

TEACHING STYLES MEANING, CONCEPT AND IMPLICATIONS

INTRODUCTION

Teaching is a purposeful intervention with the aims of promoting learning and causing learning to happen. As the present classrooms are equipped with students of diverse backgrounds, cultures and languages, it is expected to use different teaching styles in order to reach each and every student's

Learning style in the classrooms. Each teacher is unique and can use his or her style to be as effective an educator as possible.

Teaching and learning styles are the behaviours or actions that teachers and learners exhibit in the learning exchange. Teaching behaviours reflect the beliefs and values that teachers hold about the

Learners role in the exchange (Heimlich and Norland 2002). Learner's behaviours provide insight into the ways learners perceive, interact with, and respond to the environment in which learning occurs (Ladd and Ruby 1999).

Research supports the concept that most teachers teach the way they learn. (Stitt-Gohdes, 2001).

Research has shown the uniqueness of different teaching and learning styles are identified the characteristics associated with each style. Teaching styles or methods vary from one to another teacher. Some instructors lecture, other demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding.

TEACHING STYLES: MEANING AND DEFINITION

Every teacher develops a particular way of going about the complex task of teaching. The way one introduces a topic, raises question, makes assignments—all these and hundreds of other behaviors together make up a teacher's classification by researchers, colleagues and students in. According to *Trowbridge and Bybee (1996)*, the assumption underlying teaching style is that it is the most

Effective and efficient means of presenting the material as long as the style is appropriate for the subject and the students. Teaching styles develop understanding, skills and values relative to the subject. In other words, teaching styles describes the manner in which a teacher manages

Instruction and the classroom environment. Some of the definitions of teaching styles are given below

Hoyte and Lee (2002) Consider teaching style to be a combination of teaching approaches, where a teaching approach is combination of teaching methods.

Darkenwald (1989) Sees teaching style as based on characteristics behaviors that are engaged in for promoting student learning.

Grasha (1994) assumed that teaching styles represented not only a belief system, but also behaviours and needs that a teacher exhibited in a class.

Zinn (1990), teaching style is more than just behavior or method; teaching style (behaviours must be based on the particular value system a teacher holds.

Basic Principles of Teaching Styles.

Do not over teach: The more information you give them, the less they will retain. Teach them only limited content according to their mental capacities.

Repetitiveness is good: Students learn by repetition. Ask them questions on topics that they may have had 1-2 weeks ago.

Set aside time for questions: Try to emphasize that there are no dumb questions. At least, give

them the freedom to ask questions once a week for 15 minutes. It can be extremely helpful .

Try and incorporate critical thinking:Critical thinking is the ability to solve problems. There are different methods of teaching to enhance their critical thinking .

Feedback:Give them regular feedback and try to make it more constructive. Set aside time for feedback so there is time for a discussion .

Teachers have different styles for different situations, their styles are developed by many different factors:

1. their personalities.
2. Present experience/training/skill.
3. Knowledge of the activity, enthusiasm and responsibility for learning.
4. Communication skills
5. assessment activities that encourage learning.
6. classroom environment.
7. research.
8. Effective feedback
9. Effective interaction between teachers and students

TYPES OF TEACHING STYLES

A teacher should adopt A teaching style that can promote some important characteristics among students these characteristics are sense of responsibility cooperation courage self-esteem creativity and critical thinking skills.

D) Dressel and Marcus(1982) and Woods(1995). categorized teaching styles as

1. discipline centered
2. teacher centered and
3. student centered.

1. In discipline-centered model, the course has a fixed structure

2. In teacher -centered model, the teacher is considered as an authoritative expert, the main source of knowledge ,and the focal point of all activity .In this model students are passive recipients of the information according to Lackey 1997 lecture obviously reflects teacher centered style and requires a passive role for students

3. In student centered model ,on the other hand instruction focuses on the student and his/her cognitive development. The student is the central focus of learning environment. The teacher's goal is to help students grasp the development of knowledge as a process rather than a product.

Briefly, it looks meaningful to summarize that teacher centered style is traditional and requires lecture. Indiscipline Centered style, however, teacher appear to place subject matter knowledge as the central focus of their beliefs and actions instead of placing teaching or students at the centre. In short, discipline centered teaching style has characteristics of both teacher- centered style and student-centered style. Hence, using discipline-centered style as transitional style may be

acceptable. In student-centered style, activities such as group discussions and group individual reports are used.

II. Dunn and Dunn(1977) developed an instrument called Teaching Style Inventory to classify the Teaching styles from individualized to transitional through traditional .They indicate that teachers with individualized teaching style .They indicate that teachers with individualized teaching styles are responsible for diagnosing, prescribing for, and guiding each student in the class through the learning process. According to their idea, students and teachers should be paired so that they encourage one another.Traditional teaching style is described as a teacher-directed approach while in transitional style, both teacher and students are expected to assist each other during the teaching and learning process.

III. Axelrod(1973)and Fischer and Fischer(1979):

1. The subject-centred style:The lecturer with this approach is of the opinion that his primary teaching task is to outline the content of the subject logically and systematically in the classroom to enable students to master the material.

2.The lecturer-centred style:The lecturer with this approach to teaching regards himself as the ideal role model for students with regard to the practice of scholarship. He regards the classes which are offered as a demonstration and would, as it were, like to invite students to emulate the intellectual

Process tha the is demonstrating.

2. The student-intellectual centred style:The lecturer with this approach sees the intellectual growth of the student as the main purpose.In this style Teaching methods and learning experiences are chosen in such a way that students are taught to think and their curiosity is stimulated.

3. The student-as-person centred style:A lecturer with this teaching style has as primary aim of the teaching the personal, social and intellectual development of the student.The intellectual development is seen as part of the total development of the student. Class meetings are characterized by intensive interaction and discussions are informal and frank.In this the lecturer mostly plays the role of counsellor or Source of information.

4. The emotionally exciting and its counterpart: These lecturers show their own intensive emotional involvement in teaching. They enter the teaching learning process with zeal and usually produce classroom atmosphere of excitement and high emotion.Their counterparts conduct classroom subdued in emotional tone, where rational processes predominate, and the learning is dispassionate though just as significant as in the classrooms of the emotionally involved lecturer .

IV. Flanders (1970)used different terminology and named teacher-centered teaching as direct style, student-centered teaching as indirect style and discipline-centered teaching as eclectic style.

V. Weinberg(1983)also did some work on teaching styles and identified the following four teaching styles:

Direct teaching in which the teacher makes all of the decisions .S/he describes and demonstrates what is to be learned, evaluates it and gives feedback. This style needs very little cognitive or affective Involvement on the student's part.

Peer teaching style pairs two students of differing ability levels with one another. The teacher describe and demonstrates the desired response. The students evaluate each other using criteria presented by the teacher.

Problem solving in which the teacher sets a problem and the students respond it in most appropriate ways for them. Models come from student creativity and other students' responses.

Group approach style is used to foster social skills as well as promote acceptance among different ability levels.

IV) Another approach to teaching styles was stated by Grasha in 1994. He developed the Teaching Style Inventory and administered it to 381 faculty members to gauge the distribution of teaching styles across gender, academic rank, course level, and academic disciplines based on these styles. Grasha (1990) identified four teaching styles named authority, facilitator, delegator, and personal that represented typical orientations and teaching strategies which is as under:

Formal Authority: The Formal Authority as focuses on content and is instructor centered. The instructor defines the theories, principles, concepts or terms that the student needs to learn and organizes them into a sequenced set of goals or objectives

Demonstrator: This approach concentrates performance of an academic procedure. The instructor defines the steps and develops situations in which these steps can be performed and results observed
Facilitators Teachers who have a facilitator teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.

Delegator: Teachers who practice a delegator teaching style tend to place control and responsibility for learning on individuals or groups of students. This teacher will often give students a choice in designing and implementing their own complex learning projects and will act in a consultative role.

VI. Berger (1974), In addition, determined three kind of teaching behaviours as teacher oriented, student oriented, and student-teacher cooperation oriented.

VII. Another classification of teaching styles can be summarized as below:

Direct Command Style

- Used extensively by most of the teachers
- Teacher is the focal person in the class.
- S/he explains and demonstrate a skill and every one practice the same practices the same skill at the same
- Teacher gives step by step instructions
- Teacher makes all the decisions
- Saves instructional time and is good when the material can be learned in a strictly sequential, progressive manner
- Does not help with skills requiring higher-order thinking & unstructured organization
- Often appropriate for the initial learning stages, especially where safety is a concern

Practice Style

- Teacher determines what is taught, introduces the skills and tasks through demonstration
- Student determines the number of practice trials and often the order in which they will practice the skills
- Teacher circulates through out the class giving feedback and answering questions
- Good for initial state of learning and when one doesn't have a lot of instructional time.
- Better than command,because students have more time to practice skills and have more responsibility for their learning

Reciprocal style

- **Students** give each other feedback
- Teacher determines the task they practice and identify crucial features for them
- Students work in pairs and the observer gives the feedback
- Helps the students to master over social skills
- Teacher communicates only with the observer

Guided Discovery Style

- Teacher determines the task and then arranges a sequence of problems or questions that,when solved by the students, leads to the one correct response
- Students must give a verbal or motor response to each prompt
- Must give the students enough time to think through question or problem
- May need to adjust prompts if all or most of respond incorrectly
- Teacher's goal is to logically guide students.
- Takes time,but students will learn material

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IMPLICATIONS OF TEACHING STYLES IN CLASSROOM

It is important that teachers learn to use a variety of teaching styles in order to cater for the range of learning and requirements that are present within most classroom environments. Different teaching styles are helpful in:

- Teaching styles have been shown to enhance the learning process.
- They are helpful in addressing diverse needs of students in the classroom.
- Makes learning environment more interesting
- Various teaching styles makes the students experience connections between theory and everyday life
- Provides the students with direct hands-on learning
- They enhance potentialities of the students.

A teacher should always keep in mind the following strategies in order to make the maximum implementation of different teaching styles in the classrooms:

Motivate learning. As much as possible, teach new material (vocabulary, rules of grammar) in the content of situations to which the students can relate in terms of their personal and career experiences, past and anticipated, rather than simply as more material to memorize (intuitive, global, inductive)

Use student-centred instructions: Student-centred instruction involves planning learning activities that will actively engage students. Effective teaching styles use these instructional strategies to develop student's personal interest in learning.

Assign some repetitive drill exercises to provide practice.

Make student feel important: Teachers who value students avoid sarcasm, condescension and impersonal behaviour. They cultivate student's self-esteem through praising good performance and taking a personal interest in students.

Get to know students personally: Teachers who allow students to visit them personally outside the classrooms to chat informally enhances their relationship with students.

Establish parameters: Good teaching style defines tasks clearly and sets high expectations for behaviour and learning.

Learn to empathize: Instructors/ teachers who remember some of the hardships, uncertainties and stress of being a student are better able to help others who are undergoing these difficulties.

Direct

attempts of teachers to talk about their life experiences that are related to the subject and their personal difficulties in mastering certain concepts create a warmer classroom climate.

Balance concrete information (word definitions, rules for verb conjugation and adjective-noun agreement), sensing, conceptual information (syntactical and semantic patterns, comparisons and contrasts with the students' native language) and intuition in every course at every level. The balance

does not have to be equal, and in elementary courses it may be shifted heavily toward the

sensing side, but there should periodically be something to capture the student's interest.

Make the most of positive non verbal cues :Maintaining eye contact ,smiling and actively listening helps to motivate students. Teachers should avoid defensive postures that shut down communication.

Make liberal use of visuals:Use photograph drawings, sketches ,and cartoons to illustrate the learning material. Show films, videotapes, and love dramatizations to illustrate lessons in texts.

Raise questions and problems to be worked on by students in small groups; enact dialogue enact mini- dramas; hold team competitions.

Give students the option of cooperating on atleast some homework assignments Active learners Generally learn best when they interact with other if they are denied the opportunity to do so they being deprived of their most effective learning tool .

Do not fill every minute of class time lecturing and writing on the board: Provide intervals- however brief – for students to think about what they have been told; assign brief writing exercises.

CONCLUSION

It is expected that teacher's teaching style would tend to run student-centered classes with an emphasis on encouraging student participation if teachers regularly participate in professional activities in the field. Eventually, each teacher will find certain forms of teaching that fit his or her own teaching and Learning goals,interactions with students,and professional or personal characters .Since personal Teaching style is the main influence on a classroom-learning environment, we as educators researchers or curriculum developers should be aware of what it is and how it is related to the factors (e.g. background)to build an effective learning environment.

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