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## Learning Styles and Methods/Strategies of Teaching: Difference between Method and Strategy of Teaching

Mhabeni Tungoe

Assistant Professor, Department of Education, Tetso College, Dimapur, Nagaland, India

### **Abstract:**

*This paper is about the need to understand and the importance of learning style and teaching methods/strategies. These days the students are not considered as an empty vessel to be filled in by facts and figures. They are now exposed to so many media and materials, getting learning experiences from all sides. It is very important for the teacher to know about the learner learning style and accordingly make use of the different methods of teaching in the class. In the classroom, it consists of students who learn best in different learning style. The questions that I want to put before us is- what method should we use for different types of a learner in our class? Are we teaching the students keeping in mind about the learner learning style? What type of learner is benefiting in our class and do we need innovation our teaching methods in our class? The teacher needs to understand that every student learns differently and difference in learning so that one can employ the best method and practices strategies in daily activities. Psychologically it is important to impart education to the students according to their interest, needs, and potentialities. In every classroom, we encounter with different types of students in regard to intelligence, emotion, social culture and so on. The teacher needs to understand that every student learns differently and difference in learning so that one can implement the best method and practices strategies in daily activities. Learning Styles technically refer to an individual's preferential way in which the students Learning Styles technically refer to an individual's preferential way in which the students absorb, processes, comprehends and retains information. Methods and teaching strategy have the same objectives I. e bringing desirable change in the behaviour of the learner. However, they differ in a certain respect. So the difference is discussed in this paper. Teaching-learning is very crucial in the process of education. To be an efficient teacher one has to know about the different styles of learning and methods /strategies of teaching to cater to the needs of the students. So through this paper we get to refresh about the learning style, methods /strategies of teaching. It is well-known fact that all teaching methods /strategies are integrated by the teacher in the class activities. But what is most important is that teachers need to be careful while implementing, so it is important to have a clear-cut idea on the learner learning style and methods /strategies and make plans to bring innovation in the teaching learning.*

**Keywords:** Teaching, methods, style, learning, teacher, strategy

### **1. Introduction**

In this present generation development is going on in every area of life, in the field of economy, political, education, technology, social and so on. The change and development are due to education. Education is that important instrument which helps and equipped us to live an enriching life, and abreast with the changing that is going on in this world. At the present situation in an educational system, much development and improvement are taking place. The teacher is the key agents in the educational process. Teachers are considered as the builder of society. Teachers impart and transmit knowledge to the students who will one day bring the change and development for the betterment of society. Earlier teaching takes place in a very rigid and stereotyped ways. Due to technological modernization and generation effects, our students are now very much advance in the process of learning. They are to learn whatever the teacher taught them or through book knowledge. Today the students are not considered as an empty vessel to be filled in by facts and figures. They are now exposed to so many media and materials, getting learning experiences from all sides. Now the students are more inquisitive and knowledgeable and try to think and learn independently. The teacher has to help, to guide and facilitate the development; a role of the teacher is to create an appropriate situation for the students to experience teaching that will be effective for their learning. To be the guiding force and to play an effective role in the educative process it is very much needed on the part of the teachers to know and understand the needs of students, learner learning style and accordingly use different teaching methods with the help of teaching aids and creating an appropriate and conducive environment benefiting all types of learners.

It is very important for the teacher to know about the learner learning style and accordingly make use of the different methods of teaching in the class. In the classroom, it consists of students who learn best in different learning style. The questions that I want to put before us are -what method should we use for different types of a learner in our class? Are we teaching the students keeping in mind about the learner learning style? What type of learner is benefiting in our class and do we need innovation in teaching methods in our class?

### 1.1. Learner Learning Styles

Let's briefly refresh on the learner learning style. Psychologically it is important to impart education to the students according to their interest, needs, and potentialities. In every classroom, we encounter with different types of students in regard to intelligence, emotion, social culture and so on. The teacher needs to understand that every student learns differently and difference in learning so that one can implement the best method and practices strategies in daily activities. Learning Styles technically refer to an individual's preferential way in which the student absorbs processes, comprehend and retains information. One of the most accepted understandings of learning styles falls into three types-

- a. *Visual learners:* Visual learners prefer the use of visual aid in teaching. For example- images, maps, graphic, printed materials, models, projective aid materials like slides, filmstrips, projectors etc. white board or black board, charts, globes, diagrams, photographs, posters, materials, slides, filmstrips and so on.
- b. *Auditory learners:* Auditory learner's best understand and gain new knowledge through listening and speaking situation. Auditory learners are those learners who learners best when teaching is being taught through lecturing and explanation
- c. *Kinaesthetic learners:* Kinaesthetic learner's best understand information through the tactile representation of information. A kinaesthetic learner is whose learners who learns best when they are given the chance to experience by themselves.

### 1.2. Teaching: Teaching Methods and Teaching Strategy

Teaching is an integral part of education. In the teaching learning process; teaching is highly skilled job which requires adequate preparation training and experience on the part of the teachers.

- H.C Morrison (1934): teaching as an intimate contact between more mature personalities and a less mature one which is designed to further the education of the latter (SK mangal 2013).
- N.L Gage (1962): teaching is an interpersonal influence aimed at changing the behaviour potential of another person.
- John Brubacher (1936): Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so.

The main focus of teaching is to bring about a desirable change in the behaviour of learner. It is brought about by the teacher using teaching strategies to achieve his objective. Traditionally we have been using teaching methods for content presentation. It is very much needed to use teaching aids for effective teaching. Teaching is a much more difficult task. It requires different types of methods, techniques and teaching aids. The selection of these methods and techniques depends upon the nature of the content, learning objectives, learner's abilities and entering behaviour of the students. The teacher is the key agents who translate the abstract into concrete and dreams into realities, whatever may be the subject matter or content or message of communication, suitable tools, and techniques, media and methods are of prime importance for realizing the objectives most effectively and efficiently. The report of the secondary education commission has clearly pointed out, "But every teacher and educationist of experience knows that even the best curriculum and the perfect remain dead unless quickened into life with the right methods of teaching and the right kind of teacher. "Lowman (1987) stated, "Excellent teaching captivated and stimulate student's imaginations with exciting ideas and rational discourse. Students satisfaction and enjoyment are stressed here as important criteria for successful teaching."

(Mohanty 2010 page 46 and 47)

#### 1.2.1. Methods and Teaching Strategy Have the Same Objectives I.E. Bringing Desirable Change in the Behaviour of the Learner. However, They Differ in Certain Respect:

- a. The term teaching strategy owes its origin to military science where a method is a term of pedagogy
- b. Teaching strategy is based on a modern theory of organization –task and relationship -centred- whereas method is based on a classical theory of organization- task centred.
- c. The behavioural objectives and learning conditions are two basic elements of teaching strategy. The objective determines the strategy (cognitive, affective and psychomotor). The content and mode of presentation are the main elements of teaching method. The matter determines the method (telling, showing and doing)
- d. A teaching strategy assumes that teaching is a science and method assumes that is an art
- e. The strategies of teaching make use of tactics in teaching and methods are implemented by techniques of teaching
- f. Teaching strategies use micro approach to teaching whereas methods of teaching employ macro approach
- g. Teaching strategies are evaluated in terms of achieving objectives by administering criterion test. An achievement test is used to evaluate teaching methods in terms of mastery of subject matter
- h. The teaching strategy aims at achieving the objective by creating appropriate learning conditions. The main focus of teaching method is the effective presentation of the subject matter to have mastery over it.

*Teaching methods:* Teaching method is a style of the presentation of content in the classroom. According to Broudly, (1963), "method refers to the formal structure of the sequence of acts commonly denoted by instruction. The term methods cover both strategy and tactics of teaching and involve the choice of what is to be taught (JC Aggrawal2011). The method is a wider term. It includes strategies and techniques for teaching. Different strategies may be adopted in following a method. Teaching strategies may include techniques of teaching. Different techniques may be used within the same strategy and method.

*Historical development of methodology:* there are many methods and theories of teaching which were formulated administered and employed by different educators, psychologists, and philosopher basing on their research and studies and the period in which they live.

It is good to refresh the historical development of any study because due to history education system is improving and development is taking place. We try to look on the development of the methodology of teaching.

a. Comenius: The origin of modern methodology may be traced to great didactic of Johann Amos Comenius who lived in the seventeenth. He believed that all instruction should be carefully graded and arranged in a natural order. The teacher in his methods should appeal through sense perception to the understanding of the child. This work, however, was buried beneath the sea of religious controversy and bigotry of his age

b. Rousseau: In the second half of the eighteenth Emile of Rousseau laid the foundations of the methodology. It became the inspiration of forward-looking and progressive educators. According to him, there are three great teachers-"nature, man, and things,"

c. Johann Heinrich Pestalozzi: He attempted to psychologize instruction. "He declared that education was a drawing out and not pouring in the process, that the basis of all education lay in the nature of the child and that method of instruction must be sought and constructed to that end.

d. Wilhelm August Froebel and Johann Friedrich Herbart: These two were the followers of Pestalozzi. The work of Froebel dealt largely with the kindergarten stage. Herbart gave his famous Herbartian steps which cast a flood of light on existing methods. Herbartian steps became the stimulators of various other movements in the field of education. He condemned the rote method and stressed comprehension and association. This concept that the outcome of education was not the strengthening of the mental facilities but rather the building up of an appreciative mass of ideas was revolutionary. His theory and practice became popular in Germany between 1865 and 1885. Teachers and students from different parts of the lands studied at Jena, a centre of Herbartian teaching. Americans received and brought this idea in the year 1890. The period of Herbartian influence was a transitional one. It prepared the way for newer and better concepts of education by 1910. This system was now generally criticized. Herbartianism stressed the teacher and the formal procedure of teachings: the new theories of educational philosophy emphasized the pupils. (Sharma and Chandra p-149-150)

### 1.3. Nature of Methodology

- The choice of a suitable method largely depends on factors like the type of learner, nature of subject matter, resources that is available in the institution and most of all the attitudes of the teacher.
- The methods of teaching arise out of the needs of a learning situation, so it cannot be same all the time and all situations, nor can it be same for all teachers and all subjects.
- By and large, all methods are interconnected and service to achieve objectives in education.
- A method is not a mechanical device for passing on the facts and figures. It should create the right reaction and response and improve the values of learning and foster right attitudes.

#### 1.3.1. Six-fold division of Methodology

- Inspirational methods*: This method is based on active participation on the part of the teacher. This method inspires the learners in the teaching-learning process. Giving sermon to the students is a good example of this methodology
- Expository methods*: In these methods cognitive emphasis is very high while the students' activity and emphasis on experience are low. One example is lecture method in which the main emphasis is on imparting cognitive information to the learners.
- Natural learning methods*: Learners are left on their own with free activity. Thus, the emphasis on learning activity is high, whereas it is low on planned experience and on cognitive inputs.
- Individualized methods*: These are well known mainly through the program instruction. The key to individualized method the learner learns at their own pace. Self-study, computer oriented instruction is some example of program instruction
- Encounter methods*: Carl Roger popularized the term encounter, although several other terms are used like T-Group, sensitive training, interpersonal confrontation and so on. This method emphasis on experience through encounter
- Discovery methods*: These are high on the dimension of- Learner activity, experience, and experimentation. (Sharma and Chandra 2007)

M. Varma (Sharma 2012) has presented broad meaning of the term method. According to him matter may be of three types, hence all the methods can be classified under three heads-

- Telling method-lecture, questioning, discussion
- Showing method-demonstration, laboratory, excursion
- Doing method-project, role playing, practical

*Teaching strategies*: Teaching strategies is the means to achieve learning objectives. E. Stones and S. Morris: Teaching strategy is a generalized plan for a lesson which includes structure, desired learner behaviour in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy. The lesson strategy is a part of a larger development scheme of the curriculum.

*Nature of teaching strategies*: Teaching strategy is generally classified on the basis of its nature and the role of teaching variables.

Teaching strategies	Nature of teaching -learning
1.lecture method 2.demonstration method 3.team teaching method 4.Chalk and talk method	a. teacher, controlled teaching(TCT) (Monologue teaching) (Autocratic teaching)
1.question answer method 2.interactive procedure 3.group discussion method 4.tutorial method	b. Interactive procedure (Teaching T-LCT) (Dialogue teaching) (Democratic teaching)
1.programmed instruction 2.library method 3.computer assisted instruction 4.laboratory method 5.assignment	c. Learner –controlled teaching(LCT) (Self-study) (Lassies –faire teaching)
1.project method 2.simulated instruction 3.filed trips 4.field work	d. Group- controlled teaching(GCT) (action oriented teaching) (democratic teaching)

Table 1 (Sharma 2012)

### 1.3.2. Characteristics of the Strategies of Teaching

1. It should aim at developing the desire to work with the highest measure of the efficiency of which one is capable. Whatever work it may it should aim at inculcating love of work
2. It should aim at developing the capacity for clear thinking and clear thoughts
3. The strategies of teaching should expand the range of student's interest.
4. It should provide numerous opportunities for participation in freely accepted projects and activities in which discipline and co-operation are constantly in demand
5. It should aim at providing opportunities for pupils to apply practically the knowledge that has been acquired by them
6. It should train the students in the art of study use of reference materials such as the list of content, and index in the book, the dictionary, the atlas and reference books like the encyclopaedias.
7. It should balance the claims of individual work with co-operative or group efforts. The genuine training of emotions, attitude and social capacities take the best place in the context of projects and unit of works undertaken co-operatively.

Teaching-learning is very crucial in the process of education. To be an efficient teacher one has to know about the different styles of learning and methods /strategies of teaching to cater to the needs of the students. So from the above presentation, we get to refresh about the learning style, methods /strategies of teaching and also the usefulness of project methods of teaching. It is well-known fact that all teaching methods /strategies are integrated by the teacher in the class activities. But what is most important is that teachers need to be careful while implementing, so it is important to have a clear-cut idea on the learner learning style and methods /strategies and make plans to bring innovation in the teaching learning.

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