

TEACHING METHODS



There is no universal method of teaching. Talks, demonstrations, group work, films, discussion, etc can all be appropriate on occasion. What matters is to choose a method or methods to match the task in hand. Research into the effectiveness of teaching methods indicates that a combination of methods is likely to prove better than any one used singly. A variety of methods helps maintain interest and motivation. An imaginative choice of teaching methods and efficient implementation and management allows people to participate in a whole range of activities – listening, looking, talking and doing – and this will facilitate their learning.

1. When you start to plan and prepare a lesson you will need to make decisions about the methods that can best be employed to:
 - a. Meet the identified objectives.
 - b. Handle the content you want to deal with.
 - c. Suit the nature of the group and the individuals who comprise it.
 - d. Utilise the resources you have available.
 - e. Fit the environment.

You might wish to use some combination of the following:

*** Presentation**

A lecture/talk
Lecture/talk with group participation
Debate

*** Demonstration**

Showing
“Do it with me”
Coaching

*** Individual Learning**

Individual practice
Task and activities

Reading
"Homework"
Diary

*** Group Learning**

Problem solving group
Group tasks and activities
Discussion
Negotiating
Question and Answer
Skills practice
Brainstorming
Buzz groups
Visits and field trips
Projects

*** Structured Experience**

Role playing
Simulation
Case Study
Games

2. The methods and learning resources noted here represent a very wide range of possibilities. To help you make appropriate decisions, you should ask yourself:
 - a. What methods can I use which will motivate and encourage my students to learn?
 - b. Are these methods appropriate for what I want to teach?
 - c. Will they suit the members of this particular group?
 - d. Will they be effective in helping members of this group learn and achieve?
 - e. Do these methods take into account the factors which affect teenagers learning?
 - f. What can I do to ensure they will be effective?
 - g. What are the specific management issues which will arise from using these methods with this particular group?
 - h. Have I the necessary skills to implement and manage them?
 - i. Am I happy to use these methods? Do they suit my own style of teaching?
 - j. Have I asked the group which methods are best?

3. There may be a number of core methods which are of pre-eminent value in your teaching. These methods may partly be determined by the structure and content of your subject, and partly by the fact that they are particularly effective in helping teenagers learn and achieve. The following checklist covers the most important features of some of these core methods:

CHECKLIST OF
TEACHING METHODS AND LEARNING ACTIVITIES
 Related to productive skills

Lecture	A period of uninterrupted presentation by the teacher.
Controlled Discussion	Learners may comment and question, but the direction of the learning is under strict control of the teacher.
Free Group Discussion	Topic and direction of discussion are controlled by the group of learners, whilst the teacher observes.
Step by Step Discussion	Instruction by means of a carefully prepared sequence of issues and questions to draw out the required information from the learners.
Step by Step Lecture	Periods of presentation interspersed with periods of discussion or other activity by the learners.
Demonstration	Performance of some operation exemplifying a phenomenon or skill for observation by the learners/s.
Exhibition or Display Film	Visual and/or auditory presentation of material without accompanying activity by the teacher.
Visits of Observation	Impressions and material gathered by the learner/s with/without prior guidance from the teacher.
Buzz Group	Small group discussion on issue or problem for short period within a formal teaching occasion.
Brainstorming/Storming	Intensive, spontaneous, uncritical production of ideas and/or solutions by the learners in response to stimulus/problem posed by the teacher. May be followed by critical analysis of the material generated.
Synectics	Special form of brainstorming in which learners or contributions from different backgrounds or with different expertise contribute ideas/build solution to problem.
Problem Focussed Group Discussion or Syndicate	Small group discussion with a task set by the teacher.
Workshop	Large/small group discussion on tasks, often associated with development of skills/insight. Tasks or problems are often brought for discussion by the learners who seek assistance with them.
Case Discussion or Study	A real or simulated problem of some complexity is analysed in detail. Members of the group of learners may act as consultants and advisors. Expert instructors may participate or observe.
Group Tutorial or Seminar	The teacher provides topics and general direction for discussion. The group of learners determines organisation of content and actual direction of discussion. The teacher may act as a resource: one learner may act as a presenter of content.
Group Interviews	Spontaneous responses from an expert to questions posed by the group of learners.
Symposium, Panel, Debate	More than one teacher or expert responds to issues or problems raised by the learners within one formal teaching occasion.
Conference	A meeting of large numbers of participants to discuss issues or problems and take decisions. One member of the conference may take the chair.
Forum	Information giving by the teacher or expert followed by questions for clarification and debate from the learners.

Supervision or Individual Tutorial	Surveillance and guidance offered by the teacher to the individual learner on performance of a task. This can take the form of training on the job.
Simulation Exercises	Instructions in which the essential features of a real situation are recreated in the form of a problem to be solved or game to be played learning through direct experience. This is usually followed by the analysis of the experience.
Role Play, Games, Sculpting	Learners are provided with descriptions of social roles, which they attempt to enact. This is followed through direct experience.
Inform and Advice Games	The teacher poses a problem which is assumed and enacted by some members of the group. The remaining members act as their counsellors, seeking to discover the nature of the problem and suggest its solution. This is usually followed by the analysis of the experience.
T-Group	A method of teaching self-awareness and personal relationship skills through discussion of the relationships between the members of the group. This requires leadership from a specially trained teacher.
Programmed Learning Online Programmed Learning	A multiple method, in which a number of different learning opportunities are created in a logical/thematic sequence, with feedback on performance for the learner at each stage. Progression of the learning is controlled by the teacher's programme design.
Projects	A multiple method, which usually combines research/discovery or a practical activity by the learner with the writing of an essay/report. The learner controls progression of the learning. This method may be used by individuals or by small groups.