

## ***The Influence of Teaching Style on Students' Learning***

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**Abstract:** Education is not only a major plan for national development, but also an important issue for social development. Some researchers have found that different styles of teachers will have completely different impacts on students' learning, but there are still gaps in the experiments on the formation mechanism and specific forms behind it. Therefore, the research theme of this paper is the influence of teachers' teaching style on students' learning. The research methods of this paper are as follows: First, the questionnaire of senior high school English classroom teachers' teaching style is collected, and then the data is analyzed by the test. The results show that traditional and closed-minded teachers are not conducive to the development of students' self-esteem, creativity, learning interest and academic performance. Therefore, teachers should teach students according to their aptitude and find more suitable teaching methods.

**Keywords:** teaching style, high school students, academic performance

### **1. Introduction**

Education has always been an important issue in today's social development, and it is closely related to social development. Due to the differences in students' education, there are great differences in students' academic performance. Traditional closed teachers are not conducive to the development of students' self-esteem, creativity, so the author hope to through comparing different teachers teaching style to choose more suitable for students' body and mind, academic development of teacher style by comparing different teachers teaching styles and academic performance in high school English classroom. This paper studies the relationship between the two to improve students' classroom participation and academic performance by improving their teaching style.

### **2. Literature Review**

#### **2.1. The Relationship Between Critical Thinking Ability, Teachers' Teaching Style and Academic Achievement**

Prior studies on the relationship between critical thinking skills, teacher teaching styles and academic achievement of high school students concluded that the overall perception of teacher teaching styles by high school students was positively correlated with academic achievement. Measurement of teachers' teaching styles in China and other countries has mainly adopted the two methods of observation. Moreover, two measurement perspectives have been formed: the teacher's perspective and the student's perspective. Specifically, measurement from the teacher's perspective

# Teaching With Influence

**New York (State). Legislature**



## Teaching With Influence:

Teaching with Influence Peter Hook, Andy Vass, 2013-12-19 This book brings together a range of powerful beliefs and strategies to enhance the personal development and self esteem of teachers It explores practical ways in which teachers can increase their effectiveness and enhance the learning climate in their classrooms and focuses on the most important resource teachers have themselves

The Teaching and Influence of Saint Augustine James Field Spalding, 1886 *Christ's Teaching and Influence on the World* Edward Harold Browne, 1871

**Teaching to Influence Lives Workbook** Elmer L. Towns, Stan Toler, 2000-06-01

*Forces of Influence* Fred Ende, Meghan Everette, 2020-02-10 The authors introduce four forces or levels of influence that educators can use to leverage relationships to support one another's practice and effect positive change

*Teacher Influence, Pupil Attitudes, and Achievement* Ned A. Flanders, 1965 *Nurturing Teacher Influence* Timothy G. Hoffman, 2003

*The Education of the Greek People and Its Influence on Civilization* Thomas Davidson, 1898

**Students and the Modern Missionary Crusade** Student Volunteer Movement for Foreign Missions. International Convention, 1906

*Journal of Proceedings and Addresses of the ... Annual Meeting* National Educational Association (U.S.). Meeting, 1898

The National Teacher, 1873 A Cyclopedia of Education Paul Monroe, 1913

**The Ohio Teacher**, 1914 *New York School Journal*, 1898 *Wisconsin Journal of Education*, 1872 **Forecast**, 1924

Journal of Proceedings and Addresses of the Annual Meeting National Education Association of the United States, 1909

**The Child and the Book: a Manual of Method, for Sunday School Teachers and Other Religious Instructors. ... Second Thousand** Robert DUNNING (and HASSELL (Joseph)), 1871 *New York Legislative Documents* New York (State). Legislature, 1921

Library Notes Melvil Dewey, 1886

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- Chapter 5: Conclusion

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6. In chapter 5, this book will draw a conclusion about Teaching With Influence. This chapter will summarize the key points that have been discussed throughout the book.

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