Effective Teaching and a Few Effective Teaching Strategies

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Abstract

The main aim of this research manuscript is to explore how effective a teacher can become. He can become effective if he applies various teaching strategies according to the needs of his students in simple ways. He must be a reflective teacher who always focuses on his improvement. He should have some qualities like cognitive clarity, verbal clarity, variety in instruction, task orientation, and engagement in learning. He makes his students play with the information they gain. Direct instruction, discussion, small group work, problem-solving, storytelling, and exemplification strategies are discussed along with their advantages, disadvantages, and recommendations so that a teacher may concentrate on the advantages, overcome their disadvantages, and utilize the recommendations to make these strategies effective, and useful for students. The main purpose is to make the classroom interesting, pleasant, and supportive for learning, critical thinking, and research.

Keywords: Effective Teaching, Learning, Creativity, Strategies, Education

Introduction

A teacher can become effective if he applies various teaching strategies in simple ways according to the needs of his class. For this, he must be reflective so that he may ask himself various questions to think and discover how he is impacting his students as a teacher. He must also be consistent in his improvement.

He should have significant qualities like cognitive and verbal clarity, variety in instruction, task orientation, and engagement in learning. And, importantly, he makes his students play with the information they acquire. He is like a doctor feeling the pulse of his classroom, a referee applying the rules, or a conductor creating coherence and harmony in his class.

Direct instruction, discussion, small group work, problem-solving, storytelling, and exemplification strategies are discussed along with their advantages, disadvantages, and recommendations so that a teacher may concentrate on the advantages of these strategies, overcome their disadvantages, and utilize the recommendations to make these strategies effective and useful for students.

All these teaching strategies aim to make the classroom an interesting, pleasant, and supportive place for learning, critical thinking, and research. Effective teachers facilitate their learning process by mixing various teaching strategies if and when needed.

Effective Teaching and a Few Effective Teaching Strategies

An Effective Teacher

Effective teaching is an important tool for transferring knowledge and grooming students. Various strategies are in vogue in the present world of education. Different teaching strategies will be discussed to show how they are effective. Every teaching strategy is effective if it establishes a supportive learning environment at a place. Effective teaching starts with simple things such as learning the names of one's students, having an interest in their backgrounds, interest in their stories, modeling high standards of interaction with them, looking for strength and positive features in them, believing that each student can achieve high standard; and continually asking yourself how I can make my classroom a more pleasant and supportive place for learners. Then, students are likely to remain academically engaged and strive to achieve high standards. It means using appropriate assessment techniques, including authentic assessments

that challenge students, promote reflection and critical inquiry, involve them in meaningful problem-solving, and reward intelligence, strengths, and learning Style.[1]

It should also be remembered that intellectual quality starts with simple things which follow below:

➢ Are you interested and enthusiastic about your teaching?

➢ Are you clear about what you want students to learn?

➢ Are you taking time to develop your understanding of what you are teaching to a higher level than the understanding you expect students to achieve?

➢ Do you share your learning processes with students?

➢ Do you continually ask yourself how I can improve your understanding of my teaching?

➢ Do you ask your students to comment, focus, and anticipate the drawbacks in your teaching style?

➢ Do you ask students how you can improve your teaching style?

➢ Do you identify this deep knowledge of your subject (the important things)?

➢ Do you help your students see what it means to understand this knowledge deeply?

➢ Do you develop high-order thinking among students, and how?

➢ Do you enable students to analyze the issues from different perspectives?

➢ Do you enable students to discuss various points?

➢ Do you encourage students to demonstrate a high level of tolerance?

Every teacher must always keep the above-mentioned pertinent questions in mind and apply them to any teaching strategy useful for his subject. He may sometimes mix various strategies to suit any topic and situation in his classroom. Then, he can easily become an effective and reflective teacher.

Implications for Teachers

An effective teacher makes learning relevant and significant for students. For this, he should start with the following:

➢ He should develop concept maps to show how things he is teaching are interrelated

➢ He should also look for real-world applications of the concepts and procedures he is teaching

➢ He should talk to the teachers to find ways of integrating knowledge across subject boundaries

➢ He should continually ask himself why I want students to learn these things

➢ He should positively recognize learner differences. He should acknowledge that no group has the right to dominate a society

➢ He should recognize/learn how dominant cultures have shaped knowledge

➢ He should seek ways to encourage all learners to participate

➢ He should share his life experiences with learners

➢ He should allow learners to share their experiences

➢ He should repeatedly ask himself, "How are the things I teach in the ways influenced by my culture and beliefs?

Definition of Teaching

Teaching can be defined as a process of guiding learners when they work with information. Teachers help them find information, remember it, understand it, organize it, apply it, evaluate it, and do creative things with it.

A teacher is like a doctor feeling the pulse of his classroom, a referee applying the rules, or a conductor creating coherence and harmony in his class.[2]

So, different ways will be explored in which teachers may guide learners who will explore information. These teaching strategies still vary from direct interaction with learners to research-based interaction. All these teaching strategies are based on some fundamental principles, which are given below:

➢ To facilitate and promote academic achievement

➢ To create an environment which fosters learning

➢ To help students become autonomous learners

➢ To enable students to reflect critically

Effective Teaching Strategies

1-Direct Instruction Strategy

Direct instruction is a teaching strategy that is also called explicit instruction. It refers to the whole-class expository teaching technique, also known as the "Chalk and Talk Strategy." Its other forms are the lecture and demonstration methods. Direct instruction is a teacher-centered approach in which a teacher delivers academic content in a structured format, directs learners' activities, and focuses on academic achievement.

Important Features of Direct Instruction Strategy

➢ The learning outcomes are clear to students

➢ The teacher controls time for different instructional activities

➢ He organizes and controls the sequence of lesson activities

➢ There is an emphasis on academic achievements

➢ He monitors students carefully

➢ Feedback to students is academic

This is a popular approach among teachers across the world. And there are two main reasons why many teachers still like to use it:

➢ This strategy gives teachers maximum control over what, when, and how students learn. So it is attractive to many teachers.

➢ It has strong research support from student achievement and achievement studies in skill-based subjects like reading and mathematics.

➢ It is simply the most appropriate strategy to use.

➢ When students are introduced to a new method of study, it may be useful to develop the basic knowledge and skills of students through direct instruction technique

➢ When students are to discuss or reflect on some ideas critically, they are laid out for them, and the direct instruction technique is quite appropriate.

➢ Sometimes, it is better for teachers to introduce, explain, and demonstrate things directly to them, leaving learners to discover knowledge for themselves. So, learners need some careful guidance through this strategy.

➢ It is a readily available tool for teachers. It should be used when it is the best approach in a specific situation. It should thoughtfully and skillfully be used to help students learn.

➢ Teachers may use it in an interesting, warm, concerned, and flexible way to create and maintain a positive classroom climate so students enjoy learning. Like other teaching strategies, its success depends primarily on the teachers' efforts.

➢ It is also important to note that direct instruction emphasizes teaching in small steps, providing students the time to think and practice.

➢ It can be effective for presenting factual information, for large and small classes, for teaching explicit concepts and skills even to low-achieving students, and for creating a non-threatening environment.

Limitations of Direct Instruction

Sometimes, the direct instruction strategy is not the most effective way to help students to learn because of its limitations, which are below:

➢ In direct instruction strategy, a teacher plays a central role, so its success depends heavily on the image that the teacher projects in his students' minds for himself. If he does not seem well prepared, knowledgeable, confident, enthusiastic, and well organized, students will get bored or distracted, and their learning will be hindered.

➢ Its success depends on the communication style of a teacher. He will provide poor learning to his students if he has poor communication skills.

➢ Its success also depends on students who can assimilate information through listening, observation, and note-taking. If they are weak in these skills, it will be difficult to learn from this strategy.

➢ If the academic content is very complex, detailed, or abstract, it will be difficult for students to understand and process the information.

➢ It is also difficult to cater to individual differences between students' abilities, knowledge, interest in the subjects, and levels of understanding through direct instruction.

➢ In this strategy, students have less opportunities to discuss, explore, or debate various issues

➢ The direct instruction method does not involve participation by some students, such as asking and answering questions, so their interest is lost after ten to fifteen minutes, and they remember little of the content delivered to them.

➢ This strategy leads students to believe it is up to the teacher to tell them all. So, they are not encouraged to show responsibility for discovering what they have learned.

➢ This involves a lot of one-way communication, so there are limited chances to get feedback about student understanding. Sometimes, some students develop misconceptions, too.

➢ Psychomotor skills cannot be taught through this technique alone.

Five important indications can make teaching strategies effective. They are clarity, variety, task orientation, engagement in learning, and high success rate. They are named as the indicators of a teacher's effectiveness. Every teacher must incorporate them into their teaching.[3]

These are specific techniques through which elements of quality teaching can be put into practice:

Teacher clarity

A teacher's quality when he presents information in such ways makes the content easy for students to understand. The teacher's clarity has two aspects:

- ➢ First is cognitive clarity
- ➢ Other is verbal clarity

Cognitive clarity means that a teacher must be clear in what he teaches his students. He should easily help them understand. Verbal clarity means that a teacher must be clear in how he teaches his content to the learners.

Anyhow, verbal clarity, cognitive clarity, and the teacher's communication style are interrelated.4 Clear and unambiguous speech (verbal clarity) is an essential part of the teacher behaviors referenced as cognitive clarity. It is easy for teachers to improve their clarity. One easy way to identify one's teaching clarity is to get student feedback.

Variety in instruction

It can expand students' views of what they learn and challenge them to think in new ways. It teaches them new skills and expands on the already learned skills. It also positively impacts their achievement. It also reduces their disruptive behavior and increases their attention. It also maintains their motivation and engagement in learning. So, variety contributes to a quality learning environment.

It must also be remembered that students get bored if they do the same thing for too long. They become inactive and sit passively in a classroom. They need variety in instruction to keep them interested and lively.

How should teachers use variety? They should incorporate variety in

- ➢ The way they start their lessons is by showing a photograph or posing a problem.
- ➢ The way they check the prior knowledge of students
- ➢ The way they give students access to knowledge (for example, lectures, handouts, PowerPoint, internet, stories, television, etc)

> ➢ The way they ask questions
>
> ➢ The examples used must illustrate points
>
> ➢ The thinking they expect from students
>
> ➢ The challenges they give to students
>
> ➢ The activities in which students are engaged
>
> ➢ The types of materials used in the class.

Task Orientation

This is classroom management, the key feature of direct instruction. In it, a clear goal is set, active teaching takes place, students' progress is closely monitored, and a teacher shoulders the responsibility to bring about students' understanding and learning. So, the classroom has a well-organized and structured learning environment, and the teacher assists students in systematically working to achieve the outcomes. Therefore, task orientation gives students the chance to learn.

Engagement in Learning

Students need to be engaged in intellectual learning but need a scholarly environment. Now, it depends on how effectively the teacher creates that learning environment and how an effective teacher effectively uses his time. He may spend 15% of his time in the organization and management of his tasks, 50% time in interactive teaching, and 35% time in monitoring the activities of students.[5] To achieve this goal, he is to set a system of class rules that allows students to attend to personal and procedural matters without seeking the teacher's permission. Once this environment is created, students will feel encouraged to engage. Then, it is easy to bring about their intellectual engagement.

Teachers should follow a simple rule: "If they want students to engage in learning, then they must tell them what they expect them to do and make it easy and interesting for them to do it."

Learner Success

When students engage in learning tasks, they succeed with little effort. Sometimes, they succeed with some difficulty or fail to complete the task.

Various teaching strategies allow students to experience moderate-to-high success rates in-class activities, and then they produce more significant levels of achievement in later tasks. This also leads to a high level of esteem and positive attitudes.

It is also important to note that success encourages further engagement in learning. This is a basic principle that success leads to further success. So, a direct instruction strategy can be effective if an inexperienced teacher takes verbatim notes and uses them during his lecture. If he is experienced, he should have outline notes that can effectively be used during direct instruction. Students must be motivated to take notes from the instruction delivered by a teacher. They must also be motivated and convinced to learn from their teachers.

2- Discussion as a Teaching Strategy

As a teaching strategy, discussion is an orderly process of face-to-face group interaction in which people exchange ideas. The aim of the discussion may be the resolution of a problem.[6] To answer a question enhances the knowledge and understanding of learners to reach a decision. It is a versatile teaching and learning strategy that can be adapted to suit any subject at any level of education. It can easily involve the whole class or small group. It can frequently be used as a complement to other teaching techniques. It may not be used as a sole method of instruction. When a discussion involves the class, the lesson will have some qualities of direct instruction and learner-centered strategies. It will be similar to direct instruction because the teacher will control learners' activities and maintain a focus on the lesson. At the same time, it will resemble learner-centered strategies because a large part of the input of the lesson will come from learners.

Two Misconceptions about Discussion Strategy

The first misconception is that a discussion cannot be planned because a discussion relies on spontaneous interactions among students. Secondly, a little time and effort are needed to prepare a discussion lesson.

An academic discussion has an exchange of ideas. Such a discussion must satisfy the following five logical conditions:

- Learners must talk
- They must listen
- They must respond to one another
- They must collectively put forward more than one point of view
- They must develop their knowledge, understanding, or judgment of the issue under discussion

There are a few moral dispositions: Participants in a discussion

- must listen to reason
- must be willing to abide by rules which facilitate the exchange of ideas

There are intellectual dispositions, participants

- must have a concern for clarity in the expression of ideas
- must have a concern for a variety of perspectives from the group members
- must be open to discussions

When should discussion be used as a teaching strategy? It must be used

- When a teacher wants students to work together, share ideas, and reach a group consensus on an issue
- When a teacher wants students to develop their understanding by drawing on previous knowledge or experience, thinking critically about the subject, and developing their skills of analysis, synthesis, and evaluation
- When a teacher wants students to have a diversity of perspectives
- When he wants his students to generate their own ideas
- When he wants his students to understand that an issue is complex rather than simple
- When he wants them to discover that different approaches to a problem can be legitimate, sound, and practical
- When he wants them to become conscious of their thinking processes and learn to evaluate their approaches
- When he wants them to develop a sense of ownership of their knowledge

➢ When he wants to develop communication skills

Limitations of discussion as a teaching strategy

It is not easy to conduct an effective discussion because of some problems encountered while using it:

➢ When students are not well prepared, helpful discussion cannot be conducted, so prior reading, research, or thinking about the discussion topic is essential

➢ Talkative students succeed in dominating a discussion. They influence the group members or annoy them. So, a teacher is to intervene to control such talkative students. The teacher is to develop ways to control such problems.

➢ Group leaders may dominate discussion on controversial issues. So, clear rules need to be established before the discussions commence.

➢ Students mostly waste time in discussions when they stray from the topic. A teacher is to be careful in intervention to remind them of the purpose of the discussion

➢ Some students are reluctant to participate in discussions because they fear being ridiculed for their ideas or opinions. It is an important role of a teacher to make such students participate in discussions and value everyone's opinion

➢ Sometimes, students get more involved in a discussion than in learning. Such a situation may be tamed by making such a statement: "Let us pause for a while and consider the direction in which the discussion is now heading."

➢ Discussions are conducted to involve students and new ideas are explored. So the teacher has to relax his control, but some students may misbehave. This problem can be resolved if students are well-prepared for the discussion and understand its relevance and significance.

➢ Some students lack the command of the language or the subject, understanding of the key points of the subject, or critical thinking skills. Such students should be encouraged to participate and learn through the discussion.

➢ Care should be taken that discussion groups do not become competitive emotional battlegrounds because participants try to have recognition

➢ Patterns of participation in a discussion need to be created and fixed early in the group. Reluctant participants may be encouraged to take part early.

➢ Self-esteem is important for students in a discussion. Their contributions should be valued so that their self-esteem may not suffer

➢ Well-conducted discussions are time-consuming. If the main purpose of a discussion, which is students' learning, is achieved, then the time is not wasted; rather, it is well spent.

The following steps should be taken for the preparation of a classroom discussion

➢ The purpose of a discussion should be decided because the discussion is not an end in itself; rather, it is a tool. The basic purpose is to facilitate learning. So, a focus question should be set for a discussion

➢ A teacher should research the topic of discussion thoroughly so that he may contribute to the discussion and guide students toward learning outcomes

➢ A teacher is to help his students prepare for a discussion. They should take part in a discussion to learn something. They should equip themselves with prior reading or research.

➢ A plan for a discussion-based lesson is similar to a usual lesson plan. A teacher should have clear learning outcomes and an outline of the discussion topic, a note about how to open the discussion, a clear question to focus on during this discussion, a list of supplementary questions, and a note about how to close the discussion.

➢ It is very important for a teacher to create a suitable environment for discussion. For example, other students will respect ideas and opinions, and everyone should be open-minded to learning something from the discussion.

Simple rules for classroom discussion

All students should agree to simple but basic rules of discussion. Otherwise, the discussion will become chaotic.[7]

➢ Everyone must have a reasonable chance to participate

➢ Only one person may speak at a time

➢ Students may ask questions from the teachers and one another, or they may provide statements or offer opinions

➢ They may pass if they do not wish to respond to a question or comment at that time

➢ All contributions will be valued and respected, and none will be ridiculed

➢ All contributions should be relevant to the topic

➢ No conclusion should be reached until everyone wishing to contribute has got the chance to do so

➢ Each contribution must be shorter than one minute or any other agreed-upon time.

3- Using Small Group Work as a Teaching Strategy

Group work occurs when a teacher asks two or more students to work together. The distinguishing feature of group work is that students work together with the direct intervention of the teacher at least for some time. A teacher is to structure a learning environment so that students can work productively under the indirect guidance of the teacher and achieve a particular learning outcome. This strategy offers a great opportunity to learn through collaboration. It is a modification of the whole class discussion.

Factors responsible for the success of small group work

➢ A clear focus on student learning

➢ Preparation of (and by) the students

➢ A clear set of guidelines for students

➢ Careful management of the learning environment

➢ Direction, but no intrusion, by the teacher

➢ Willing participation by all students

➢ Monitoring and feedback by the teacher

➢ Careful time management by the teacher and students

➢ A logical conclusion

Teachers may choose it as the most effective way to help students achieve the learning outcome.

Advantages of the small group work as a teaching strategy:

- ➢ Group work shifts the focus from students being passive recipients of knowledge to being active learners
- ➢ It is a valuable way in which the prior knowledge of students is activated, and students are helped to reconstruct their knowledge of the subject matter
- ➢ It is a helpful way of giving students a chance to work on a realistic task that is too complex or too large to be undertaken by individual
- ➢ It encourages students to express their ideas and feelings. Some will effectively explain ideas to others so the explainer and the other group members master the content.
- ➢ It also improves students' problem-solving skills, and they discover multiple solutions to problems. So it increases the depth of their understanding
- ➢ It also improves their oral communication skills at the same time
- ➢ It encourages cooperation among students, and they learn to respect the strengths and limitations of one another
- ➢ It can be a fun way to learn because they are motivated and increase participation in learning
- ➢ It also teaches students to rely on their teachers and be more reliant on their ability to think and seek information from other sources
- ➢ It allows students to contribute ideas and master the content in a non-threatening environment.
- ➢ It allows students to play various roles as leaders, peers, recorders, and subordinates
- ➢ It enables students to be creative, flexible, tolerant, and communicative so that problems are resolved in a rich environment
- ➢ It also reduces the assessment load of a teacher.

Group work can effectively be used when the learning task requires more than one person to work on it. If this is not the case, it is difficult to stop some students from wasting time.

Following are the factors that can limit the effectiveness of small group work

- ➢ Students coming from cultures where learning is usually teacher-directed may have difficulty in changing their expectations and concept of learning
- ➢ Some students are reluctant to contribute to the group work
- ➢ Some students may initially find it difficult to be accepted as group members

➢ Some students may waste time discussing irrational issues if teachers do not monitor them

➢ Some students do not like to teach themselves because they like direct instruction

➢ Spontaneity is the key feature of group work and is restricted by some teachers because they structure the group work very tightly

➢ Group work needs a lot of preparation if it is to be used effectively

➢ It is often difficult to assess individual students fairly, and some students may feel uneasy being judged based on group effort.

Teachers should follow the following steps for group work

➢ Plan well ahead

➢ Prepare your students for group work

➢ Decide on what basis a teacher will form the groups

➢ Prepare or gather the resource materials

➢ Develop detailed guidelines for students

➢ Introduce the issue or problem

➢ Established the groups, select the leaders, and establish the rules.

Recording and sharing ideas

A teacher should prepare a "record" sheet for each group. The sheet will be prepared by the leader, who is the "recorder" for that session. This sheet may contain the following points:

➢ Discussion question

➢ Names of learners (Group members)

➢ The agreed-upon points

➢ The disagreed points

➢ The summary of the conclusion

This should be a single page with the headings, as mentioned above, spread out to leave room for writing. This record page may be pinned to the classroom wall so that all learners can see the discussion results in each group.

Remember that the most productive group work occurs when a group regulates its own activities.[8] A learner can be a productive group member and help the group achieve its goals if he

➢ Is enthusiastic to participate in activities

- ➢ Listens carefully and respects the right of other group members to offer different opinions
- ➢ Focuses on all efforts of the group and politely reminds others to adhere to the group task
- ➢ keeps an eye on time to conclude on time
- ➢ Refrains from lengthy examples to support the main point
- ➢ Encourages other group members to acknowledge their good points
- ➢ Asks others, for example, if they do not understand the point
- ➢ Helps the group to reach a consensus or complete the assigned task.

4- Problem-Solving as a Teaching Strategies

Problem-solving is a strategy for "posing significant, contextualized, real-world situations, and providing resources and instruction to students as they develop content knowledge and problem-solving skills."[9] It is also named problem-based learning.

There is a difference between teaching problem-solving and using problem-solving as a teaching strategy. Problem-solving is teaching students how to solve problems while using problem-solving as a teaching strategy means a technique for teaching through problem-solving. It involves using problem-solving to help students learn other things. The difference between these two is significant. On one hand, the emphasis is on solving problems by applying existing knowledge. On the other hand, the emphasis is on developing new knowledge through solving problems.

When problem-solving is used as a teaching strategy, the emphasis must be on students learning about the subject rather than simply learning to solve problems. Throughout this learning process, the focus remains on helping students develop their understanding of important concepts. This approach to problem-solving can be applied in any subject area.

Benefits of this approach

- ➢ Problem-solving promotes the interaction and teamwork of students and enhances their interpersonal skills
- ➢ It gives students a challenge; they derive satisfaction when they discover new knowledge. It keeps their curiosity. So it is both interesting and stimulating
- ➢ It engages students actively in learning and develops their thinking and reasoning skills. They learn to apply their existing knowledge in new situations. When

problems are engaging and difficult, a higher level of comprehension and skill development occurs.

- ➢ It helps make students responsible for shaping and directing their knowledge because their knowledge results from their efforts. They are also able to evaluate their learning and learning processes

- ➢ It also helps students develop critical thinking skills and their ability to adapt to a new learning situation.

- ➢ Problem-solving in groups encourages students to talk about the concepts they are trying to comprehend

- ➢ It develops the ability of students to make informed judgments, and they are to justify the judgments

- ➢ It helps students to understand the relationship between what they are studying and the real world

- ➢ It helps them to develop qualities like resourcefulness, independence, patience, and persistence

- ➢ When a teacher engages students in problem-solving, it gives a better understanding of the abilities and special talents of his students

Limitations of using Problem-Solving as a Teaching Strategy

When this strategy is used as a technique, teachers should be aware of the following limitations

- ➢ Successful problem-solving lesson needs a lot of preparation because problems are carefully structured to produce specific student learning outcomes

- ➢ Students may not learn what their teachers want them to learn as they (students) focus on the strategy and not on the principles teachers want them to discover.

5- Story Telling as a Teaching Strategy

Definition

Storytelling is an old and traditional form of teaching-learning. According to the Online Cambridge Dictionary,

"Storytelling is the "activity of writing, telling, or reading stories.""

E.M Foster[10] has also defined it interestingly by differentiating between a story and a novel; he writes,

"The king died, and then the queen died."

"The king died, and then the queen died of grief."

The first sentence is a story because it satisfies curiosity, while the second sentence also tells us about the cause of the queen's death.

Importance

It is indisputable that people have always narrated stories. This is, no doubt, the oldest form of remembering. People used to tell stories to preserve their groups' history, traditions, desires, beliefs, and taboos before the written language was developed. One generation tells its stories to the next one, and the next generation shares these stories with its following ones.

Civilizations survived because story-telling ensured the continuation of life experiences to subsequent generations. Even Plato and Aristotle used it for the education and socialization of children between 400 BC and 300 BC.

Storytelling is a measure of magic shared between the teller and the audience. It is a meeting of minds where visions, values, feelings, and memories are passed on in words.

Grandparents and teachers frequently use storytelling to entertain and enlighten children and students. This is an instructional approach in the teaching-learning process in which the power of storytelling is utilized to convey educational content in a very engaging way.

Teachers never used fancy PowerPoint presentations, overhead projectors, or chalkboards in the olden days. They would share their knowledge through stories. The most memorable odds humans can recall are the stories shared by their parents, grandparents, or teachers. They are not the theories, definitions, or dates but the unfolding stories with amazing suspense, humor, or perhaps personal anecdotes. They always stay fresh over the years. They are the unforgettable stories.

In this modern world, the power of storytelling is also recognized. Even in Bollywood, Hollywood, and Nollywood, storytelling is a multi-million-dollar business. It can make a movie popular and successful.

WAN AINOL MURSYIDA BINTI AHMAD TARMIZI writes in theses,

"The first written record of activity that appears to be storytelling is found in an Egyptian papyrus called the Westcar Papyrus and tells how the sons of Cheops, the great builder of pyramids, entertained their father with stories. Those tales were recorded sometime between 2000 and 1300 BC."[11]

Nisreen Kadhim Khudhair and Bushra Saadoon Mohammed Alnoori write in their article

"Firstly, a story is defined as a narrative account of a real or imagined event(s); it is a narrative structure with a specific style and a set of characters. In this technique, 'storytelling' learners may share experiences and learn from others' wisdom, beliefs, and values. Besides that, stories build blocks of knowledge, the foundation of memory and learning; lastly, stories connect people to the past, present, and the future." [12]

Carys Shannon writes in her article that children love stories. Stories are magic. They can create other worlds, emotions, and ideas and make everyday life seem incredible. They can teach us empathy and take us on terrific journeys. They can make us laugh, cry, jump with fright, and then comfort us with a happy ending.[13]

She further writes that storytelling appeals to different learning preferences and personalities, ensuring that everyone, from the shyest to the most active of students, can participate in a way they can enjoy. This ranges from listening quietly to taking part as an actor.[14]

Mr Noman writes in his article that storytelling is like a companion to other teaching methods, adding magic and imagination to the classroom. Students should dive deeper into their lessons by combining storytelling with hands-on activities and discussions.[15]

Advantages of Storytelling

Storytelling can serve various purposes because it

> - is a powerful teaching technique that engages learners, provides information, and allows the learners to explore life experiences
> - is an old but effective approach combining learning with entertainment.
> - provides meaning to cultural and social understanding and enjoyably introduces moral values.
> - nurtures students' creativity, imagination, critical thinking, and emotional expression.

> ➤ is applied by selecting appropriate stories, engaging language, and incorporating interactive elements.

> ➤ improves communication skills, inculcates confidence, expands vocabulary, and promotes cultural awareness among students.

> ➤ can also enhance the storytelling skills of students through creating an immersive storytelling atmosphere.

> ➤ creates curiosity among students by developing relatable characters and situations.

> ➤ sparks students' interest

> ➤ supports the flow of lecture

> ➤ makes materials memorable

> ➤ overcomes the anxiety of students

> ➤ builds the rapport between a teacher and students

> ➤ creates a very positive classroom climate

> ➤ provides a structure for remembering course materials

> ➤ ties students to traditions, events, or people from the past

> ➤ teaches various lessons from the experiences of others

> ➤ aids students' memory

Disadvantages of this Strategy

Storytelling has some disadvantages because it

> ➤ encourages passive listening only,

> ➤ promotes limited questioning because students listen more and a teacher shares more,

> ➤ Sometimes, it creates monotony as students do not actively participate in the learning process

> ➤ Students become subjective and cannot communicate factual information

> ➤ Stories must be narrated truthfully. Otherwise, they can deceive

> ➤ Complex or technical information cannot be conveyed through storytelling

> ➤ A teacher/storyteller is to omit or exaggerate a story to suit the story to his purpose; he is to construct a half-true or half-false story to achieve his aim

> ➤ Concocted stories can give rise to conspiracies and lead people astray

> ➤ The art of storytelling may be hated, even though, in reality, the artist is to be detested because his misusing the story may be challenged.

Challenges for storytellers/teachers:

The storyteller is

➢ Be very active and focused in involving the audience; otherwise, the impact of storytelling may be lost.

➢ To be very choosy in the selection of stories, which is a challenging task

➢ To make his selected stories very suitable so that he may achieve his purpose after narrating his story.

➢ To imagine himself a very good storyteller

➢ To build suspense, have pauses at various places

➢ To draw the attention of students

➢ To introduce humor in his lecture

➢ To involve his audience

➢ To develop his style

➢ To draw links between his story and the theories/principles he wants to clarify

➢ To keep his story clean and relevant

➢ To omit the story if it does not suit the concept he wants to illustrate

➢ To conclude the story

➢ To allow his students to share their life stories as their peers like them

➢ To tell stories embodying the values of discipline

➢ To solicit students' feedback on the shared stories

➢ To take a minute to ask students to summarize the point deduced from the story.

It is also important for a teacher or storyteller to find interesting and effective stories so that he can achieve his purpose.

The following ways may be utilized to create an excellent resource:

➢ Current events of life

➢ History events

➢ Television programs

➢ Classic literature

➢ Dramas

➢ Personal experiences of life

➢ Clipping relevant newspaper stories

➢ Making notes about various events illustrating some concepts

➢ Fiction stories

➢ Textbooks stories

➤ Stories of students

Nisreen Kadhim Khudhair and Bushra Saadoon Mohammed Al-Noori write about digital storytelling in their article,

"This type of story is regarded as a modern expression of the ancient art of storytelling. It consists of exciting images, music, narrative, and voice, giving deep ideas, meaning, and wonderful color to characters, situations, and insights. Using digital stories through media has become easier with different media tools, and it is a creative technique for learners to enhance cultural information."[17]

Tatjana Koropec writes in his article

"A storyteller must be a good performer to draw the audience's full attention. A story is told, not read; therefore, it should be learned by heart. This act requires much rehearsal. With the right techniques and some practice, a student can remember the story and tell it smoothly."[18]

6- Exemplification Method as a Teaching Strategy

Definition

The exemplification strategy is the strategy in which examples are selected and used to explain and elaborate the main point/theory/ principle so that the basic concept of learners is made clear and easy to understand. The teacher is to add his explanatory talk to relate examples to the main point. "Exemplification "is any situation in which something specific is offered to represent a general class."[19]

Introduction

It is acknowledged that learning is an ongoing process that never stops in life, but it takes place excellently through the exemplification method. Examples in the teaching-learning process make students' understanding and learning easy, clear, and memorable.

It must be remembered that teachers give examples to introduce, communicate, and demonstrate abstract ideas. These examples are essential resources for teachers to supplement their object of learning effectively. They serve as necessary tools for teachers to clarify the understanding of their learners.

Advantages of this strategy

➤ This method is very easy for teachers

➤ This is a handy tool to clarify the understanding and learning of learners

➢ Any teacher can apply this method in any subject

➢ Examples are always available to utilize

➢ Students like examples because they come across the similarities between examples and the object of learning, and this is a satisfying and soothing method for them

➢ Commonplace examples can be given to explain and elaborate abstract and complex ideas easily

➢ No hard and fixed rules are needed to select examples to explain something with

Disadvantages of this strategy

➢ If a teacher cannot explain and clarify the main point with an example, then confusion will increase

➢ A teacher is sometimes to be innovative and hardworking to find out suitable examples so that he may explain the main point

➢ Every teacher may not be good at additional explanatory talk with the stories, so the link between the story and the main point may be set and explained. This talk is done to achieve a goal.

Components of this method

There are two significant components in this method:

• Exemplification process

• Explanatory talk

In the first process, the teacher selects and chooses the examples to suit his goal, and in the second process, he utilizes these examples to relate them to his end.

Challenges for teachers in this strategy

➢ The teacher is to be very choosy in the selection of examples

➢ He is to be intelligent in using these examples to suit his goal

➢ He is to explain these examples in such a way that he would link them to the main point

➢ Specific examples are to be selected to remove any confusion of his students and bring about clarity in the main point

➢ Choice of examples can either facilitate or hinder the understanding of his learners

➢ Choosing, generating, and using examples require careful consideration of relevant and irrelevant features leading to generalization

➢ His explanation is crucial so that he may explain; otherwise, the main goal of clarifying will not be achieved.

Recommendations for teachers

➢ The teacher may use the textbook as a primary source

➢ Examples in the textbook should match with a specific goal

➢ He must select such examples which will match with the main purpose

➢ If the resources from the textbooks are not adequate. Subsequent resources may then be utilized to match the goals set.

Conclusion

Various teaching strategies are meant to make the classroom an interesting, pleasant, and supportive place for learning, reflection, and research. The learning process is facilitated for students by mixing various teaching strategies according to their needs.

An effective teacher applies various teaching strategies in simple ways according to the needs of his class. For this, he is to be a reflective teacher so that he may ask various questions from himself to think and discover how he can improve himself as a teacher.

He needs to have some important characteristics like cognitive clarity, verbal clarity, variety in instruction, task orientation, and engagement in learning. More significantly, he enables his students to play with the information they gain. An effective teacher is like a doctor who feels the pulse of his classroom, a referee who applies the rules, or a conductor who brings about coherence and harmony in his class.

Various effective teaching strategies like direct instruction, discussion, small group work, problem-solving, storytelling, and exemplification strategies are to be applied by an effective teacher while keeping in mind the advantages, disadvantages, and recommendations of these strategies so that he may concentrate on the benefits of these strategies, may overcome their disadvantages and utilize the recommendations to make these strategies effective and useful for students.

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