2001). This style focuses on teaching the spoken language through drills and role-playing, with the class beginning with a dialogue (Cook, 2008). Similar to the academic style, which views language more as a form than a meaning, this approach favors teaching language by heart and learning the unconscious structure via discourse above understanding word by word and conscious rule. This approach does not regard language learning as something done for its own sake but rather as something done to prepare pupils for real-world circumstances. Except for the final exploitation phase, this teaching method does not specify who should be the pupils, and the teacher will dominate the classroom.

Communicative style refers to language instruction as communicative competence rather than linguistic competence since the objective of this approach is the capacity to use language correctly rather than grammatical knowledge or habit (Cook, 2008, p. 248). The information gap exercise is used in a communicative style. As a result of the communicative style's laissez-faire mentality, which emphasizes the students' minds rather than the teacher's, the teacher should have faith in the student's ability to learn without their help. Instead of serving as a wise expert in academic style or a martinet in audio-lingual style, the teacher's job is that of a helper who offers feedback and correction.

A few years ago, task-based learning (TBL) rose to the top of the list of instructional styles (Cook, 2008). The assignment might be a translation work, structural drill assignment, or information gap assignment. The purpose of the assignment is not to master any particular language points but to

achieve a specified non-language goal. It implies that the students should learn the language by using it. In TBL, meaning is the relevant knowledge of a specific job that one communicates to the other. In the alternative, meaning solely pertains to the assignment and not knowledge acquired outside the classroom. For instance, the duty of making a grocery list is assigned to the pupils. The purpose of this job is the shopping list itself; hence this style does not care if the pupils have ever gone shopping or not.

Since the 1930s till the present, the mainstream EFL style (Cook, 2008) has evolved in EFL with British influences, characterized by the term 'situation.' Until the 1970s, the dominant EFL method blended academic and audio-lingual elements, for example, by combining the automatic practice technique with the grammatical explanation technique. Then, this method incorporates social communication using the person-to-person discussion strategy. The teacher introduces this style by discussing the new structures and vocabulary. The following phase entails a brief conversation that a task of replacement will follow. Whether the emphasis is on grammar or communicative function, this approach sees the teaching sequence as a traditional process from the presentation through the discussion to the controlled practice. This style is an updated version of the audio-lingual style.

According to Cook (2008), other styles are the polar opposite of the prior styles considered radical. It is challenging to refer to it under a single name since various specialists use multiple terms, such as humanistic methods, alternative methods, and self-access or self-directed learning. The humanistic style includes community language learning (CLL) (such as suggestopedia, silent way, and confluent language teaching) which starts with a dialogue among the students in their first language; then, the teacher will translate for them. In other words, students are the center of the learning process. Another style is autonomous learning which gives students the option to select their learning objectives, instructional strategies, and evaluation techniques.

Over the last few decades, a boundary of research on teaching styles associated with some aspects has been conducted. For instance, in their research, Angelica and Katz (2020) examined how emotional regulation and need satisfaction can shape a teacher's motivating teaching style. The teaching style is also discussed in high education research, such as research by Lo and Bai (2012), Lu and Lin (2012), Chowdhury (2015), and Tang, Shi, and Guzman (2020). In ESL/EFL classes, research on teaching styles has been related to some factors; for example, Fadaee, Marzban, and Karimi (2021), Baradaran (2016), Baradaran and Hosseinzadeh (2015) examined teachers' teaching style and their autonomy. Karabuga (2015), Pashler et al. (2008), Sabeh et al. (2011), and Toyama and Yamazaki (2019) discussed the match and mismatch between EFL teacher's teaching styles and students' learning styles and acting as facilitators and participants in learning (Ghonsooly & Ghanizadeh, 2013). Ghanizadeh and Jahedizadeh (2016) examined the factors influencing EFL teachers' teaching styles. Kazemi and Soleimani (2013) looked at the most common teaching styles used in EFL classrooms and found that formal teaching styles are predominately used by EFL teachers in Iran's official language-teaching contexts such as by posing questions, examining possibilities, presenting alternatives, and encouraging the creation of decision-making criteria (Ghanizadeh & Rostami, 2015; Timoštšuk & Näkk, 2019). Also, Safaei and Shahrokhi (2019), Efilti and Çoklar (2013), and Fatemi and Raoufi (2014) found that the facilitator style is the most dominant teaching style, meanwhile Faruji (2012), Amini, Samani, and Lotfi (2012), Elkaseh, Wong, and Fung (2014), Shaari, Yusoff, Ghazali, Osman, and Dzahir (2014), and Sheikh and Mahmood (2014) found the EFL teachers' preference teaching style is Formal Authority Style. A better understanding of EFL teachers' teaching styles in higher education could help develop a more detailed focus on EFL teaching styles since it is still few research discussed EFL teaching style in higher education especially in Indonesia. Thus, this study aimed to explore the university EFL teachers' preference teaching styles based on their teaching experiences in Indonesia.

METHODS

Teaching styles referes to teacher's behaviors and teaching media. The data of this study were teaacher's personal behaviors and teaching media. Due to the research data, this study implemented basic interpretative. Basic interpretative study is used "to discover and understand a phenomenon, a process, the perspectives and worldview of the people involved, or a combination of these. Data are collected through interview, observations, or document analysis" (Merriam, 2002, p. 6). Four EFL teachers in one of the public universities in Indonesia were the participants. Two participants were males, and the others were females who teach in the English education department. The participants were chosen based on their teaching experiences and gender. According to the results of the favorite teacher questionnaire, one of the male teachers was selected as one of the students' favorite teachers in the English education major and has taught for more than 15 years. The indocators of favorite teacher are attendance, teaching styles, teaching method, and classroom management. Meanwhile, the other male teacher has taught for ten years. One of the female teachers has taught for more than 20 years, while the other is a newcomer who has worked at this university for five years and was also picked as a favorite teacher. This study applied a teaching style observation checklist and filed notes by referring to teachers' behaviors in the classroom (Galbraith & Sanders, 1987), such as presenting information, planning subject matter, and conducting learning activities (Vaughn & Baker, 2001), the media that teachers use (Kaplan & Kies, 1995) and kinds of teaching styles by Grasha (1994) and Cook (2008). Then, the data were analyzed by data reduction, data display, and conclusion (Malik and Hamied, 2014).

FINDINGS AND DISCUSSION

Findings

The teacher's conduct and the instructional materials they employ in the classroom produce their teaching style (Kaplan & Kies, 1995). Teaching styles in this study are defined in accordance with Kaplan & Kies (1995). The researcher then used the theories based on Cook (2008) and Grasha (1994) for the types of English teaching styles and adapted and combined them into ten different teaching styles. They were communicative style, academic style, audio-lingual style, mainstream EFL style, task-based learning style, other teaching styles (delegator/autonomous learning style and humanist style), formal authority style, facilitator style, personal style, and expert style. Based on the data analysis from the observation checklist and field notes, only six of these teaching styles—academic style, delegator/autonomous learning style, expert style, formal authority style, personal style, and facilitator style—were used by the teachers in the classroom, according to the data analysis of the observation checklist and field notes.

Academic Style

A typical teaching approach in academic classes is the academic style, which frequently involves reading and translating (Coleman cited Cook, 2008). To determine whether the teachers used this teaching style in their teaching performance or not, the researcher created six teaching-learning activity statements for the observation checklist. The data analysis revealed that just one of the seven activities—preparing a text from a newspaper or other resource—was that the teachers typically used in their classroom instruction. Despite having this exercise available, the teachers only used it in 67% of the observational meetings. In every meeting, less than 50% of the time was spent on rest activities. For instance, just 18 percent of the teachers guided the pupils while they read the book phrase by sentence. In other words, the teachers only completed this exercise twice out of seven meetings.

Table 2. Percentage of Academic Teaching Style as the Teachers' Teaching Style

No.	Activities	Yes	No
1.	The teacher prepares a text form newspaper or other resource.	75%	25%
2.	The teacher leads the students through the text sentence by sentence.	18%	82%
3.	The teacher explains the cultural background of the text.	24%	76%
4.	The teacher explains and translates difficult words into students' first language.	48%	52%
5.	The teacher and the students discuss the grammatical points of the text.	75%	25%
6.	The teacher gives the fill-in grammatical exercise to the students.	18%	82%
7.	The teacher asks the students to translate the text.	25%	75%

Delegator Style

Delegator teaching refers to instructional practices in which teachers act as facilitators and allow students to learn independently (Grasha, 1994). In contrast, autonomous learning refers to teaching practices in which students have the freedom to choose their learning objectives, methods of instruction, and methods of assessment (Cook, 2008). The researcher decided to include both of these teaching philosophies as one teaching philosophy in the observation checklist due to their comparable definitions and teaching performances. The researcher then refined this teaching style into five activities based on the ideas of Cook (2008) and Grasha (1994) to learn more about this teaching style and whether the teachers used it or not.

Table 3. Percentage of Delegator/Autonomous Learning Style as the Teachers' Teaching Style

No.	Activities	Yes	No
1.	The teacher lets the students to decide the goals, methods, and assessment of their learning.	0%	100%
2.	The teacher facilitates the students needs.	0%	100%
3.	The teacher tends to give much responsibility and control on the students' learning process both individual and team work.	75%	25%
4.	The teacher acts as consultant and resource person.	62%	38%
5.	The teacher asks the students to work the project independently both individual project and group project.	48%	52%

The first exercise lets the students choose the objectives, the teaching strategies, and the criteria for measuring their learning. According to what was seen, none of the teachers gave their pupils the freedom to choose their learning objectives, strategies, or evaluation methods. The information from field notes also revealed that the teachers had planned their learning objectives before entering the classroom and conveyed them to the students during the first meeting. As a result, the teachers continued to believe they had the exclusive authority to determine what the pupils would study. As a result, the pupils strictly adhered to the learning objectives the teachers had developed. Teachers might better meet the needs of their students by incorporating them in determining the learning goals. As a result, the teaching and learning process could be more fruitful and efficient. The second activity, which focused on helping the pupils, likewise could not be done at every meeting. It showed that the teachers did not view the students as the central component of the teaching and learning process or as those who currently had learning needs. Without taking into account the student's precise needs,

teachers just provided what they felt was crucial for the pupils or what they wished to provide or explain. From the first to the seventh meeting, the researcher watched the teaching-learning processes in the classroom. The teachers implemented the third activity (67%) throughout seven meetings. The goal of the exercise was to give the students a lot of responsibility and control over their own and their teammates' learning processes. The teachers then assigned the students a project to do on their own, both alone and in groups, for 48% of the learning sessions. These actions supported one another. The proportion of these activities revealed that teachers allowed students to participate actively in the learning process for half of the meeting. It was demonstrated by assigning the students' group projects as presentations and discussion groups. The fourth action was serving as a resource person and consultant. 62% of the teachers served as resources and consultants in the teaching and learning process. Teachers only took on this role when students were unable to solve their difficulties or those of the discussion group or presenters. The teachers often did so at the lesson's conclusion or right away when the pupils could not solve the problem. The final task required the students to work independently on the group and individual projects. Only 48% of the learning activities used in the teacher's classroom instruction included this activity. It was found that the teacher occasionally required the pupils to work on independent projects. According to the results of the data analysis above, the teachers often used the delegator or independent learning style in each meeting throughout the observation period, even though they didn't always do so fully.

Expert Style

The expert teaching style is one in which the teacher presents themselves as subject matter authorities. The teacher ensures that the pupils are well-prepared before entering the classroom by providing in-depth knowledge and information (Grasha, 1994). It was refined into four activity statements for the observation checklist to determine if teachers applied this approach during the teaching-learning process.

Table 4. Percentage of Expert Teaching Style as the Teachers' Teaching Style

No.	Activities	Yes	No
1.	The teacher tends to show his/her self as an expert	62%	38%
2.	The teacher transmits the knowledge, materials, concept, and principles in detail both written and spoken explanation.	67%	33%
3.	The teacher challenges the students to enhance their competence.	14%	86%
4.	The teacher asks the students to prepare themselves for every meeting.	29%	71%

Consequently, according to the results, the teachers completed the first activity—which involved trying to come across as an expert figure—in seven sessions (62%). The teachers then completed the second exercise (67%), which concerned detailed written and verbal explanations of the information, resources, concepts, and principles. It was found that teachers often presented themselves as subject-matter experts during the teaching and learning process. Teachers often give thorough spoken explanations of the contents, concepts, or ideas; however, they occasionally provide written explanations. Only the teachers who spoke aloud to clarify the details wrote the most crucial ideas on the whiteboard. Overall, it was found that teachers often used this teaching style in their classroom based on the data analysis of this teaching style, even if it did not conduct comprehensively.

Formal Authority Style

Formal authority style pertains to providing positive and negative feedback, corrective measures, setting learning expectations and objectives, and the guidelines that the pupils will adhere to during the teaching and learning process (Grasha, 1994). Four activity statements based on this concept were created for the observation checklist to see if teachers were using this method of instruction or not.

Table 5. Percentage of Formal Authority Teaching Style as the Teachers' Teaching Style

No.	Activities	Yes	No
1.	The teacher focuses on the learning materials.	62%	38%
2.	The teacher establishes the learning goals, expectations, and rules of conduct for the students clearly.	24%	76%
3.	The teacher always corrects the students' performances whether it is correct, acceptable, and suitable for the standard ways or not.	33%	67%
4.	The teacher often gives negative and positive feedback to the students.	90%	10%

The first task explicitly outlined the pupils' expected behavior, learning objectives, and expectations. The teachers completed this task (24% of the total). This low proportion can be explained by the fact that teachers only went over the expectations, rules of conduct, and learning goals during the first meeting. The second action concerned the teachers' emphasis on imparting the study materials. In their classroom instruction, teachers completed 62% of the learning tasks. It suggested that teachers frequently incorporate knowledge or information from the sources into the classroom contents. It was established that teachers occasionally shared information not included in the course materials, such as their own or other people's experiences. Next, teachers frequently provided both positive and negative feedback to students (90%) but only in 33% of learning activities did teachers revise students' performances to ensure that they were suitable, acceptable, and appropriate for the standard method of doing things. The teachers always provided feedback after the teaching and learning process, both favorable and adverse.

Personal Model Style

A teaching method known as the "personal model style" views instruction as providing pupils with personal examples of appropriate behavior and thought (Grasha, 1994). The researcher translated the Grasha theory into six action statements for the observation checklist in order to ascertain if the teacher used this teaching style during the teaching-learning process or not. The data analysis results show that no activity received a percentage above 50%. Although only a few activities were observed, it was crucial to specify how much each activity received since the low proportion showed that the teachers were using this method of instruction.

Table 6. Percentage of Personal Model Teaching Style as the Teachers' Teaching Style

No.	Activities	Yes	No
1.	The teacher tends to be a role model in the teaching learning processes.	9%	91%
2.	The teacher demonstrates the skill that will be learned.	5%	95%
3.	The teacher guides the students how to do the skill.	5%	95%
4.	The teacher asks the students to observe and perform the skill appropriately as how the given instruction.	0%	100%

| 5. | The teacher always encourages the students to participate in the teaching learning processes. | 43% | 57% |
| 6. | The teacher adapts the students' presentations to include various learning styles | 0% | 100% |

The teachers only carried out 9% of the first task, which focused on trying to act as an example during the teaching and learning process. It meant that teachers seldom served as role models for students during teaching and learning. The second activity, which involved showing the students how to use the skill they would acquire, had only been used in five of the seven observed meetings. The following exercise showed the pupils how to do the skill. Similar to the second exercise, only 5% of the teachers used the third activity. The fourth exercise involved having the students watch and practice the skill as the teacher failed to follow the supplied instructions from the first to the seventh meeting. The sixth action, which involved changing the students' presentations, was never carried out by the teacher. The fifth activity, which focused on encouraging students to engage in the teaching and learning process, was carried out (43%) by the teachers. Thus, only encouraging the students to participate in the teaching-learning process, which the teachers occasionally carry out, stands out among all the actions of the personal model style. The information from the field notes, which demonstrated how many things the teachers did to motivate the pupils to engage in the learning process, verified it.

Facilitator Style

The facilitator style involves the teacher delegating responsibility to the students in the learning process. The teacher also guides the students by asking questions, offering potential solutions, and urging them to establish the standards for making informed decisions (Grasha, 1994). The facilitator style was the most often used teaching style among those that the teachers used in the classroom during the observation. It was established through data analysis from the observation checklist that all facilitator-style activities were used more than half the time by the teachers.

Table 7. Percentage of Facilitator Teaching Style as the Teachers' Teaching Style

No.	Activities	Yes	No
1.	The teacher focuses on the learning activities and the students' needs.	76%	24%
2.	The teacher guides the students by asking questions, exploring options, and suggesting alternative.	62%	38%
3.	The teacher encourages the students to develop the criteria to make informed choices.	52%	48%
4.	The learning processes tend to be a group learning activities, collaboration, and problem solving.	62%	38%

Four exercises were created based on Grasha's notion of facilitator style (1994). The first activity concentrated on the requirements of the students and the learning activities. During the observation, the teachers (76%) ran this exercise. It was found that the teacher frequently concentrated on the instructional activities and met the demands of the pupils. Indeed, the information from the field notes demonstrated that the teacher consistently focused on the learning activities and met the needs of the students. Examples included having the students read the text, engage in a small-group discussion, receive handouts on the subject, and ask questions when necessary. The second action involved

directing the pupils by posing queries, outlining potential solutions, and investigating choices. This exercise was used by the teachers (62%) in their classroom instruction. It was found that teachers often led their pupils by posing questions, providing them with choices, and having them discuss various solutions. The information from the field notes, including what the third teacher did, served as proof. Before she discussed a topic, the third teacher would always ask the kids some questions about it. The last exercise involved group discussion, cooperation, and problem-solving and was focused on the learning process. The teachers used this activity (62%) while carrying out their teaching and learning duties. It demonstrated that rather than one-way teaching, in which the teacher was the knowledge-teller and the students were the knowledge-receivers, teachers often performed the teaching-learning process in a discussion group or collaboration. In reality, this conclusion was supported by the data analysis of the field note.

Not Implemented Teaching Styles

According to the data analysis in the table above, the mainstream EFL style, task-based learning, communicative style, and audio-lingual style were the four teaching methods that the teachers never used. Although the initial teacher gave a speaking class, he never used the audio-lingual approach, which emphasizes teaching the spoken language through dialogue and exercise (Cook, 2008). Next, according to Cook (2008), task-based learning was the most popular teaching method a few years ago. However, the results of the data analysis revealed that the teachers in the current study did not use this method. According to Cook (2008), the latest teaching method is the mainstream EFL style, an updated version of the audio-lingual method. However, despite this method being appropriate for college students, none of the teachers decided to use it.

Discussion

The academic style is frequently employed in academic settings, such as in classroom settings where readings are required (Cook, 2008). However, according to the research finding, this teaching style might be grouped with the teachers' teaching approaches that were not frequently used in the classroom. Coleman (cited in Cook, 2008) discovered that academic style is a well-liked teaching approach with secondary and advanced university students around the world, and this style was also discovered as one of the teaching styles that teachers implemented in the teaching-learning process in the classroom. This finding was pertinent to Coleman's findings. According to what the researcher discovered in the field, all of the participants in this study who teach English at universities did not select this style as their regular teaching method. The facilitator style was the preferred teaching style used among the teachers in the classroom during the observation. This finding is in line with research findings by Safaei and Shahrokhi (2019), Efilti and Çoklar (2013), and Fatemi and Raoufi (2014). However, it is in contrast to research findings by Kazemi and Soleimani (2013), Faruji (2012), Amini, Samani, and Lotfi (2012), Elkaseh, Wong, and Fung (2014), Shaari, Yusoff, Ghazali, Osman, and Dzahir (2014), and Sheikh and Mahmood (2014) who found the EFL teachers' preference teaching style is Formal Authority Style.

CONCLUSION AND SUGGESTION

The present study's findings may lighten the university EFL teachers teaching styles. This study aims to determine what teaching style the university EFL teachers prefer in their teaching-learning process. It was found that only six of the ten observed teaching styles (academic style, delegator/autonomous learning style, expert style, formal authority style, personal model style, and facilitator style) were used by the teachers in the classroom. Teaching experiences as the decisive aspect in this study did not have much effect on participants' teaching styles. Both experienced and

novice teachers had a similar preference in teaching style. The facilitator style is the one that teachers always use among various instructional methods. None of the teachers, however, entirely use one method of instruction. They blend one teaching method with another, for example, combining the academic method with the expert, personal, and facilitator methods. This finding was opposite to previous research findings, which found that academic and formal teaching styles were the teachers' favorite teaching styles. However, this finding also was in line with some previous research findings. In other words, every teacher has a different preference teaching style. The suggestion for the teachers is to learn and implement various teaching styles so the teaching-learning process will be more effective.

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