

## Abstract

During a lesson while a teacher is standing, sitting, smiling, or explaining the lesson, he/she is also revealing his/her personality, attitude, teaching style or even cultural background. These factors may affect how the teacher chooses his/her activities, where he/she chooses to stand in the classroom, the level of control he/she has over the class, how or when he/she talks to the students...etc.

This research aims to study the relationship between teachers' teaching styles and their cultural backgrounds. According to Underhill (1999), teaching styles are divided into three categories: explaining, involving, and enabling. The researcher chose to observe fourteen trainee teachers in an MA-ELT program at Assumption University during their teaching practicum. These trainee teachers came from seven different countries and therefore possessed different cultural backgrounds. After dividing the fourteen trainee teachers into Underhill's (1999) teaching styles, the researcher found that there was a connection between the teaching styles and the teachers' cultural backgrounds. According to Hofstede's (1984) HERMES data, it may be assumed that the distance between the teachers and the students, the level of control teachers have over their students, the sense of individualism the teachers allow in class...etc. are somewhat related to where the teachers come from. However, the researcher also found that it was not always the case. There were also other factors apart from the teachers' cultural background which might affect their teaching styles. These factors are, for example, the teachers' teaching experience, the teaching techniques that they had been taught from their instructors, their own personality or even family background.