

Effects of Instructional Styles of Business English Teachers on Students' Learning Self-efficacy in Selected Universities in Central China: Towards Teaching Enhancement Program

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Abstract: The teacher's instructional style may have great implications on their ways of presenting information, communicating with students, and supervising their subordinates. Very few research has been carried out to analyze the effects of teachers' instructional style preferences on students' self-efficacy in liberal arts education, especially in business English education in China. This paper conducts a survey in three different universities of China by designing questionnaires on the status quo of business English teaching and learning. An interview between teachers and students on instructional styles' effects is also conducted to deepen the study. Based on the SPSS data analysis, it finds out that the most preferred instructional style by business English students are facilitator and delegator styles, which also have positive effects on enhancing students' learning self-efficacy and performance. A teaching enhancement program and model is then recommended and suggested to help improve business English teaching in higher education.

Keywords: Instructional Styles; Self-Efficacy; Learning; Business English; Higher Education

1. INTRODUCTION

Are teachers who possess several instructional skills making a predominant and positive effect on achieving their teaching objectives? Do their instructional styles make them go ahead of their peers in increasing students' learning self-efficacy or motivation? Is a teacher's instructional style a major approach of enhancing students' engagement and focus in learning? Generally speaking, every teacher has his or her own instructional style. With traditional instructional styles evolving with the progress of differentiated instructions, more and more teachers are adjusting their methods and skills in teaching mostly based on their students' learning needs, performance and motivation. An instructor/teacher's instructional style may have great implications on their ways of presenting information, communicating with students, and supervising his/her teaching effects. Previous researches have done much

in finding out the possible relationship between instructional styles and students' enhanced academic performance, especially in such science courses as Maths or medicine (Grasha, 1996; Halliday, 1964; Hallinger & Murphy, 1985; Heimlich & Norland, 2002). However, very few research has been carried out to analyze the effects of teachers' instructional styles in liberal arts education, especially in Business English education in China. Compared with the teaching ways or methods literature in Business English classroom, there is limited educational study focusing on instructional styles, and digging into specific variables like Business English teachers' educational background and teaching experience, which are closely related to students' self-efficacy in learning performances (Jarvis, 2004). Self-efficacy is an individual's judgment and belief in his or her ability to organize and execute actions and achieve goals, and is a person's sense of confidence and ability to perform a behavior (Bandura, 1997). Self-efficacy is not only an individual's prior estimate of self-completion of a task, but also affects his/her psychological functioning in completing the task. Therefore, There is much necessity for us to explore the relationship between instructional styles and students' self-efficacy so as to maximize and also optimize the effectiveness of learning in Business English classroom. This study aims at finding out and analyzing teachers' instructional styles used by Chinese teachers in Business English teaching context, with a special focus on their effects on student academic self-efficacy in the language classroom (Jago, 1982). With the rapid development of economic globalization and trade internationalization, multilateralism in international business and trade has become an inevitable trend in the development of the world economy. As the world's second largest economy, China makes full use of both international and domestic resources and two markets, and plays an important role as an engine for the development of the world economy (Hyman & Rosoff, 1984). All these are inseparable from all kinds of excellent human resources, especially those who have the ability of organization and coordination, basic language knowledge, and practical skills of compound English talents. These talents have become an indispensable resource for China's international business and trade. This is both a good opportunity and a major challenge for Business English teaching in higher education in China during the new era (Lewis & Sheppard, 2006). However, due to the strong practicability and interdisciplinary nature of the business English major, the traditional teaching model in ordinary universities has been unable to meet the requirements of the society for business English talents. Most of the

traditional business English teaching design models are based on the teaching design process model (Mosston, 1992). Although this model is different in the elements of the instructional design process, the design level and the scope of application, it has the four basic elements of “learners, goals, strategies and evaluation” and share the common features of “analysis, design, development, evaluation and revision”, pursuing standards and operable procedures (Bass, 1990). However, with the infinite amount of information brought by the Internet era, our cognitive way of receiving and analyzing data is not what it used to be. The single traditional teaching can no longer meet the needs of business English talents, and cannot meet the rapidly increasing social demand. Judging from the current status quo in Chinese universities, business English teaching basically follows the model of “English + business common sense”, and the classroom teaching model is single, mostly using the traditional one-way classroom model of teacher speaking and students listening (Mugny et al., 2006). Teachers lack the awareness of globalization for a specialized English for business English, fail to place business English learning in a real business scenario, and to teach necessary cultural knowledge in classroom teaching, which results in such teaching drawback as emphasis on language and neglect of ability in teaching, emphasis on business and neglect of culture, and emphasis on introduction and neglect of practice. As Macbeth (MacBeath, 2005) points out, teachers and students do not exist in a vacuum but are influenced by one another’s expectations and behaviors. Teachers’ instructional style provides “vital human connection between the content and the environment and the learners” (Heimlich & Norland, 1994). A deeper understanding of effective instructional practices has the power to generate such environment as conducive to subject specific learning and yield widespread gains in students learning achievement. However, the existing literature, although have investigated instructional styles widely in general education, there is still a lack of research into the construct of Business English instructional styles, which may not fully reflect the true picture of college Business English classrooms in China. Besides, there is also limited literature on possible variables related to Business English instructional styles, such as teachers’ academic background and teaching experience. It is obvious that there is an urgent need to analyze the relationship between students’ self-efficacy in learning and teachers’ instructional styles. This study is focused on the Business English teachers’ instructional styles and their effects on students’ self-efficacy of learning performance in higher education. The scope of this

study addressees the gap in the research concerning instructional styles 'effects on students ' learning in ESP teaching in three Central China's universities: Hunan University of Arts and Science, Hengyang Normal University and International Economics University. It aims to provide information for instructional design and teacher training as to offer China's college Business English teachers valuable and also practical teaching support. The information gained in this study not only benefited the school system by providing population specific information on the relationship between classroom teachers ' instructional styles and students ' academic self-efficacy in the context of EFL teaching, but also provided more insights into professional development needs. Specifically, the insights gained from this study will benefit not only Business English teachers, but those in similar contexts to understand the classroom situations and how they can best support ESP learners ' lifelong learning. The research will first assess the extent of the manifestation of business English teachers ' instructional styles, together with their effects on students ' self-efficacy in learning performance in three central China's universities. This study, therefore, aims to fill a gap in the research literature in the area of Business English or ESP teaching styles at higher education level and to provide information for instructional design and teacher training as to offer China's college Business English teachers valuable and also practical teaching support. The information gained in this study will not only benefit the school system by providing population specific information on the relationship between classroom teachers ' instructional styles and students ' self-efficacy in learning in the context of EFL teaching, but also provide more insights into professional development needs. Specifically, the insights gained from this study will benefit not only Business English teachers, but those in similar contexts to understand the classroom situations and how they can best support ESP learners ' lifelong learning. The research paradigm is reflected in the Fig. 1.

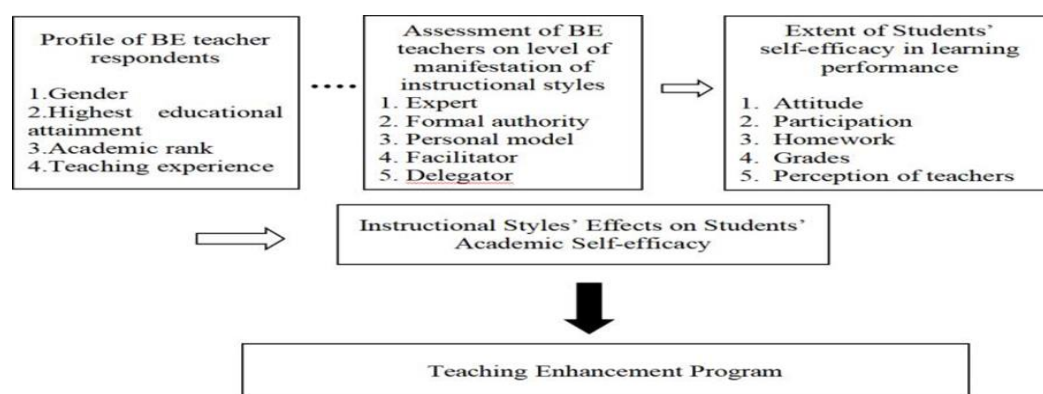


Figure 1: Research Paradigm

As shown in the paradigm above, the researcher will determine the profile of BE teacher respondents in terms of their gender, highest educational attainment, academic rank, and teaching experience. The researcher will also look into the assessment on their level of manifestation of instructional styles in terms of expert, formal authority, personal model, facilitator and delegator. Students are asked about their learning self-efficacy in terms of attitude, participation, homework and grades. An interview was conducted among teachers on what areas in enhancing teaching effects that need to be addressed. Then the results of these analyses will be the basis in creating a teaching enhancement program for business English teachers. Following are the associated research hypotheses: There is no significant difference in the level of manifestation of different instructional styles of teachers in teaching Business English when they are grouped according to profile. There is no significant relationship between instructional styles used by teachers in teaching Business English and students' learning self-efficacy. This paper will begin with related literature review of the topic, followed by explanation of the research methodology in this study, present the questionnaire results and interview findings gathered in this research, and come to final conclusion and recommendations for further research.

2. LITERATURE REVIEW

2.1 Instructional Styles

At present, the research on instructional style has formed a certain theoretical system in China and abroad, and each has its own different research significance. Generally speaking, scholars at home and abroad have their own characteristics and focuses in the research of teachers' instructional styles. Foreign research mainly focuses on the discussion and research of instructional style on the basis of practice, while the research on instructional style in China is more concentrated on the teaching artistry displayed in teacher teaching (Hutchinson, 1987).

2.1.1 Literature Review on Definition of Instructional Style

Defined from the perspective of pedagogy: In the theory of teaching, classroom teaching is a process in which teachers and students work together. It is a process in which teachers' teaching views, methods, and teaching content are combined. Therefore, some scholars regard instructional styles as teachers' teaching ideas, methods and Unique

performance of style. Dunn and Dunn believed that the instructional style of teachers could be broken down into eight aspects (Dunn & Dunn, 1977): teaching design, teaching methods, student grouping, classroom environment layout, teaching organization, evaluation technology, teaching management and educational thinking. The different combinations of these eight educational elements with different levels of individualization on the teacher constituted the teacher's unique instructional style. Blasé & Blasé believed that the instructional style was the unique combination and performance of the effective and consistent teaching viewpoints (Blasé & Blasé, 1998), teaching skills and teaching modes gradually formed by teachers in the long-term teaching practice, and was a sign of the stable state of the individualized teaching art. Bingham & Conner believed that the instructional style was formed by teachers in long-term teaching practice (Bingham & Conner, 2010), and the teachers' teaching personality and aesthetic style are stably and comprehensively reflected in their teaching ideas, teaching methods, teaching techniques, and teaching forms. From the above concepts, it can be seen that no matter from which perspective the instructional style is defined, the following three points are agreed: First, the instructional style is formed and developed in the teaching practice, and it generally takes a long time to form and develop into a mature state and is relatively stable; Second, the instructional style is unique and closely related to and also the embodiment of the teacher's personality; Third, the instructional style has its external manifestations, that is, certain teaching methods and skills.

2.1.2 Literature Review on Classification of the Instructional Style

Activity-centered classification: For example, the first foreign instructional style researchers Henson and Borthwick divided instructional styles into six forms (Henson & Borthwick, 1984): task-centered type (the focus of teaching was structured textbook activities), cooperation-centered type (teaching was focused on organizing students to participate in deciding how to learn), student-centered (the teacher's focus was on designing various learning activities and asking students to choose the activities most suitable for them), content-centered type (the teacher considered the content of the textbook rather than the students), learning-centered type (the teacher focused on the students' true understanding of the learning content), and emotion-centered type (the focus of teaching was to mobilize students' emotions). Chinese scholars such as Behar-Horenstein et al. divided the instructional styles into enlightening, exploratory, guiding,

cooperative, suggestive, performance, infectious and comprehensive ones (Behar-Horenstein et al., 2006). Broudy, divided instructional styles into single type and comprehensive type (Broudy, 1984). The single type included the rational and emotional type, the performance type and the director type, the solemn and elegant type, the harmonious and interesting type, the rigorous type and the chic type, the majestic type and the beautiful type, the charming type and the bright and smooth type. The comprehensive type was the fusion of two or more styles, such as the blending of emotion and reason, the harmony between the elegance and the common, the combination of rigidity and softness. Classification centered on psychological quality: currently, the most widely used are the seven instructional styles classified by American psychologist Stern-berg from a cognitive perspective: One is the legislative type: teachers are good at creating and proposing rules, and teach in their own way, encouraging students to solve problems creatively. The second is the radical type: teachers like changing teaching tasks and are good at teaching beyond existing rules and procedures. The third is the judgment type: teachers are good at evaluating and analyzing tasks, and like to judge and evaluate facts, procedures and rules. The fourth is holistic: teachers like to face overall and abstract problems, and prefer holistic and conceptual teaching tasks. Fifth is the implementation type: teachers like to solve problems according to established procedures and rules, and are willing to teach according to the prepared teaching plan. Sixth is conservative: teachers are accustomed to familiar teaching tasks, teaching situations and traditional teaching methods. Seventh is the partial type: Teachers can think deeply when working, and like detailed and specific teaching tasks. Stern berg proved through experiments that the first four instructional styles were more effective, complex and popular with students, while the latter three were relatively simple, inefficient and unpopular with students. He believed that styles were multi-dimensional, and there was only a question of adaptability, no issue of being good or bad . A person can have multiple styles. Bryman further proceeded from the two dimensions of cognition and emotion, dividing teachers ' instructional styles into four types (Bryman, 2016): humorous and active, caring and sharing, rigorous and logical, and innovative and exploratory. They researched 720 students from 6 middle schools in Shanghai, Jiangsu and Nan-tong of China, which proved that this classification had certain reliability and validity. Classification based on the language characteristics of teachers ' classroom teaching: For example, Gong Gay et al. divided the instructional style of

teachers into (Gay et al., 2006): One was intensive and concise type: teachers have strong language logic, good at citing classics and analyzing knowledge. The second was the simple and natural type: the teacher's language is simple and unpretentious, guided by meticulous details, and good at leading. The third is the emotional type: the teacher's language was impassioned, which can easily arouse strong teacher-student resonance. The fourth was humorous and vivid: teachers used language to be humorous and vivid, and there was a strong affinity between teachers and students. The fifth was the witty and speculative type: teachers were good at using various teaching methods, and their explanations, demonstrations and analyses were full of wit and clear thinking. Based on the information exchange activities of teachers and students in classroom teaching, Cooper & Travers classified the classroom instructional styles into five types (Cooper & Travers, 2012): rational, emotional, natural, humorous and skillful. Creswell & Clark and others proposed that according to the main characteristics of different teachers' classroom teaching (Creswell & Clark, 2017), college teachers' instructional styles could be divided into passionate, rational and wise, simple and natural, smart and skillful, and humorous and vivid types. It can be seen from the above classification that there are many researches on the classification of instructional styles, but fewer researches have touched on the measurement of instructional styles, and the Sternberg's style measurement scale is currently used more. However, there are cultural differences in the translation process of the scale, so there are adaptability problems. In addition, compared with universities, middle schools and elementary schools have different instructional styles due to different teaching tasks and assessment requirements, so the same scale is not accurate enough. Therefore, it is more important to design an instructional style that is clear, specific and suitable for Chinese culture and grade characteristics.

2.2 Students' Learning

There are different opinions on the concept of learning by experts in pedagogy and educational psychology in China and in the West. Western learning thoughts and theories are rich in content and have a complete system. Behavioral learning theory emphasizes the study of explicit behaviors, believing that learning is a reaction produced by an individual under certain conditions (stimulus situations that cause reactions). Different from the behaviorist view of mechanical learning, the social learning genre affirms people's subjective initiative in the learning process,

and believes that individual social responses are mainly learned by observing and imitating the behavior of others. Bruner, a representative of the cognitive learning theory, believed that student learning was process in which students actively explored and solved problems under the guidance of teachers. The constructive learning view believes that How much knowledge a student acquired depended on the learner's ability to construct the meaning of the knowledge based on their own experience. Moreover, Although teacher-student interaction is necessary in the learning process, Bruner (Bruner, 1985) and Brown (Brown, 2003) determined that if the teacher was not aware of the student's view of the teacher's behavior, the teacher's behavior may also become an obstacle in the learning process. China's research on learning can be said to have a long history. In the Song Dynasty, Zhu Xi, a famous scholar, once argued that learning was to learn for oneself, and had nothing to do with other people's affairs. Chinese contemporary scholar Carpenter Jr & Buchanan, believed that human learning referred to the process of consciously and proactively mastering the experience of society and individuals in the practice of social life (Carpenter Jr & Buchanan, 2002), using language as an intermediary. Education expert Cooper (Cooper, 2001) considered that learning was the process by which the learner's self-cognition structure changed as people interacted with the surrounding environment or solved some problems. It can be seen that Chinese education research experts and scholars generally insist on students' subjective status and the exertion of subjective initiative in the learning process, and believe that learning is a process for learners to give full play to their subjective initiative to achieve their own development under certain environmental influences. Based on the definition and research of the above education experts and scholars on the concept of learning, it is not difficult to find that the main body of learning is people in the society, and in schools, it mainly refers to students; the conditions of learning are both subjective and objective. The subjective conditions are the learners' subjective world and the display of their initiative, and the objective ones are the material conditions possessed by the learners and the learning context in which they are located, including the learning material environment and the learning ideological and cultural atmosphere. The object of learning is the influence that is used to achieve the goal in the learning process, and the occurrence of learning is a process of reaction and change. Therefore, student learning can be defined as a process in which students acquire knowledge and skills in a purposeful, planned, organized, systematic, and proactive manner in a certain context,

under the guidance of teachers, to improve their self-cultivation, and to achieve their all-round development.

3. RESEARCH METHODOLOGY

In order to thoroughly assess the instructional style preferences of Business English teachers and their effects on students' learning self-efficacy, the purposive sampling technique is adopted. This research involves a purposive sample of university students and teacher volunteers from Business English Department. The participants of the quantitative research are fifty (50) teachers and two hundred (200) sophomore students in the three universities: Hunan University of Arts and Science, Hengyang Normal University and Hunan International Economics University. The participating teachers are from different educational backgrounds and have different teaching experience. The participants involved in the qualitative research are five teachers with different teaching styles and five students of teachers with different instructional styles. They are randomly selected in each class. They are numbered respectively from T1 to T5 and SI to S5. This study uses the Statistical Package for the Social Sciences (SPSS) Version 26.0 software to analyze and process the data to test the above research hypotheses.

4. RESEARCH RESULTS

4.1 Profile of the Business English Teacher Respondents

The data in Table 1 show that altogether 24 (48%) male and 26 (52%) female are teaching business English course in the investigated universities, which indicates that the business English teaching profession is generally equally distributed in gender. As for highest education attainment, only 5 (10%) of the respondents are of bachelors' degree, and the majority of the respondents: 33 (66%) have earned master's degree. A very significant number 12 (24%) have already finished their doctorate degrees. In general, this data shows that teachers in Business English department give high importance in pursuing higher education. It is also attributed to the policy and standard of China's universities that qualified professional teachers should be at least master's degree holders. It is also underscored that despite the demanding tasks of a teacher coupled with family responsibilities, continuing education is still a priority. Most of the

respondents (32 or 64%) are associate professors, followed by 9 (18%) associate professors, and the professor (9 or 18%). This could be due to the fact that it has been twenty plus years since Business English was officially recognized as a major in China's universities, and teachers who are able to work on this profession are mainly from English majors with higher academic rank. Seven (7) or about 14% of the teacher respondents have been working as a teacher in the field of business English for 1-5 years, twenty (20) or about 40% for 6-10 years, fifteen (15) or about 30% for 11-15 years, and eight (8) or about 16% for more than 15 years. This figure reveals that the majority of the business English teacher respondents from the three targeted universities have been working as a teacher in the department of business English for about 6-10 years. This signifies that the teachers have enough teaching experience to teach business English in universities.

Table 1: Frequency Distribution of Respondents' Profile

	Frequency	Percentage
Gender		
Male	24	48%
Female	26	52%
Highest Education Attainment		
Bachelor's Degree	5	10%
Master's Degree	33	66%
Doctoral Degree	12	24%
Academic Rank		
Instructor	9	18%
Associate Professor	32	64%
Professor	9	18%
Teaching Experience		
1-5 years	7	14%
6-10 years	20	40%
11-15 years	15	30%
More than 15 years	8	16%

4.2 Level of Manifestation of Chinese Business English Teachers' Instructional Styles

Business English teachers' level of manifestation of instructional styles are hereby presented in Table 2. A composite mean value of 3.57 indicates that business English teachers of the three investigated universities manifest all of the five kinds of instructional styles, among which Facilitator style is the most highly manifested. The data are presented visually in the

Fig 2.

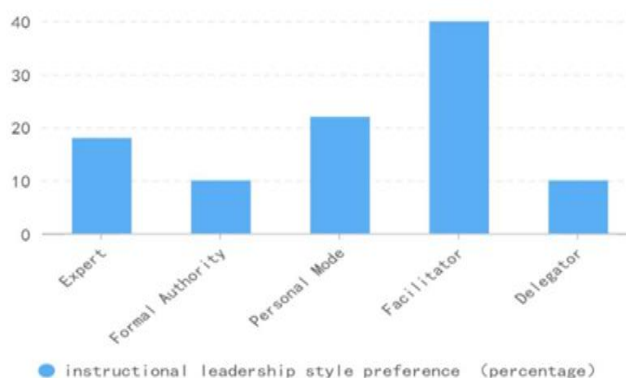
**Figure 2:** Frequency Distribution of Instructional Style Preferences.

Table 2: Business English Teacher Respondents' Self Assessment on their Level of Manifestation of Instructional Styles 4.01-5.00 Strongly Agree (SA); 3.01-4.00 Agree (A); 2.01-3.00 Disagree (D); 1.00 - 2.00 Strongly Disagree (SD).

Instructional Style	Mean	Quantitative Description	Interpretation
Expert	3.55	Agree	Manifested
Formal Authority	3.40	Agree	Manifested
Personal Model	3.67	Agree	Manifested
Facilitator	3.75	Agree	Manifested
Delegator	3.51	Agree	Manifested
Over-all Mean	3.57	Agree	Manifested

To investigate Instructional Style preferences of Chinese business English teachers which is the aim of the second research question, the percentage and frequency of each instructional style were calculated. As the above Table 3 and Fig.2 demonstrate, the highest percentage is related to Facilitator style (40%). Personal Model style (22%) gets the second highest percentage among the other instructional styles. The three other styles have lower percentages as follows: Expert (18%), Formal Authority (10%), and Delegator (10%). It demonstrates that among five kinds of Instructional Styles, Facilitator is the most preferred style adopted by Chinese Business English teachers. Personal Model, expert, delegator and formal authority are the subsequent styles endorsed by them.

Table 3: Descriptive Statistics: Dominant Instructional Style.

Instructional Styles	Frequency	Percentage
Expert	9	18%
Formal Authority	5	10%
Personal Model	11	22%
Facilitator	20	40%
Delegator	5	10%
Total	50	100%

4.3 Extent of Learning Self-efficacy Presented by Students' Majored in Business English

The student ' learning performance ' extent in business English is presented in Table 4. It shows that among all the five components of business English student respondents ' learning, the mean score of Grades is the highest, which is 3.42. The mean scores of Homework is 3.38, which is the second highest and just a bit lower than that the first. Among all the components, the mean score of their Attitude is the lowest which is 3.20. Five components of business English students ' perception of learning performance are all relatively strong with the mean score above 3.0. Therefore, the Overall descriptive statistics of business English students ' perception of learning indicates that students ' learning in the three universities reaches a high level with the mean score of five components 3.31. The results indicate that students are generally satisfied with their current learning with respect to their attitude towards learning, participation in class, homework completion and feedback, graded given by teachers, and ways teachers adopt in teaching. From their own perspective, they basically have developed good attitude for their major, participated well in their classes, been able to finish homework without much difficulty, been acceptable with grades of the tests, and adjusted to their teachers ' instructional styles.

Table 4: An Overall Description: Business English Student Respondents' Learning Performance.

Scales	Mean	Quantitative Description	Interpretation
Attitude	3.20	Agree	High Level
Participation	3.22	Agree	High Level
Homework	3.38	Agree	High Level
Grades	3.42	Agree	High Level
Perception of Teachers	3.31	Agree	High Level
Composite Mean	3.31	Agree	High Level

4.4 Differences in the Assessment of Business English Teacher Respondents on the Level of Manifestation of their Instructional Styles when they are Grouped According to Profile 326

4.4.1 On Gender

In order to investigate the differences between respondents of different genders and each style, this time independent sample t-test was used and the results of the analysis are shown in Table 5, the sig values are less than the standardized alpha coefficient 0.05 in terms of style 1/2/3/5 and overall, and there are significant differences between respondents of

different genders, and comparing the mean values shows that women are greater than men in each style dimension.

Table 5: Differences in the Assessment of Business English Teacher Respondents on the Level of Manifestation of Instructional Style when they are Grouped According to Gender

Style	Gender	Mean	SD	T	Sig	Decision on Ho	Interpretation
1.Expert	Male	3.10	1.04	-3.26	.00	Rejected	Significant
	Female	3.96	.83				
2.Formal Authority	Male	3.03	1.05	-2.67	.01	Rejected	Significant
	Female	3.74	.83				
3.Personal Model	Male	3.37	1.12	-2.08	.04	Rejected	Significant
	Female	3.95	.82				
4.Facilitator	Male	3.45	1.18	-1.95	.06	Accepted	Not Significant
	Female	4.02	.86				
5.Delegator	Male	3.13	1.03	-2.78	.01	Rejected	Significant
	Female	3.86	.81				
Over- all	Male	3.21	1.07	-2.57	.01	Rejected	Significant
	Female	3.91	.82				

4.4.2 On Highest Education Attainment

In order to investigate the variability between different teachers' highest education attainment and each style, the results of the analysis are shown in Table 6, where the sig values for style 1/2/5 and overall style are less than the standardized alpha coefficient of 0.05, and there are significant differences in instructional styles in terms of different teachers' highest education attainment.

Table 6: (a) Differences in the Assessment of Business English Teacher Respondents on the Level of Manifestation of Instructional Style when they are Grouped According to Highest Education Attainment

Style	Highest Education	Mean	SD	F	Sig	Decision on Ho	Interpretation
1.Expert	Bachelor's degree	3.38	.95	3.66	.03	Rejected	Significant
	Master's degree	3.33	.95				
	Doctoral degree	4.21	1.03				
2.Formal Authority	Bachelor's degree	3.20	.79	4.82	.01	Rejected	Significant
	Master's degree	3.16	.90				
	Doctoral degree	4.13	1.06				

Table 6: (b) Differences in the Assessment of Business English Teacher Respondents on the Level of Manifestation of Instructional Style when they are Grouped According to Highest Education Attainment

Style	Highest Education	Mean	SD	F	Sig	Decision on Ho	Interpretation
3.Personal Model	Bachelor's degree	3.53	.87	2.65	.08	Accepted	Not significant
	Master's degree	3.49	.96				
	Doctoral degree	4.24	1.07				
4.Facilitator	Bachelor's degree	3.60	.93	3.18	.05	Accepted	Not significant
	Master's degree	3.53	.99				
	Doctoral degree	4.39	1.09				
5.Delegator	Bachelor's degree	3.28	.82	3.30	.05	Accepted	Not significant
	Master's degree	3.32	.93				
	Doctoral degree	4.11	1.01				
Over- all	Bachelor's degree	3.40	.86	3.55	.04	Rejected	Significant
	Master's degree	3.37	.93				
	Doctoral degree	4.21	1.05				

4.4.3 On Academic Rank

Similarly, in order to investigate the variability between different academic rank and each style, the results of the analysis are shown in Table 7, where the sig values in style 3/4/5 and overall are less than the standardized alpha coefficient of 0.05, and there are significant differences in instructional styles according to different academic rank.

Table 7: (a) Differences in the Assessment of Business English Teacher Respondents on the Level of Manifestation of Instructional Style when they are Grouped According to Academic Rank

Style	Academic Rank	Mean	SD	F	Sig	Decision on Ho	Interpretation
1.Expert	Instructor	2.85	1.59	2.90	.07	Accepted	Not significant
	Associate professor	3.74	.74				
	Professor	3.56	1.02				

Table 7: (b) Differences in the Assessment of Business English Teacher Respondents on the Level of Manifestation of Instructional Style when they are Grouped According to Academic Rank

Style	Academic Rank	Mean	SD	F	Sig	Decision on Ho	Interpretation
2. Formal Authority	Instructor	2.72	1.46	2.78	.07	Accepted	Not significant
	Associate professor	3.58	.77				
	Professor	3.42	1.02				
3. Personal Model	Instructor	2.86	1.58	4.25	.02	Rejected	Significant
	Associate professor	3.91	.68				
	Professor	3.65	1.02				
4. Facilitator	Instructor	2.94	1.66	3.71	.03	Rejected	Significant
	Associate professor	3.97	.72				
	Professor	3.74	1.06				
5. Delegator	Instructor	2.71	1.44	4.28	.02	Rejected	Significant
	Associate professor	3.73	.70				
	Professor	3.53	1.01				
Over- all	Instructor	2.82	1.54	3.63	.03	Rejected	Significant
	Associate professor	3.79	.71				
	Professor	3.58	1.01				

4.4.4 On Teaching Experience

To investigate the variability between respondents with different teaching experience and each style, this one-way ANOVA was used. The results of the analysis are shown in Table 8, in styles 1/4/5, the sig values are less than the standardized alpha coefficient of 0.05, and there are significant differences between respondents with different teaching experience. According to the trend of data distribution, it is clear that the longer the teaching experience, the higher the mean score of each style.

Table 8: (a) Differences in the Assessment of Business English Teacher Respondents on the Level of Manifestation of Instructional Style when they are Grouped According to Teaching Experience

Style	Teaching Experience	Mean	SD	F	Sig	Decision on H0	Interpretation
1. Expert	1-5 years	2.80	1.58	3.02	.04	Rejected	Significant
	6-10 years	3.63	.44				
	11-15 years	4.00	.83				
	More than 15 years	3.14	1.44				

Table 8: (b) Differences in the Assessment of Business English Teacher Respondents on the Level of Manifestation of Instructional Style when they are Grouped According to Teaching Experience

Style	Teaching Experience	Mean	SD	F	Sig	Decision on H0	Interpretation
2. Formal Authority	1-5 years	2.71	1.62	2.50	.07	Accepted	Not Significant
	6-10 years	3.44	.28				
	11-15 years	3.83	.78				
	More than 15 years	3.08	1.53				
3. Personal Model	1-5 years	2.98	1.68	2.10	.11	Accepted	Not Significant
	6-10 years	3.84	.15				
	11-15 years	3.95	.82				
	More than 15 years	3.33	1.57				
4. Facilitator	1-5 years	2.91	1.65	3.37	.03	Rejected	Significant
	6-10 years	4.00	.15				
	11-15 years	4.07	.88				
	More than 15 years	3.23	1.56				
5. Delegator	1-5 years	2.77	1.55	2.97	.04	Rejected	Significant
	6-10 years	3.68	.31				
	11-15 years	3.85	.78				
	More than 15 years	3.08	1.46				
Over-all	1-5 years	2.84	1.61	2.76	.05	Accepted	Not Significant
	6-10 years	3.72	.24				
	11-15 years	3.94	0.81				
	More than 15 years	3.17	1.51				

4.5 Relationship Between the Business English Teacher Respondents' Instructional Styles and Students' Learning Self-efficacy

Pearson product-moment correlation formula was conducted to find out possible relationship between Chinese Business English teachers' instructional styles and students' learning self-efficacy. In Table 9, the over-all computed r value is 0.688 with a significance value of 0.000 which is less than 0.05 level of significance, hence, the null hypothesis is rejected which indicates that the over-all level of manifestation of instructional style of business English teachers are significantly correlated with students' learning self-efficacy. This indicates that whether expert, formal authority, personal model, facilitator or delegator instructional style is manifested by teachers, they will have influences on students' learning self-efficacy shown in the aspects of attitude, participation, homework, grades and their perception of teachers. Such result is basically consistent with previous

research that teachers' way of teaching have directly or indirectly affected students' presentation of self-efficacy.

Table 9: Correlation Between Chinese Business English Teacher Respondents' Instructional Style and Students' Learning Self-efficacy. Correlation is significant at the 0.01 level (2-tailed).

		Over-all Learning Components	Attitude	Participation	Homework	Grades	Perception of Teachers
Expert	Pearson Correlation	.739**	.723**	.690**	.737**	.823**	.762**
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000
Formal Authority	Pearson Correlation	.691**	.678**	.641**	.688**	.810**	.716**
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000
Personal Model	Pearson Correlation	.618**	.599**	.569**	.616**	.727**	.645**
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000
Facilitator	Pearson Correlation	.637**	.616**	.580**	.643**	.726**	.662**
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000
Delegator	Pearson Correlation	.723**	.707**	.676**	.720**	.812**	.746**
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000
Over-all Level of Manifestation	Pearson Correlation	.688**	.671**	.637**	.687**	.787**	.713**
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000

4.6 BE Teachers' Instructional Styles and Their Motivations on Students' Self-efficacy based on Findings in Interviews

The face to face interviews have been conducted among five business English teachers with five different style as each one's major adopted style and five students based on the analysis of business English teachers' teaching styles questionnaire to represent teacher's preference of instructional styles' influence on their learning. These open-ended questions were asked to explore two points: (1) To see if business English teachers are aware of their own instructional style and their opinions on the influence of their own style on students' self-efficacy;

(2) To get the detailed information about student respondents' preferences on their teachers' instructional style and how these styles motivated their learning in business English. The results in the interviews demonstrated that among the five instructional styles, facilitator and delegator were the most preferred ones by business English students. Personal model, expert, and formal authority were the subsequent styles. There are some differences compared with the results found in the quantitative research, which are made only among teacher respondents. Actually, facilitator teachers are more engaged in providing a learning environment which is conducive to learning and promoting the highest levels of motivation. They help students make necessary decisions to achieve their goals. They focused on students and their learning. Their overall goal is to help students develop independent action, initiative, and responsibility (Herrera et al., 2021). The teacher with delegator style is also concerned with developing the students' confidence and independent learning. Consequently, business English teachers' instructional styles should be developed to implement a communicative teaching program. Because instructional styles have great impact on students' motivation and their achievement in the subject. All in all, this development might gradually change Chinese business English teachers' attitude toward their instructional styles during the recent years.

5. DISCUSSION

Based on the above findings, the following conclusions are drawn: 1) The business English teacher respondents are equally distributed in gender. Majority of them have gained master's degree, been associate professors, and worked for more than six years. 2) Business English teachers assessed themselves as manifesting instructional styles in expert, formal authority, personal model, facilitator and delegator; 3) The learning performances of students, majored in business English, in the aspects of attitude, participation, homework, grades and perception of teachers came to a high level; 4) Business English teachers' level of manifestation for instructional styles differ when they are grouped according to gender, highest academic attainment, academic rank, and teaching experience; 5) Teachers' level of manifestation of instructional styles is related to students' academic self-efficacy in business English program; 6) Based on the interview classified into five categories, the most preferred instructional

style by business English students were facilitator and delegator styles, which also had positive motivation on improving students' self-efficacy of learning performance. The following recommendations are hereby offered: 1) There is a need for teachers to be aware that recognizing one's instructional style in business English teaching is the prerequisite and basis for successful teaching; 2) Teachers should be encouraged to explore and view effective instructional styles preferred by students and their colleagues and find more flexible ways to entice students challenge themselves to improve their self-efficacy in learning; 3) Teachers need to have a clear understanding of what students need and what is appropriate for them when conducting instructional activities. It is important to use the positive effects of instructional style in teaching practice while reducing the negative effects on students' learning; 4) Teachers should be encouraged to pursue/finish higher education and academic rank, likewise they should be motivated to conduct research studies, particularly along their area of specialization; 5) It is necessary to design a balanced business English curriculum and assessment system to dynamically evaluate students' learning performances based on teachers' instructional styles. Therefore, it will be much more convenient and easier for teachers to adjust their instructional styles toward positive directions; 6) The researcher would also like to recommend to these three universities to create a sustainable teaching enhancement program in Table 10 to develop BE teachers' teaching practice, thus improving students' academic self-efficacy. Lastly, it is also recommended that an Index Framework for International Business English Talent Cultivation should be integrated into BE teaching (Fig. 3).

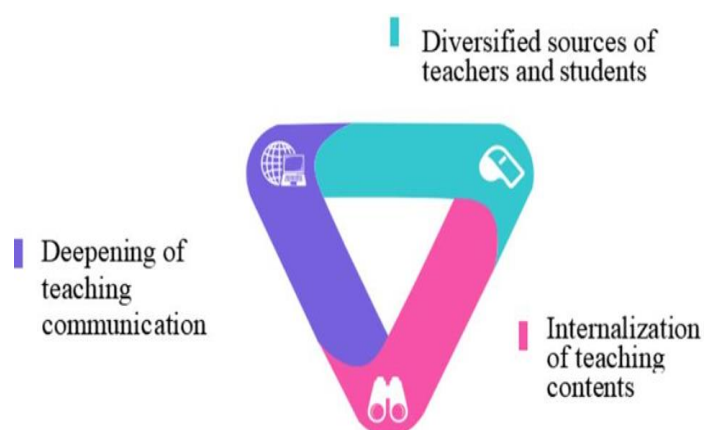


Figure 3: An Index Framework for International Business English Talent Cultivation.

Table 10: (a) Teaching Enhancement Program

Focus of the Program	Proposed Policy/ Program	Objectives	Activities/ Strategies	Person Involved/ Responsible	Expected Output
Improvement of Teacher Professionalism	Interaction and sharing of expertise through training, workshop, seminars and visits.	<p>To focus on the change of teaching philosophy, and practice the “student-centered” teaching concept;</p> <p>To provide teachers with opportunities to further their study and deepen their research;</p> <p>To equip and update teachers with new and better pedagogical methods both online and offline; To develop both school leaders’ and teachers’ ability of presenting leadership in management and teaching practices.</p>	<p>Conducting a workshop and training program: Professional Development Program on Innovation of Multi-Modal Teaching</p> <p>Supporting Teachers’ Further Study: Continuing Professional Development Program</p> <p>Seminars and training on Instructional Leadership: Developing Leadership in Universities</p>	School Leaders/ administrators and Teachers	100% Participation of teachers and school leaders
Incentive, Assessment and Feedback for Teaching	Building a multi-modal system to provide sustainable and stable appraisals and feedback for teachers.	To present the Overall assessment of the school’s operation and administration in teaching practices;	Organizing a webinar: Teaching Implementation Plan Review and Assessment	School administrator and school heads. Teachers / faculty, students	100% Participation of school leaders, administrators teachers and students.

Table 10: (b) Teaching Enhancement Program

Focus of the Program	Proposed Policy/ Program	Objectives	Activities/ Strategies	Person Involved/ Responsible	Expected Output
Optimizing Teaching Platforms	Smart Teaching Technology Training for teachers	To collect, update and analyze appraisal from teachers, students and administrators ;	Lectures themed on: Teaching Feedback and Effects	School administrators, teachers and students	100% participation of school administrators, Teachers and students
		To reflect feedback from all sectors of teaching; To establish flexible incentive plans on teaching approaches.	Organizing a training : Incentive System in Teaching		
		To provide the latest and Comprehensive teaching resources with smart platforms to teachers;	Conducting a training for teachers and school administrators:		
		To integrate advance teaching contents and Curriculum during the teaching-learning process;	Utilizing smart teaching platform		
		To raise the operational skills of students, teachers and school administrators on smart platforms; To support schools' role in aiding teachers' mastery of information technology.	Personalized training for enhancing teachers' and students' technology skills:		
		To provide better teaching and learning environment, enhancing teaching and learning effects	Personalized Project on Information Technology		

Table 10: (c) Teaching Enhancement Program

Focus of the Program	Proposed Policy/ Program	Objectives	Activities/ Strategies	Person Involved/ Responsible	Expected Output
Cooperation of School and Enterprises	Practical measures and policies to protect teacher and students' safety and interests	To establish a new and front-line teaching and learning environment for both teachers and students; To provide opportunities for teachers and students to enhance their practical skills; To equip students with comprehensive and useful techniques;	Establish a training base for cooperation between schools and enterprises: Connecting Teaching and Practice	Administrators, teachers, enterprise staff.	100% Participation of the teachers and students
Research and Development	Academic Research Supporting Programs	To develop diversified teaching methods based on students' needs; To aid academic research on the most suitable instructional style; To flexibly make use of the research in teaching process.	Conducting a collaborative research program: Research and Development for Teaching Enhancement	Teachers and school administrators	Most preferable and effective instructional approaches will be put into use for BE teachers and students

The key to better cultivation of international business English talents' self-efficacy is that it is student education-oriented, throughout the internationalization of teachers at all levels of education, international business course teaching, exchange study abroad and other programs, emphasizing the internal enhancement of students' awareness and tolerance of diversified cultures and business knowledge, and external strengthening of international cooperation to improve students' business practice and language use ability, so as to improve the level of universities' cultivation of business English talents and achieve the ultimate goal of educating.

6. CONCLUSION

This research sheds new light on BE teachers' instructional style preferences and their motivation on students' self-efficacy in learning by investigating both instructional styles and learning performance in ESP classrooms at college level in China. However, there are a number of limitations in this study which may affect the generalization of the research findings. One limitation of this study is that the sample is limited to three Central China's universities. Secondly, only sophomore students majored in Business English data are used for students' learning. Thirdly, this study does not encompass all teachers teaching Business English within a university. Drawing on the implications and limitations of the study, it is suggested that an integrated approach be adopted to further explore the nature of instructional styles and self-efficacy in learning, together with the relationship between them in ESP classrooms. Apart from questionnaires and interviews, future research should seek for different research methods to explore such topics in-depth.

6.1 Conflict of Interest

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

6.2 Author Contributions

Conceptualization, N.B.; methodology, N.B.; software, N.B.; validation, N.B.; formal analysis, N.B.; investigation, N.B.; resources, N.B.; data curation, N.B.; writing—original draft preparation, N.B.; writing—review and editing, N.B.; visualization, N.B.; supervision, N.B.; project administration, N.B.; funding acquisition, N.B.. All authors have read and agreed to the published version of the manuscript.

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