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# DETERMINANTS IN CHOOSING EFFECTIVE APPROACHES IN TEACHING HOMOGENEOUS GROUP OF STUDENTS

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## ABSTRACT

*Teaching requires a lot of requirements in order to have an effective result. And the effective approach to teaching is determined by several factors such objectives, nature, and level of the students, the nature of the topics, the teacher and the availability of teaching materials. In this paper, it discusses the factors that eventually lead to the teaching effectiveness of the teacher's preparation before the actual teaching happens.*

**KEYWORDS:** *Teaching approaches, determinant of teaching approaches, approaches in teaching English, homogenous students,*

## INTRODUCTION

You have two groups of student to teach, one group of adolescents and one group of the adult. What will be the major differences in your approach? Give examples of lesson plans where appropriate. □

The choice of the teaching approach to be used is critical. An approach is a bridge between the learner and the subject matter. The use of effective teaching approaches to be used facilitates and makes learning easier. How then will the teacher decide the teaching approach to be used in these two groups of students? The following factors give the differences between the two groups which can help the English Language teacher select and decide what approach to use: □

### 1. THE EDUCATIONAL OBJECTIVE AND THE AIM OF THE LESSON

All educational objectives should train our children and youths in a democratic way if life. This is a mandate of the vision and mission of any schools. Teaching strategies and approaches should, therefore, give the learners opportunities to

think critically and logically and to share their ideas without fear or coercion. If training in critical and pooled thinking is what the teacher desires, then the traditional questions and answer method will not suffice. The process of inquiry perhaps is a better to use.

### 2. THE NATURE OF THE SUBJECT MATTER

Different types of subject matter and different types of lesson call for different types of teaching approaches. A lesson on the definition and meaning of important of English will not be used in developing concepts in Science. A lesson on the definition and meaning of important terms in English make use of educational games but a date gathering aspects of the English lesson may involve panel discussion, interview and symposium or lecture demonstration.

### 3. THE NATURE OF THE LEARNERS

Since the learner is considered the center of the educational process, the method must be tailored to him. His age, grade, maturity, ability,

interest, needs, experience, health and growth must be considered. The lecture method, for example, may be more appropriate in college or in older students where learners are more mature and have longer attention span than the learners at the elementary level. Likewise, the use of games and play activities may be appealing to children at the elementary grades but not in the high school nor at the college level.

#### 4. THE SCHOOL EQUIPMENT AND FACILITIES

Modern equipment and facilities such as slide projectors, TV's, tape recorders, well-equipped libraries and plenty of teaching aids make teaching more meaningful and interesting. However, if these equipment are not available and electricity is inadequate, teaching should be adjusted and the teacher should make use of improvised materials and devices. This will demand a lot of creativity on the part of the teacher. □

#### 5. THE TEACHER

There are individual differences among teachers as there are individual differences among learners. Teachers have their own convictions and ways of doing things. One method that works successfully with one teacher may not be effective to another teacher. Some teachers may prefer certain approach and use these more effectively over others. Some teachers are more at home with traditional teaching strategies while a number favor the current ones. It does not really matter what approach the teacher uses so long as he gets effective results in the most economical time. However, he must master the approach he will use and must know the principles, steps, and technique involved.

In the research made by Casado (2000) older students preferred lecture/discussion, lab work, in-class exercises and guest speakers as an approach of the teacher in English lesson. While in the research of Hunt (2003) also noted that student in the lower years are much focused if the teacher used the manipulative approach in explaining the concepts.

It was also noted that jigsaw is an effective teaching approach to lower grades because the involvement and grouping of the students into teams of four with each member being given responsibility for reading/learning a portion of the chapter outside of class. Teams were allowed to meet during the next class and deliver their assigned chapter portions to the rest of their team members.

In the words of Tan (2009), the case study was very much popular for middle age students because they were required to individually prepare written responses to several discussion questions related to the case study. Once in class, students were then organized into groups of four and instructed to share their individual responses to the questions in order to develop a set of "team"

responses to showcase the best of all of their individual responses.

Strategies that support this area incorporate having the understudies direct talk discussions, get ready idea outlines and cases for different students and accept more noteworthy accountability as cutting edge arbitrators for the course. An employee requires not be available at 2:00 p.m. on a Saturday evening for observing inquiries and dialogs; notwithstanding, through online types of correspondence understudies can bolster different understudies, either formally or casually, just about the day in and day out.

Moreover, the part of innovation in the learning condition considers the showing elements of the employee to be redistributed in different courses also. Specifically, all showing capacities no longer should be encapsulated in one individual, however, can be accepted by different individuals from instructional groups. Amid the improvement procedure, for instance, the outline and advancement of online courses might be finished by an instructional architect working together with a senior employee. □

Amid course conveyance, another employee may assume control over the elements of coordinating, supporting, and surveying the learning of understudies. This more noteworthy adaptability in the conveyance of showing capacities is joined by a similar flexibility from time and space imperatives that understudies involvement. Personnel can screen understudy taking in and encourage dialogs from anyplace there is a high data transmission remote association. The fact of the matter is not that personnel will be less required in classes, however, that these new instructional choices will give staff more powerful approaches to using their ability. □

In utilizing the innovation to urge distributed learning empowers the students to improve utilization of the employee as a wellspring of specific direction and input. Moreover, one of the more vital progressively outstretching influences of a course configuration fusing an instructional group is that the employee has more opportunity to coach the learning procedures of understudies. Less time is spent on managerial and specialized issues, and additional time is spent on the development of thought.

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