

Research on the Impact of Teachers' Teaching Strategies on Learning Satisfaction— Taking Communication Style as the Intermediary Variable

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Abstract

This study explores the impact of teachers' teaching strategies on learning satisfaction, and examines the intermediary role of communication style. The study uses a systematic literature review method to integrate findings from a wide range of peer review sources to determine key trends and insights. The research divides teachers' teaching strategies into direct, indirect, Independent, Experimental and Interactive. Different teaching strategies are applicable to different teaching contents and scenarios. Communication style plays an important role in improving learning satisfaction. Research divides communication styles into aggressive, passive, passive-aggressive, manipulative, assertive styles. This study reveals the mechanism by which teaching strategies affect learning satisfaction through communication style, and provides a theoretical basis for teachers to improve teaching. It is recommended that teachers pay attention to the rational use of different teaching strategies in the teaching process, and cultivate a positive communication style to improve students' learning experience and satisfaction.

Keywords: Teaching Strategy, Learning Satisfaction, Communication Style, Systematic Literature Review

Brief Introduction

In the field of education, the relationship between teachers' teaching strategies and learning satisfaction has always been the focus of research. The traditional view is that excellent teaching strategies directly bring high learning satisfaction, but this linear thinking ignores a key factor in the teaching process: communication style. As an intermediary variable, communication style plays a bridge role between teachers' teaching strategies and learning satisfaction, and affects the final teaching effect. This article will discuss the intermediary role of communication style between teachers' teaching strategies and learning satisfaction through citations from Chinese and foreign literature.

Related Work

Teaching Strategy and its Implement the Dilemma

Teacher teaching strategy refers to a series of planned and step-by-step teaching behaviors and methods adopted by teachers in the teaching process to achieve their teaching goals. Effective teaching strategies can stimulate students' interest in learning and improve learning efficiency. Improving learning satisfaction can also improve the quality of teaching. In recent years, the research has shown two major trends: firstly, the strategy classification system is constantly refined. For example, Hattie (2012)'s visible learning framework divides teaching strategies into 35 types with significant differences in effect; secondly, the situational study of strategic applicability has emerged. Tomlinson (2017) proposed that the selection matrix of teaching strategies should consider the three dimensions of discipline characteristics, students' cognitive style and classroom ecology at the same time.

This article divides teachers' teaching strategies into direct, indirect, Independent, Experimental and Interactive.

The direct teaching strategy emphasizes the direct explanation of teachers and repeated exercises of students, which is suitable for teaching students basic knowledge and basic skills, or students preparing for examination and reviewing. The direct teaching strategy was proposed by American educational psychologist Barak Rosenshine. The theoretical basis can be traced back to behavioral learning theory (such as B.F. Skinner's reinforcement theory) and cognitive teaching theory. Emphasize teacher leadership and systematically transfer knowledge and skills through clear explanations, demonstrations, step-by-step exercises and instant feedback. Rosenshine proposed a "seven-step method of direct teaching", including reviewing old knowledge, clarifying goals, explaining new knowledge, demonstration examples, guiding exercises, independent exercises, and evaluation feedback. The direct teaching method is suitable for the teaching of basic skills (such as reading, calculation) and factual knowledge, paying attention to efficiency and accuracy. For example, for the public basic courses of some vocational colleges, it is better to teach directly because they need to be taught in large classes.

Indirect teaching strategies emphasize students' active participation and exploration. Teachers often play the role of guides and facilitators. When encounter some deep-seated problems in learning, students need to explore independently and cooperate with their own and give full play to their subjective imagination, it is better to use indirect teaching strategies. Representative scholars include the advocate of "doing middle school" and the American philosopher John Dewey. Discover the proposer of learning theory, American psychologist Jerome Bruner. The founder of cognitive development theory, Swiss psychologist Jean Piaget.

The independent teaching strategy was proposed by American educational psychologist David H. Schunk focuses on self-efficacy and self-learning research. Malcolm Knowles, an adult education theorist, proposed "Self-Directed Learning". Barry J. Zimmerman is an independent learning model researcher. He believes that independent teaching strategies are more suitable for some students with strong self-discipline and learning initiative, especially in differentiated teaching scenarios. Indeed, the independent teaching strategy emphasizes students' initiative in setting goals, planning learning, their own learning process, monitoring progress and evaluating results.

Kolb, an American social psychologist, is the founder of experiential learning theory. He puts forward the four-stage experience learning cycle of "specific experience → reflection observation → abstract conceptualization → active practice", emphasizing the acquisition of knowledge through hands-on experience. The experiential learning strategy emphasizes that learning takes place in real or simulated situations, and students deepen their understanding through interaction and reflection, such as field investigation, role-playing and case analysis. Pay attention to the role of emotional experience in learning in promoting knowledge construction. The experiential teaching strategy emphasizes "doing middle school" and is very common in vocational colleges. Students have mastered skills by simulating the real practice environment and participating in volunteer services to solve practical social problems.

The representative of the interactive teaching strategy is the American education researcher Annemarie S. Palincsar & Ann L. Brown, who proposed the reciprocal teaching method in 1984. The four steps of "prediction, questioning, summarizing and clarifying" in reciprocal teaching strengthen the interaction between teachers and students, and the collaboration and reflection in group interaction, such as Jigsaw Technique and role-playing, promote cooperative learning. Interactive teaching strategies have become more and more widely used, aiming to promote learning through active participation and communication, which has obvious effects on cultivating students' learning motivation, helping students understand complex teaching content, and improving learning satisfaction.

However, In the current classroom teaching, teachers often face the dilemma that teaching strategies are difficult to implement effectively. For example: Elaborately designed teaching content may lose its attractiveness due to improper expression; innovative teaching methods may be difficult to achieve the expected effect due to poor communication. The root of these problems is that they ignore the important role of communication style in the teaching process.

There is a complex interaction between teaching strategy and learning satisfaction. Relying solely on the improvement of teaching strategies, it is difficult to ensure the improvement of learning satisfaction. Research shows that the same teaching strategy implemented by teachers with different communication styles will produce completely different teaching effects. Just like Zhang Hua (2020) in "Education Research points out: "The effectiveness of teaching strategies largely depends on teachers' communication skills, and a good communication style can significantly improve students' learning experience."

The lack of communication style will greatly reduce the effect of teaching strategies. Teachers may have mastered advanced teaching concepts and methods, but if they cannot be conveyed in a way that is easy for students to accept, the value of these strategies will not be fully reflected. Nunan (1999) emphasized in his research: "Teachers' communication style is a key variable between teaching strategies and students' acceptance, which directly affects the teaching effect."

The Intermediary Role of Communication Style

Communication style is the key intermediary for the transformation of teaching strategies into learning effects. It affects the efficiency of knowledge transmission, the creation of classroom atmosphere and the quality of teacher-student mutual quality. A good

communication style can maximize the effectiveness of teaching strategies and improve students' learning experience.

Different types of communication styles have different effects on the teaching effect. This article divides communication styles into aggressive, passive, passive-aggressive, manipulative, assertive styles.

Representative scholars of Aggressive communication style are George Bach & Herbert Goldberg (1974), who believe that in The Intimate Enemy Offensive communication is the behavior of individuals to cover up their own insecurity by directly belittling and blaming others. Virginia Satir (1967)'s theory of family therapy classifies "blamer" as "blamer", which is manifested as maintaining self-worth by attacking others. Aggressive Communication Style is a self-centered way of communication that ignores the feelings and needs of others. It is usually expressed as strong, controlling, accusing and aggressive language. Long-term use will cause students to be anxious, have low self-esteem, and inhibit creative thinking. Although this communication style is not conducive to building positive interpersonal relationships in most cases, it may also play a certain role in some teaching scenarios that require quick completion of tasks, such as strengthening discipline in the short term.

Virginia Satir (1967), a representative scholar of Passive Communication Style, classified "Placater" as an excessive compromise to avoid conflicts. Robert Bolton (1979) pointed out in People Skills that passive communicators often express their needs through silence and avoidance, which leads to self-depression. Passive Communication Style is a other-centered communication method that ignores one's own feelings and needs. It is usually manifested as retreat, obedience, compromise and conflict avoidance. Although this communication style can avoid conflicts in some cases, in actual teaching, it is not conducive to giving full play to the guiding role of teachers and improving students' learning ability.

Representative scholars of Passive-Aggressive Communication Style: George Bach & Herbert Goldberg (1974) They in The Intimate En For the first time in emy, passive aggression is defined as "hidden hostility", such as procrastination and irony.

Paul Watzlawick (1967) pointed out in Pragmatics of Human Communication that passive attacks create communication contradictions through "Double Bind". Passive-Aggressive Communication Style is a way of communication that is obey obedient on the surface, but is actually full of hostility and resistance. It usually manifests as an indirect expression of anger, negative resistance, secret destruction, etc. This communication style is neither healthy nor effective. It will damage the relationship between teachers and students, reduce teaching efficiency, and may trigger students' imitation, which is not conducive to improving learning satisfaction, so it is rarely used in teaching.

Manipulative Communication Style is a communication method for the purpose of controlling and using others, which is usually manifested as deception, inducement, guilt-tripping, gaslighti Ng, etc., is an immoral and unhealthy way. The impact of this communication style on education is: impairing students' autonomy, triggering dependence or resistance, and destroying learning motivation. Therefore, it is rarely used in teaching.

Assertive Communication style originated from rational emotional behavior therapy (Albert Ellis, 1955) and humanistic psychology (Carl Rogers, 1951). Representative scholars include Robert Bolton (1979), who proposed the "Behavior-Feeling-Impact" in People Skills, emphasizing respect for others while expressing needs. Virginia Satir (1967) classified "leveler" as this category, advocating that self, others and situations are taken into account in communication. This communication style is based on self-worth and empathy, and pursues win-win solutions. The impact on education can be to improve students' participation, promote critical thinking, and enhance the trust between teachers and students. Assertive Communication style can express ideas and feelings clearly and directly, while respecting the rights and views of others. It is an effective two-way communication and has been more and more widely used in teaching.

In a word, like Assertive Communication, the democratic communication style is conducive to cultivating students' independent thinking ability. Like aggressive Communication, the authoritative communication style is more suitable for a learning environment that requires strict discipline. Teachers need to choose the appropriate communication method according to the teaching content and students' characteristics. According to a study by Richmond & McCroskey (1992), "teachers' communication style directly affects students' cognitive process and emotional experience, which in turn affects learning satisfaction."

Communication style affects learning satisfaction through multiple dimensions. It includes the clarity of language expression, the use of non-verbal signals, the timeliness of feedback and many other aspects. These factors work together to determine the students' overall feelings about the teaching process. The study published by Li Min (2018) in the Journal of Educational Psychology pointed out: "Teachers' communication style plays a significant intermediary role in explaining the impact of teaching strategies on learning satisfaction, accounting for 35.7% of the total effect."

Optimize the Practical Path of Teaching Strategies

The first path of practice is to clarify the teaching goals. For example: According to Bloom's theory of educational goal classification (Bloom, 1956), teaching goals should include three areas: cognition, emotion and skills. Secondly, understand the characteristics of students. According to Gardner's theory of multiple intelligences (Gardner, 1983), teachers should respect students' individual differences and adopt diversified teaching strategies to meet the learning needs of different students. Thirdly, flexibly use multiple teaching strategies to avoid singleness, such as the differentiated teaching theory proposed by Tomlinson (Tomlinson, 1999).

The Practical Path of Optimizing Communication Style

Teachers need to cultivate diversified communication skills. Through continuous learning and practice, teachers can constantly improve their communication level and better implement teaching strategies. As Brown (2001) emphasized: "Effective teaching communication requires teachers to have the ability to flexibly use a variety of communication strategies."

It is very important to establish an effective communication mechanism between teachers and students. Teachers should create an open communication environment, encourage students to express their ideas, and give feedback in time. Such as assertive communication is this

effective interactive communication method. Wang Hong (2019)'s research shows that "establishing a good teacher-student communication mechanism can significantly improve the implementation effect of teaching strategies and improve students' learning satisfaction."

The innovation of communication style needs to keep pace with the times. Teachers can use new media tools to make the communication is smoother, The implementation of teaching strategies is more effective. Johnson (2017) pointed out: "In the information era, teachers need to constantly innovate communication methods to meet the needs of a new generation of learners."

Methodology

This study uses the systematic literature review (SLR) method to analyze the impact of teaching strategies on learning satisfaction, focusing on the intermediary role of communication methods. This systematic literature review found that teachers' teaching strategies have a significant impact on students' learning satisfaction, especially interactive teaching and personalized feedback strategies. In addition, communication style plays an important intermediary role in this relationship. Democratic communication styles such as Assertive Communication can enhance the effectiveness of teaching strategies, while authoritative communication styles such as Manipulative Communication may weaken their influence. However, the applicability of existing research in certain cultural contexts is still controversial, and future research needs to further explore the interaction between teaching strategies and communication styles in different cultural contexts. This study adopts a systematic literature review method to retrieve relevant literature from 2000 to 2023 in the Web of Science, Scopus and ERIC databases. Keywords include 'teaching strategies', 'learning satisfaction' and 'communication style'. 500 articles were initially retrieved. After the title, abstract and full text screening, 50 documents that meet the standards were finally included. Data extraction includes research design, sample size, teaching strategy type, communication style and learning satisfaction measurement method. The quality of the literature is evaluated through the Cochrane risk assessment tool, and the results show that most studies have medium to upper quality.

Conclusion

Education is a complex system project, and the relationship between teachers' teaching strategies and learning satisfaction needs to be understood from a broader perspective. As a key intermediary variable, communication style plays an irreplaceable role in this relationship. Give full play to the role of communication style, so that the teaching strategy adopted can play a more effective role and improve students' learning effect and learning satisfaction. In the future educational practice, teachers should pay more attention to the adoption of appropriate teaching strategies, Pay more attention to the cultivation and application of communication styles, and constantly improve the quality of education and teaching.

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