

TEACHING TACTICS AND TEACHER QUALITY

PROF. S. SWAMINATHA PILLAI *

1.0 WHAT IS TEACHING ?

Teaching is an act of three elements, teacher, student and subject, which interrelate in an environment at a given time, thus establishing itself as a pentadic relationship. Teaching relationship is very dynamic and so constantly changing. Learning style refers to the actions and not the ability of students and hence is broader than cognitive achievement. Teachers attend to their own actions only which they can control. Hence, the approach should rest on mutuality, jointness of purpose or bilateralism. A teacher designs situations and environment where participants can be origins of actions for which psychological success and confirmation are essential. Jointly controlled tasks, directly observable growth categories and bilateral prediction on others are required for successful teaching.

2.0 IS THERE ANY TEACHING STYLE ?

Teachers can be authoritarian or permissive, student-directed or Content-oriented and business like or unplanned. Usually their teaching styles are classified into four categories :

1. Control-oriented : Teacher is most concerned with maintaining discipline, seeing that students work-hard, and teaching them to follow directions.

2. Content-oriented : Teacher feels it is most important that students know their subject matter well and that he (she) cover the material thoroughly and test their progress regularly.

3. Discovery-oriented : Teacher stresses making the class interesting and encourages students to be creative and to figure things out for themselves.

4. Sympathy-oriented : Teacher thinks it is most important that a teacher be friendly and well liked by students and able to understand and to handle their problems.

		Emphasis on subject matter		Teacher Style
		High	Low	
Teacher Student Relationship	Teacher Centred (authoritarian)	Content- oriented	Control- oriented	Authoritarian Intellectualism
	Student- Centred (permissive)	Discovery- oriented	Sympathy- oriented	Permissive Intellectualism

* Professor and Head, Department of Educational Research,

3.0 WHAT ARE TEACHING TACTICS ?

Bennett's analysis of teaching style reveals 28 tactics grouped into six categories of

1. Classroom management and control
2. Teacher control and sanctions
3. Curriculum content and planning
4. Instructional Strategies
5. Motivational Techniques
6. Assessment Procedures

Only 19 out of 28 items are relevant to our conditions :

1. Pupils have choice in where to sit
2. Pupils allocated to seating by ability
3. Pupils not allowed freedom of movement in the classroom
4. Teacher expects pupils to be quiet
5. Pupils taken out of school regularly as normal teaching activity
6. Pupils given homework regularly
7. Teaching emphasis
 - i) Above average teacher talks to whole class
 8. ii) Above average pupils working on groups on teacher tasks
 9. iii) Above average pupils working in groups on own choice
 10. iv) Above average pupils working individually on teacher tasks

11. v) Above average pupils working individually on work of own choice
12. Pupils' work marked and graded
13. Stars given to pupils who produce best work
14. Arithmetic tests given at least once a week
15. Spelling tests given at least once a week
16. Teacher smacks for persistent disruptive behaviour
17. Teacher sends pupil out of room for persistent disruptive behaviour
18. Allocation of teaching
 - i) Above average separate subject teaching
 19. ii) Above average integrated subject teaching.

4.0 HOW DOES TEACHING STYLES RELATE TO LEARNING STYLES ?

Perception	: Abstract/Concrete
Ordering	: Sequential/Random
Processing	: Deductive/Inductive
Relation	: Separative/Associative

The above four patterns delineated from the style of individuals can be analysed as follows :

Abstract Sequential	Abstract Random	Concrete Sequential	Concrete Random
1.	2	3	4
Brain Behaviour/ Mind quality	Brain behaviour/ Mind quality	Mind quality	Mind quality
Decodes written, verbal & image symbol.	Attention to human behaviour & ability to sense & interpret "vibrations".	Decodes through direct hands on experience.	Expectant attitude & accompanying behaviour.
Conceptual "pictures" in mind to match his reading, hearing or seeing in graphic & pictorial form.	Attuned to nuances & mood	Instinctive, methodical & deliberate.	Gets a gist of ideas
Likes to use reading, listening & visual translation abilities.	Associates the medium with the message.	Order of logical sequence of the if-then, premise.	Quickly intuitive leaps in exploring instructed problem-solving experiences.
A symbol/Picture referred towards.	Ties a speaker's manners, delivery & personality to message.	Creative but proto-type of others ideas.	Insights & leaps in structured
	Evaluates learning experiences as whole.	Conclusion variety photographic memory for sight and sound.	Situations occasionally.
		Touchable concrete material	Not showing steps.
		Plays doubling Thomas role regarding speculations, theories & down-the road premises (no plastic model but actual flower in biology class)	Jumping to conclusions.
		Down-to-earliest practical persons.	

1.	2	3	4
Learning Preference	Learning Preference	Learning Preference	Learning Preference
<p>Prefers rational, sequential substantiated presentation and extracts from them ideas.</p> <p>Well-organized and meaningful presentation over by dull lectures.</p> <p>Deference to authority, low tolerance for enotal distractions.</p>	<p>Prefers unstructured information.</p> <p>Comfortable in group discussions, activities involving multisensory use and busy enots.</p> <p>Gather information and delay reaction.</p> <p>Organizes material through reflection to get what he wants.</p>	<p>Look for step-by-step direction and also faithful following clearly ordered presentations.</p> <p>Defer to authority and guidance in the learning envt.</p> <p>Not tolerate distraction. (quiet envt.)</p>	<p>Trial-and-error approach to acquire information.</p> <p>Dont like cut and dried procedures which day approach to solve in their own ways</p> <p>dont like teacher intervention in the independent effort.</p> <p>Functions well in a Stimulus-rich environment (like AR)</p>
Teaching	Teaching	Teaching	Teaching
<p>Extensive reading, lectures, audiotapes, instructional phonograph records, quiet well-controlled environments appeal to AS learner.</p>	<p>Short reading assignments followed by class activities.</p> <p>Group discussion</p> <p>Lectures followed by discussion group/ team work</p> <p>filmstrips with records movies, television, assignments that permit reflection or "soaking" time.</p>	<p>Workbooks of laboratory manuals.</p> <p>Lectures with OHP transparencies, drawing, models, hands on materials of equipment.</p> <p>Programmed instruction, CAI</p> <p>Well-structured field trip.</p>	<p>Games and simulations independent.</p> <p>Optional reading assignments problem-solving.</p>

5.0 WHAT IS THE RELATIONSHIP BETWEEN STUDENTS, SUBJECT (LEARNING OUTCOMES) AND TEACHER ?

Hunt and row have evolved the following matrix expressing the triadic relationship.

TABLE - 1

SUMMARY SHEET OF PERSON, BEHAVIOUR AND ENVIRONMENT CONCEPTS

student characteristic person concepts	Learning Outcome Behaviour Concepts	Teaching Approach - Environment Concepts
1. Socially isolated, intolerant of others	to interact more positively with peers	assign cooperative tasks and evaluate on group basis.
2. Independent	to become a group leader	provide more responsibilities concerning choice of activity.
3. lack independence	to develop more independence	outline specific steps to accomplish each task.
4. cooperative	to serve as a role model	provide visibility, e.g. lead small groups
5. aggressive	to control aggression	provide reward and encouragement for appropriate behaviour
6. poor reading skills	to become an independent reader	use own language as reading material
7. imaginative	to strengthen and expand thinking process	assign tasks that require higher level thinking skills
8. shy	to build more positive self-image	praise and encouragement of self-expression
9. irresponsible	to develop self-control	outline specific expectations and time line
10. hardworking	to feel work is satisfying and worthwhile	allow individual choice of activity and set own pace

5.0 HOW TO BECOME EFFECTIVE TEACHER ?

In a survey conducted by university of Leicester School of Education in 1980-81 the newly qualified teachers listed the following priorities as 'highly desirable' to do their job successfully :

1. enthusiasm for the subject to be taught
2. the ability to keep control of classes
3. patience in dealing with pupils
4. the ability to use a variety of teaching methods
5. detailed knowledge of the subject to be taught
6. clear diction
7. sympathy for the problem of pupils
8. punctuality
9. teaching from material prepared in advance of lessons
10. willingness to participate in extra-curricular activities.

Effective teachers develop in their students lively, enquiring minds. They stimulate curiosity, sustain motivation, and set high levels of expectation. To achieve this they have to engage and maintain the student's interest, which calls for imagination, flexibility, and careful planning.

The task of teacher is to develop the intellectual, social, and personal qualities of a diverse group of children through a diverse array of learning opportunities. It means advancing learning in depth and managing it in such a way that it matches, with as much exactness as possible, the depth the students are capable of reaching at any given time. He or she has to operate within a subject or particular area of the curriculum, generating enthusiasm for that subject and relating it with the student's own life, needs and interests. This means encouraging speculative thinking and independent learning habits and recognizing that preparing students for examinations does

not mean teaching them narrowly. Effective secondary teachers have a shrewd grasp of a wide range of methods. From this pertrait of performance the secondary teacher's entitlement can be itemized as follows :

1. A thorough knowledge of the specialist teaching subject, or area of the curriculum.
2. An understanding of the contribution of this subject to the education of the child, and its relationship with the curriculum as a whole.
3. The ability to conceive and plan a teaching programme designed to meet the needs of the full range of pupils in terms of ability, behaviour, background, and culture, that is in what now constitutes a normal population in many schools.
4. A flexible repertoire of teaching approaches and methods which enables the teacher to make the subject relevant and interesting to full range of pupils.
5. Confidence in class management and control and in the ability to organize the work of the class.
6. The ability to assess according to well-informed criteria a pupil's achievement at any given point, related to equally well-informed judgements about his or her potential, and teach to this assessment.
7. A thorough understanding of the importance of language and the way its use in the classroom will influence the quality of the learning.
8. A sensitive respect to the personal and social needs of children, and to the concern of their parents, and an acceptance that the curriculum and its delivery is itself an instrument of pastoral care.
9. A sensible appreciation of the relationship between what children

learn in school and the wider world in which they will take up employment.

The teachers' professional attitudes and disposition required to perform would be

- (a) the ability to analyse from practice, realizing that good teachers have a sense of purpose tempered with flexibility and that they move freely from involvement to objective appraisal.
- (b) the ability to make decisions, many of them complex, over a broad range of activities.
- (c) realism in response to existing practices and conditions, but with the independence of mind to judge whether and had these might be changed and to act on that judgements.
- (d) a sense of responsibility for continued professional development and therefore a flexibility of mind and an open but critical receptivity to

new ideas.

- (e) the ability to contribute to the development of the school in curriculum and other terms, and to work cooperatively with colleagues from their own and other schools.

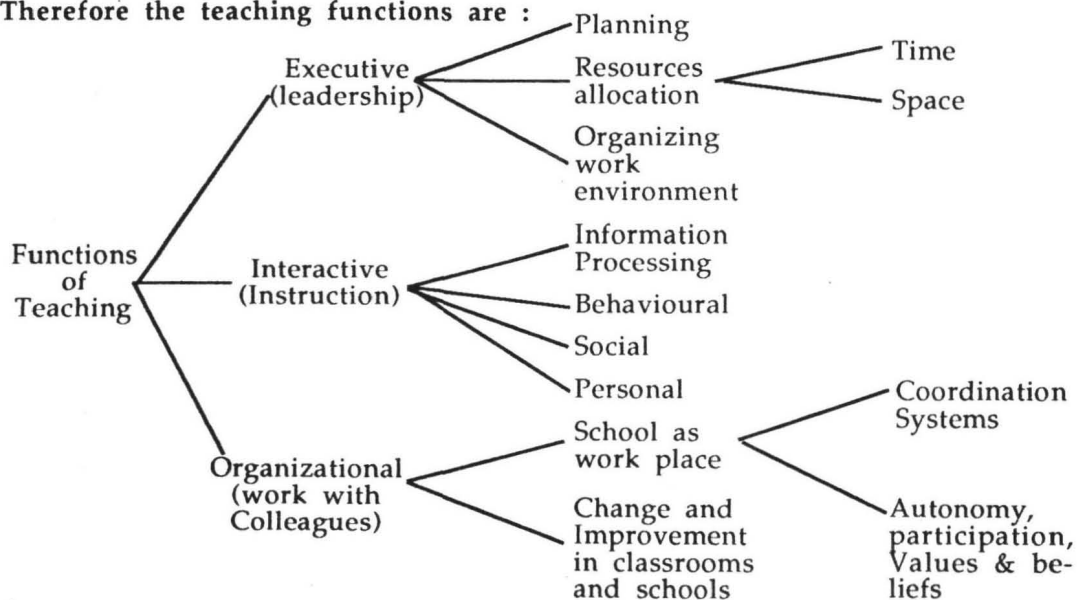
For Effective Teaching

- (a) establish rapport with students and establish a nurturing, caring environment for personal development.
- (b) a love for learning and a superior command of a particular academic subject
- (c) activate student energy to work toward a more just and human social order.

A View of Teaching :

- (a) control of **knowledge base** that guides the art of teaching
- (b) a **repertoire** of best practices
- (c) the attitudes and skills necessary for **reflection and problem solving**
- (d) learning to teach a **life-long process**.

Therefore the teaching functions are :



References :

1. SIEBER, SAM D (1967) "Teaching Styles : Parental preferences and professional role definitions" in sociology of education 40 pp 302-315
2. METELLAND, V. A. & Varma, V.P. (1989) Advances in Teacher Education, London : Routledge★