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Teaching Styles:

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1. Introduction

In the following paper, the focus lies on the comparison of teaching styles that are chosen and displayed by teachers while instructing in a classroom.

The first part of this paper will present a brief insight into the historical background of teaching and demonstrate didactics - the art of teaching, as one of the core disciplines from the science of education.

In order to eliminate ambiguity and promote accuracy, the second part of this paper will concentrate on clarifying and defining terms that are used in education. Therefore, aspects of teaching such as the terminologies approach, methods, design, technique, procedure, teaching-style, and practice will be outlined in detail. After addressing the various definitions that are in use, this paper will analyse whether these terms are referred to differently in the primary and secondary school sector.

After defining the terminology of teaching style, the paper then take a closer look at two classification concepts that have been put forward to show how teaching styles can be categorised. To do this, two of the more established theories of Grasha's Five Teaching Styles and Thorntons Three D's, will be introduced. Furthermore, the question of whether one teaching style is better than the other, will be highlighted.

Following this, discussion in chapter four on how various teaching styles can be categorised, and how they affect students' achievements, chapter five will outline the different conditions of the International School of Bergen and the Kiwengwa Independent School on Zanzibar, which were specifically chosen for this research paper.

Lastly, the final chapter will be working on the detection of factors that have an impact on a teachers' style. In the first subchapter, I will compare these aspects by focussing on four fields including professional, occupational, institutional and curricular factors.

Finally, chapter six will aim to understand factors that have an impact on a teachers' style. In the first subchapter, I will compare these aspects by focussing on four fields - professional, occupational, institutional and curricular factors. The second subchapter will present a survey done with one teacher from each school to discern how their personal teaching style has changed during the time they have been working at these institutions

2. A Brief History of Teaching

To understand the need for a clarification of certain terms, and to grasp the one ir several teaching styles one displays in the classroom, it is first necessary to first comprehend what the study of didactics is concerned with and why this concept is so significant, especially in the primary school sector. Therefore, this chapter will provide a brief history of teaching as well as an introduction to the studies of didactics.

> "One of the most significant phenomena of the 20th century was the dramatic expansion and extension of public […] education systems around the world—the number of schools grew, as did the number of children attending them. Similarly, the subjects taught in schools broadened from the basics of mathematics and language to include sciences and the arts" (Encyclopaedia Britannica, education).

With the development of the school systems, the theory of didactics has become more important. Didactics has evolved as a one core discipline of the science of education and describes the art of teaching. Therefore, it is not only concerned with concepts but also with the content that is to be taught and how it should be conveyed (cf. Flitner 1993, 3). To specify, the study of didactics is divided into two fields. On the one hand, it analyses general teaching and learning processes, on the other hand, it is concerned with all educational activities within a classroom (cf. Schorch 2007, 18).

In 1657, Johann Amos Comenius claimed to have found a way to the one 'Great Didactic' - one that completes the art of teaching to all people. One that teaches in a way that will result in success. One that teaches without fault or complaints from teachers or students, but is a great pleasure to both., And one that does not teach superficially, but thoroughly, in a way that real scientific understanding can be conveyed (cf. Flitner 1993, 3).

Since then, many concepts have evolved, but just as there is no agreement on one correct theory of teaching or learning, there is not one didactics theory that is universally agreed upon. Rather, a variety of theories and models that are and can be used as guidance. In conclusion, the ultimate goal of didactics is to find a way to provide students with a sustainable and positive learning experience (cf. Brucker 2014).

3. Elucidation of Terminology

After gaining an understanding of the importance of didactics in the previous chapter, the main focus of this chapter is to clarify and determine the terminology used in teaching, as well as evaluating wether there is a difference in the use of these terms between the primary and secondary school system.

3.1 Clarification of Terms

Since there are numerous terms in the field of language teaching and language learning, it can be unclear what each of them specifically mean. In an effort to eliminate ambiguity, confusion or misunderstanding and to promote accuracy the following terms will be described: approach, method, design, technique, procedure, teaching-style and practice.

<u>Approach</u>
The term approach refers to the "theory of the nature of language" and the „theory of the nature of language learning" (Richards & Rodgers 2001, 33). The concept of the nature of language is dealing with two issues: firstly, the matter of language proficiency, and secondly, the fundamental units of the structure of a language (cf. Richards & Rodgers 2001, 33). The concept of language learning takes a closer look at the "psycholinguistic and cognitive processes involved in language learning" (Richards & Rodgers 2001, 33). It also determines the requirements, which will promote an effective use of these processes (cf. Richards & Rodgers 2001, 33).

To summarise, an approach refers to theories "that serve as the source of practices and principles in language teaching" (Richards & Rodgers 2001, 20) and "is the level at which assumptions and beliefs about language and language learning are specified" (Richards & Rodgers 2001, 19). Approaches are the axiomatic basis on which different methods derive. Teachers can choose the approach that works best considering the situation and classroom conditions, and decide what these particular circumstances require (cf. Richards & Rodgers 2001, 19). In this particular field of study, a variety of different approaches emerged, such as the aural-oral approach, the grammar-translation approach and the communicative approach (cf. Longman 2010, 30)

<u>Method</u>
In language teaching, the concept of method is "the notion of a systematic set of teaching practices based on a particular theory of language and language learning" (Richards & Rodgers 2001, 1). Consequently, it is the stage in which theory is put into practice. Once methods have been chosen, presentation of the material would be in line with the appointed ap-

proach. Thus, it should be based on the chosen approach and consistent with its theories. Therefore, it cannot contradict any of its views or beliefs on how a second language should be taught and learnt (cf. Richards & Rodgers 2001, 19; cf. Longman 2010, 363). While "an approach is axiomatic, a method is procedural" (Richards & Rodgers 2001, 19). To specify, a method is where decisions about the content that is to be taught are made, and the way the content will be presented (cf. Richards & Rodgers 2001, 19).

Numerous teaching methods have emerged throughout the centuries, such as the audio-lingual method, the audio-visual method, the grammar-translation method and the direct method (cf. Richards & Rodgers 2001, 3). The different principles of these methods result from the various views of language learning. These views include the nature of language and second language learning, the goals and objectives, the syllabus, the roles of teachers and learners, and the procedures and techniques that are being used (cf. Longman 2010, 363). According to Richards and Rodgers "a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure" (Richards & Rodgers 2001, 20).

Design

Design is the terminology that was introduced by Richards and Rodgers (2001) as they established their model for the description of methods in a teaching environment. The change of term from method to design was an attempt to clarify the concept and give it a more comprehensive meaning (cf. Richards & Rodgers 2001, 24). The definitions of the terms partially overlap, but where method is defined as the level on which theory is put into practice, design describes the level of method analysis. This analysis is where the objectives, syllabus, types of learning, teaching activities, roles of learners and teachers, and of the materials that are used in the classroom are determined (cf. Richards & Rodgers 2001, 24). The importance of the level of design is clear. "In order for an approach to lead to a method, it is necessary to develop a design for an instructional system" (Richards & Rodgers 2001, 24). In conclusion, at this level, "methods will advocate the use of certain types of teaching activities as a consequence of its theoretical assumptions about language and learning" (Richards & Rodgers 2001, 31).

Technique

In the field of teaching, the terminology 'technique' defines "a specific procedure for carrying out a teaching activity [...]" (Longman 2010, 590). Therefore, a technique is a skill used by a teacher in a classroom environment, such as the way a teacher may give work instructions or present a difficult topic to the class (cf. Longman 2010, 590). Techniques are a product of choice made by the teacher and are usually planned and done deliberately, rather than by

accident. Moreover, the techniques used by teachers are supposed to be in line with the method, and therefore the approach (cf. Richards & Rodgers 2001, 19).

Procedure

When developing their model for the description of methods, Richards and Rodgers (2001) found that the terminology technique, identified by American linguist Edward Anthony in 1963, was too limiting and did not suit their framework. Therefore, they used the more extensive term ‚procedure' instead (cf. Richards & Rodgers 2001, 20). According to the Cambridge Dictionary, a procedure is "a set of actions that is the official or accepted way of doing something" (Cambridge Dictionary, procedure). As specified by Richards and Rodgers, a procedure "encompasses the actual moment-to-moment techniques, practices, and behaviors that operate in teaching a language according to a particular method" (Richards & Rodgers 2001, 31). Simplified, a procedure produces content. It is the practical realisation of a method and its approach in a classroom (cf. Richards & Rodgers 2001, 20).

Teaching Style

In general, a style is "a way of doing something, especially one that is typical of a person, group of people, place, or period" (Cambridge Dictionary, style). In education, a teachers' style shows their individual qualities and methods, preferences, and distinctive approach in which instructions and interactions are implemented within the classroom (cf. Heydarnejad 2017, 26).

Practice

The technical term ‚practice' describes the act of doing something regularly, and therefore exercising and increasing skills. For example, when it comes to second language teaching, practice is necessary to help students become efficient and more fluent in the second language. Furthermore, practice promotes becoming accustomed to producing the new and unfamiliar sounds (cf. Longman 2010, 448).

3.2 Different uses of Terms in Primary and Secondary Classrooms

Various concepts and theories about teaching practices have evolved throughout the past century, but little research has been done on the occurrence of the use of terms within learner groups of different ages (cf. Richards and Rodgers 2001, 19). As it is known, teaching practices and school characteristics vary widely. Therefore, while specifying how these terminologies are defined, I questioned wether there are significant differences used between the primary and secondary school sectors.

I came to face two difficulties while researching. Firstly, intending to explore the different uses of terms within schools, I came to find that there is very little literature relating to this question. This was due to the fact that if research is done in this area, it often focuses on concepts rather than the age of learners. For this reason, most of the research regarding this topic is on the variety of didactic methods and approaches that can activate and stimulate learning potentials, for example, the studies done by Edward Anthony in 1963 and Richards and Rodgers in 2001. Secondly, even if the terminology would be specially designed for different age groups, teachers are often not aware of the exact style or concept that they are displaying. This results in the majority of research defining the terminologies within the different theories and concepts, but not the use in different age groups.

4. Defining Teaching Styles

As indicated in the previous chapter, a teaching style or a teachers' style is the specific and unique way a teacher plans and instructs a lesson. These distinctive styles develop from specific prior life and work experiences, personal preferences and the choice of strategies and techniques (cf. Heydarnejad 2017, 26). Such individual qualities, thinking patterns and skills do not stagnate. They continue to evolve and are therefore a continuous process. To conclude, one cannot theoretically be taught an exact teaching style, but rather it is a unique skill that one acquires and develops.

Several theories have been put forward by researchers to explain how teaching styles could be best categorised. Two of the most significant among them are the Five Teaching Styles by Grasha and the Three D's by Thornton, and these will be examined in the nectsection (cf. Heydarnejad 2017, 28).

4.1 Grasha's Five Teaching Styles

Anthony F. Grasha, professor of psychology at the University of Cincinnati, developed the Teaching Styles Inventory in 1996. The purpose of his model was to classify multiple teaching styles so that differences in teachers' behavior could be categorised (cf. Heydarnejad 2017, 28). According to Grasha, being aware of your own teaching style can improve your ability to reflect and evaluate your role as an instructor and help you become aware of patterns and personal biases (cf. Grasha 1996, 49). Grasha identified five styles in his model which represent "typical orientations and strategies teachers use in their classes" (Heydarnejad 2017, 28). They are the Expert, Formal Authority, Personal Model, Facilitator and Delegator Style.

Expert Style

Teachers following the Expert Style possess detailed knowledge in the field of their expertise and are mainly concerned with conveying information and knowledge to the students. Although these kinds of instructors set a focus on displaying their own status as experts among students, they do also emphasise the improvement of students' skills (cf. Grasha 1996, 154).

Formal Authority Style

This style places great importance on structures and strict guidelines. Instructors who pursue the Formal Authority Style commonly set great importance on following procedures in the correct and standardised way. They act as strict disciplinarians cultivating good manners and behaviours within the classroom. Nevertheless, these types of teachers establish and communicate learning goals clearly, and provide the students with positive and negative feedback. Furthermore, they communicate the procedures and expectations (cf. Grasha 1996, 154).

Personal Model Style

Instructors who pursue the Personal Model Style focus on acting as role models within the classrooms and school community. Their fundamental belief is "teaching by personal example" (Grasha 1996, 154). This way they can ensure that the students obtain the opportunity to observe behaviour and thinking patterns before they are supposed to follow suit. Students often are expected to act in the same manner that the teacher considers appropriate (cf. Heydarnejad 2017, 28).

Facilitator Style

The Facilitator "emphasizes the personal nature of teacher-student interactions" (Grasha 1996, 154). This kind of teaching style is concerned with the guidance of students towards an educated, independent and strong-minded self. The ultimate goal is to enable students to become responsible and independent, and to provide them with the capability to make informed choices. By asking questions, moderating debates and discussions, and supporting students to explore their thinking processes, these types of teachers often appear like a mentor or a guide (cf. Grasha 1996, 154).

Delegator Style

Teachers with the Delegator Style prefer to stay at the back of the classroom and are only available when students actively seek help. The learners are enabled to work independently and autonomously, either in groups or on projects. This style offers the opportunity for students to experience themselves as independent learners (cf. Grasha 1996, 154).

4.2 The Three D's

When Ken Blanchard and Paul Hersey established the model of the "Situational Leadership Theory", they created the groundwork for Paul B Thorntons' concept of the Three D's. Thornton adjusted and elaborated Blanchards' and Herseys' theory to make it suitable for the use in a school environment. The essence of his theory is based on the idea of how an instructor can vary his or her teaching style to try and bring out the best in the students (cf. Thornton 2013, 6). The teaching styles of Thornton are threefold: Directing, Discussing and Delegating:

<u>The First D: The Directing Style</u>
The Directing Style favours a one-way communication system. For the great majority of the time, the activities in the classroom are teacher-centered. The teacher tells or demonstrates the students what, when and how to do specific tasks. Students mostly gather information by observing and taking notes, but also through interpreting the thinking processes of their teacher. With this style, learning through listening and following instructions are promoted (cf. Thornton 2013, 6). Additionally, teachers act as role-models to demonstrate the desired behaviour. Thus, students are expected to observe and subsequently act in similar ways (cf. Thornton 2013, 8).

<u>The Second D: The Discussing Style</u>
Teachers practicing the Discussing Teaching Style initiate interaction within the classroom by asking students thoughtful and challenging questions, thereby leading a goal-focused debate. Communication occurs either in a "two-way" or a "multi-way"-system (Thornton 2013, 8). The style is defined by the cooperation between teacher and students by learning through interaction. The intention is to provide a space where students are enabled to discuss, think critically, and share creative ideas and insightful thinking processes. Therefore, this style promotes students to think outside the box, develop new theories and establish opinions based on facts. The main purpose of implementing this style into an educational environment is for students to come to a logical conclusion by discussing and considering all aspects and facts of a chosen topic. Well known philosopher Sokrates used the discussing style to educate his students and encourage vigorous debates (cf. Thornton 2013, 8).

<u>The Third D: The Delegating Style</u>
When teaching with the Delegating Style, one tries to promote learning by doing. Thereby, the teacher empowers the students to develop new ideas and concepts and work on tasks either independently or in groups. Students are fully responsible for the progress, solving problems, maintaining a positive learning attitude and presenting good results (cf. Thornton 2013, 9). Additionally, this teaching style focusses strongly on the students' ability to reflect

on their working process. According to Thornton, "students gain the most when they are able to critique their own performance" (Thornton 2013, 8). Overall, the goal is to help students perceive themselves as independent learners and achievers.

4.3 No One Teaching Style is Best

After exploring two of many concepts of trying to categorise teaching styles, one could ask the question: Is one style better than the other? The related literature reveals a collection of theories of how students can benefit the most from the teaching styles their instructors demonstrate, but none of them can give a clear comparison. This is because that there is no one single teaching style or concept that fits all the different types of learners and instructors. Therefore, there is no one best teaching style that fits everybody's needs and preferences (cf. Thornton 2013, 9). All styles have their individual advantages and disadvantages. Thus, teachers should not rely on one style, especially since they cannot reach every student in the same way. A successful teacher will be able to sense students' needs, and adjust their teaching style accordingly (cf. Grasha 1996, 153). This means that effective teaching "uses an appropriate mix of all teaching styles" (Thornton 2013, 7). Moreover, students' attention spans are arguably becoming shorter. Therefore, it is neccessary to use a variety of teaching styles to keep the learners involved and motivated.

To evaluate the effectiveness of an instructors' style, one should assess their performance after every teaching period (cf. Thornton 2013, 9). When planning lessons and course modules, teachers need to consider their students' knowledge and level of skills. If students have little or no knowledge, they will need direction. For example, as learners become more independent, the Discussing Style might be more encouraging. A classroom can benefit from all styles, as long as teachers know how to address the educational needs of all learners, and help develop the students' confidence in their learning processes (cf. Thornton 2013, 9).

5. A Concise Overview of the School Programmes at ISB and KINS

In the previous chapter, I displayed two concepts on how teaching styles can be categorised and showed reasons as to why it is necessary to reflect one's own teaching style. Prior to comparing different aspects that may influence the teaching styles in the two selected schools portrayed in this paper, the International School of Bergen and the Kiwengwa Independent School, it is essential to take a look at the general setting of the schools and the programmes which they follow.

5.1 ISB - International School of Bergen

The International School of Bergen was founded in 1975. It is located on the west coast of Norway in Bergen. It is a non-profit day school that strictly follows the IB programme. IB is the abbreviation for the International Baccalaureate (IB) - which is an international educational foundation, founded in 1968, which has its headquarters in Geneva, Switzerland. The IB offers 4 educational programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme and the Career-Related Programme (cf. International Baccalaureate 2014). The International School of Bergen offers two of the four programmes, with one of them being the Primary Years Programme.

The PYP was established to nurture and develop young students from ages three to twelve (cf. International Baccalaureate 2014, 2).

> According to the IB, the PYP "addresses students' academic, social and emotional well-being. [It] encourages students to develop independence and to take responsibility for their own learning. [The IB focuses on supporting] students effort to gain understanding of the world and to function comfortably within it and helps [learners to] establish personal values as a foundation upon which international-mindedness will develop and flourish" (International Baccalaureate 2014, 2).

One of the most distinctive features of the PYP is the transdisciplinary framework. This includes six themes, for example "Where we are in place and time" and "How the world works". These themes provide students of IB schools with the opportunity to incorporate local and global issues into the curriculum by addressing each theme annually (cf. International Baccalaureate 2014, 2).

In addition to the transdisciplinary themes, the IB provides a learner profile which represents ten attributes that "describe a broad range of human capacities and responsibilities that go beyond academic success" (International Baccalaureate 2013, 1). The IB believes that these attributes, for instance, being open-minded and caring, can help individuals become "internationally-minded" and "responsible members of local, national and global communities" (International Baccalaureate 2013, 1).

5.2 KINS - Kiwengwa Independent School

The Kiwengwa Independent School is a private, small, and non-profit independent school. It is located in Kiwengwa, a village situated on the east coast of Zanzibar. As a semi-autonomous island, Zanzibar only partly follows the same regulations as the Tanzanian mainland.

For instance, education in Zanzibar is compulsory for seven years of primary and an additional three years of secondary school, whereas on mainland, education is only mandatory for the first seven years (cf. Eiletz-Kaube 2010, 168).

The Zanzibar KINS was founded by Italian expat, Vivide Montero in 2010. Montero set up the school in an effort to create a quality education for her daughter. The idea was to create "a school community where local and expatriate children would feel safe and could come together to learn and play under the guidance of quality teachers" (Kiwengwa Independent School). Starting off only providing childcare for children of kindergarten age, the school now offers a complete educational package for children aged two to twelve (cf. Kiwengwa Independent School).

The schools' educational programme is officially based on American and British curriculum models. However, the school emphasises the individual needs of each child to ensure a truly unique and targeted learning experience and the classes are structured accordingly. Learners are not simply put in a class based on their age, but mainly based on their developmental state and social skills (cf. Kiwengwa Independent School).

6. Teaching Styles Displayed at ISB and KINS

In accordance with the introduction of the general setting of the International School of Bergen and the Zanzibar KINS, this chapter will be focusing on four aspects that influence the teaching styles of their employees. In the following section, these various factors will be examined. An evaluation of the survey, which was done with one teacher from each school, will also be analysed.

6.1 Comparison of Four Factors that Affect Teaching Styles

The first part of the final chapter will be working on the detection of four factors that have an impact on teachers employed either at ISB or KINS. I will compare these aspects by focusing on professional, occupational, institutional and curricular factors.

Professional Factors: Teachers' Qualification
To be able to work in a school that follows the IB programme, a bachelor or master's degree in education alone is insufficient. Therefore, all educators wishing to work at these types of private schools have to receive special training, which mostly occurs in the form of workshops or professional development courses (cf. IBO). These types of trainings are offered by

the IB, as the organisation benefits from more educated and qualified teachers, considering that they have acquired the expertise to convey the visions of the programme correctly. This implies that teachers who continue to "stay on track" and proceed "professional development" (IBO) are more likely to know about the different teaching styles and will establish an awareness of which style they are displaying.

Teachers wishing to apply for a position at the Zanzibar KINS won't have to receive this kind of special training that IB-educators do, but they are required to have a teaching certificate. Additionally, experience in teaching multi-level, as well as multi-aged classes, is necessary (cf. Kiwengwa Independent School).

Ultimately, taking the education of teachers in both schools into account, it is implied that educators working in an IB school might develop better knowledge about the terminology of a 'teaching style', and possibly show more awareness of the styles they are displaying within the classroom. This is due to the continuous process of educating and establishing the skills of the employees (cf. IBO).

Occupational Factors: Teaching Alone or in a Team?
A study done in 2016 found, that most teachers choose to cooperate with other staff to a certain degree, for example, when it comes to sharing materials and discussing students' behaviour. However, according to the *Bertelsmann Stiftung, Robert Bosch Stiftung, Stiftung Mercator,* and *Deutsche Telekom Stiftung,* most teachers continue to prefer teaching classes by themselves rather than in a team (cf. Richter and Pant 2016, 6). Nonetheless, consistent teamwork between teachers is one of the most important factors when it comes to implementing inclusion. Thus, co-teaching describes the cooperation of two qualified employees who plan and perform lessons as a team, and share responsibilities for students. When two experts work together, inclusive teaching can be ensured through the use of differentiated content and methods, and through working in small groups where all students learn together (cf. Johnson 2015). This is necessary when organising a classroom which hosts a diverse student community can be very intense for both the learners and the teachers. Therefore, the grade teachers working at the International School of Bergen are commonly supported either by teaching assistants, trained support staff or interns (cf. IBO). On the contrary, teachers working at the Kiwengwa Independent School usually teach by themselves, although occasionally will be supported by interns. In order to compensate for the lack of support, class sizes are very small (cf. Kiwengwa Independent School).

Concerning the elements that may impact ones' teaching styles when co-teaching a class ,teachers have to continuously arrange and coordinate their styles to be able to work together smoothly. On the one hand, teachers can benefit by sharing responsibilities bet-

ween the two. However, constant cooperation as a team might limit one's style preferences to an extent. Although some teachers might not enjoy the co-dependency, they will benefit from each other in terms of new perspectives. At KINS, where teachers work alone, they do have the freedom of pursuing their preferred teaching style, but are also solely responsible for the learning experience and success of the students.

Institutional Factors: The Concept of Inclusion

According to the Longman dictionary, inclusion is a model in education which places all students (including those with special needs) in the same classroom, rather than removing some learners for separate teaching (cf. Longman 2010, 276). While both ISB, and KINS are fully inclusive, the implementation of the inclusive practices vary. The ISB has inclusion incorporated in its school's core values. Besides appreciating and including everyone, it also states that the atmosphere at school is supportive of the unique needs of each student and the individual attention that they require (cf. IBO). Similarly, the school policy at KINS sets a great focus on equal opportunities for all students. The school shows passion when it comes to ensuring that "all children can reach their full potential", with a special "commitment to inclusion at the center of their practice so all children become independent learners" (cf. Kiwengwa Independent School).

Reflecting on these practices, the institutional factors of teaching all students in the same learning environment, no matter their differences in needs, might affect one's teaching style. As previously mentioned, a good teacher has to be able to sense students' educational needs and adjust the teaching styles to provide a fulfilling learning experience for everyone (cf. Grasha 1996, 153). Considering these facts, the inclusion of children with special needs in within the general education classroom implies that it is crucial teachers to be aware of their teaching style to be able to fulfill every child's individual needs and act accordingly.

Curricular Factors: Relying on Guidelines

As seen throughout this paper, there are many ways for teachers to impart content. Just as there are different ways of teaching, there also are various ways of learning: "The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style" (Felder 1995, 21).

According to Felder, children process new material best, especially when it is presented in a way that corresponds to their learning style. Consequently, different learner types grasp new information best through diverse teaching tools. Among others, there are the visual, auditory, tactile and kinesthetic learner styles (cf. Felder 1995, 21).

Since the ISB and KINS are both fully inclusive schools, neither of them strictly rely on curricular guidelines like a course or textbook. Relying on one teaching tool would make it incredibly difficult for the diverse classroom to learn considering there is no differentiation in content or method. Therefore, instructors would not be able to fulfill every student's educational needs. Teachers have to vary their teaching style, offer different instructional methods and be inventive to reach each child and to help them gain knowledge.

6.2 A Small-Scale Survey

After reviewing and comparing a number of factors that influence teaching styles at the International School of Bergen and the Kiwengwa Independent School, this sub-chapter provides an evaluation of the results of a small-scale survey done with two teachers who are working at these schools. This is an exploratory, non-scientific survey whose main objective is to compare the change in teaching styles of two teachers in the time they spent in these institutions.

Prior to the analysis of the survey, it is important to mention that the results are neither representative nor do they show scientific reliability, and can therefore not be generalised or transferred onto other teachers' work experience. Taken into consideration that this survey is not a scientifically structured study, it does, however, represent personal experience with the change of teaching style.

In order to collect the required data, a survey in form of a questionnaire was administered to the participants. The survey was done with Ms. Laurence Valek and Mrs. Leanne Hagen. Ms. Laurence Valek has been teaching the first grade at KINS for four years. Mrs. Leanne Hagen has been a grade teacher at the ISB since 2011, where she mostly taught students in year four and five.

The topics covered by this small-scale survey are displayed in the form of three categories:
1. Is the teaching style you are most frequently displaying in the classroom deliberately chosen by you?
2. Has your teaching style changed in your time at the particular school?
3. Do you feel restricted by using your preferred teaching style by the programme the school follows?

Each category is represented by five statements. Both participants had to fill in blanks as following: 1 - strongly disagree; 2 - moderately disagree; 3 - undecided; 4 - moderately agree; 5 - strongly agree.

The evaluation of the results of the questionnaire are displayed below. In order to compare the results, the answers provided by Ms. Valek and Mrs. Hagen will be cross-analysed. The detail of the questionnaire, as well as the bar graphs showing the results, are presented in the appendix of this paper and will be referred to as results of categories one to three.

Category 1: Is the teaching style you are most frequently displaying in the classroom deliberately chosen by you?
In general, this category was answered very similarly by the participants. Both teachers either moderately agreed or strongly agreed with all questions. In three of five questions, they provided the same answer. Those questions were exploring if the teachers generally know about different teaching styles (strongly agree), if they reflect the styles they choose and display (moderately agree) and, if they feel like they are capable of assessing students' needs correctly (strongly agree).

When asked if the teachers feel free to pursue the teaching style they are most comfortable with, Ms. Valek moderately agreed and Mrs. Hagen strongly agreed. When it came to choosing a style thoughtfully and according to the lesson and the activities planned, Mrs. Hagen replied that she moderately agrees with this statement and Ms. Valek strongly agrees.

To summarise, the answers to these statements imply that both teachers seem to have a good understanding and knowledge of the variety of teaching styles that are feasable. They appear to pick their style thoughtfully and deliberately. Reflecting on the professional factors that were discussed in chapter 6.1, although Ms. Valek seems to have a broad understanding of teaching styles too, the IB programme with its training possibilities in the results.

Category 2: Has your teaching style changed in your time at the particular school?
On the contrary to category 1, where the answers given are very similar, the results of category 2 differ more.

When asked if parents' expectations influence the choices the teachers make regarding their teaching style, Mrs. Hagen strongly disagreed, whereas Ms. Valek moderately agreed. Furthermore, questioning how the schools' conditions (for example, the equipment, the classroom, etc.) changed their styles, answers spanned from moderately disagree (KINS) to moderately agree (ISB).

The answers to the question ,if teaching styles of colleagues affected their style' were rather similar, Mrs. Hagen answered undecided, whereas Ms. Valek moderately agreed. This may be due to the fact that Mrs. Hagen works in a school where most teachers received their teacher training either in Europa or America. Ms. Valek, on the other hand, who received her

training in Switzerland, now works in a school where the majority of teachers had their training done in Tanzania. Practices and styles, therefore, may vary more drastically between the two.

When it came to the influence that the schools' culture and curriculum has on their teaching styles, both teachers either moderately agreed or strongly agreed.

In conclusion, it seems that parents' expectations and colleagues' habits have a bigger impact on the teachers working in Zanzibar, whereas the schools' culture, as well as the curriculum, seem to have a substantial effect on both teachers.

<u>Category 3: Do you feel restricted by using your preferred teaching style by the programme the school follows?</u>
The results of the first two questions of category 3 show similar views. Regarding the specific goals and objectives the school pursues, both teachers either moderately agreed or strongly agreed on not feeling limited by them. Additionally, neither of the schools relies on course or textbooks, therefore both teachers completely agreed on not feeling affected by strict guidelines.

Answers that were given to the question if the assessment policy of the school restricts personal preferences are very similar. The teachers either strongly disagreed with feeling confined or moderately disagreed. Moreover, both teachers do not appear to feel influenced by the programme the schools follow.

The answers differ the most in the last question of this category. Teachers were asked ‚if the possibilities when planning their lessons are confined', to which the teacher at ISB strongly disagreed, but the teacher at KINS moderately agreed.

Given these facts, one may conclude that the ISB being situated in Norway has more possibilities regarding the supply of material and other helpful teaching tools. On the contrary, KINS being located on the island of Zanzibar, the school has limited access to resources. In conclusion, teachers working at KINS may feel more restricted regarding their possibilities, but not in terms of the programme or guidelines of the school.

7. Conclusion

In this research paper, I have outlined that well-trained teachers are integral in order to provide students with the best learning experience.

From chapters two to four, I layed the groundwork for a better understanding of teacher awareness and the varying teaching styles. I continued with a brief introduction to the International School of Bergen and the Kiwengwa Independent School. Additionally, I went into detail to proof that no one teaching style is best.

The main focus of this paper was displayed in chapters five and six, which showed that learner styles vary as much as styles of educators do. Thus, the compatibility of instructor and learner styles can have a considerable effect on what works for any given student (cf. Snow & Campbell 2017, 9). "Serious mismatches between the learning styles of students in a class and the teaching style of the instructor, [have] unfortunate potential consequences," (Felder 1995, 21).

Learner groups are never fully homogeneous. This is clear as many of the challenges we face in education stem from teachers not being well enough prepared for the diversity they encounter in today's classrooms. To work with students effectively, teachers have to be aware of thinking and practice patterns and address them if necessary. "Teaching strategies, methods, and procedures are the foundations of the learning process which respect individuality and differences of each student" (Kuzmanović 2013, 76, quoted in: Walsch, 2002).

To sum up, "accommodating differences in style is an important part of teaching to diversity" (Grasha 1996, 151). If we want to ensure to offer our students successful learning experiences, it is essential that teaching staff is aware of the different styles and have the expertise to use them effectively. The continuous process of evaluation and self-evaluation, as well as a better education of future teachers, will improve preparation for the challenges of today's diverse classrooms.

> "[Students] don't remember what you try to teach them. They remember what you are."
> — Jim Henson, It's Not Easy Being Green: And Other Things to Consider.

Appendix

Categories of the small-scale survey

Category 1: **Is the teaching style you are most frequently displaying in the classroom deliberately chosen by you?**					
	1	**2**	**3**	**4**	**5**
I am aware of the variety of teaching styles.					
I have the freedom to pursue the teaching style that I feel most comfortable with.					
I choose my style thoughtfully and according to the lesson and activities I have planned.					
The teaching style I choose is reflecting on the mixed-age and mixed-level of the learners.					
I can assess my students' needs and therefore, feel confident in choosing the right teaching style.					

| **Category 2:** **Has your teaching style changed in your time at ISB?**					
	1	**2**	**3**	**4**	**5**
The teaching styles I observe on my colleagues have an effect on my own style.					
The schools' culture has an impact on my teaching style.					
Parents' expectations influence my teaching style.					
The curriculum that is being taught has an effect on the decisions I make regarding my style.					
The schools' conditions (i.e. the equipment, the classroom, etc.) changed my teaching style.					

| **Category 3:** **Do you feel restricted by using your preferred teaching style by the programme the school follows?**					
	1	**2**	**3**	**4**	**5**
The school has specific goals and objectives, but I usually don't feel limited by them.					
I have to follow strict guidelines while planning my lessons, i.e. by using a course book.					
The assessment policy of the school restricts my personal preferences.					
The schools' programme doesn't influence my teaching style at all.					
My possibilities when planning lessons are confined.					

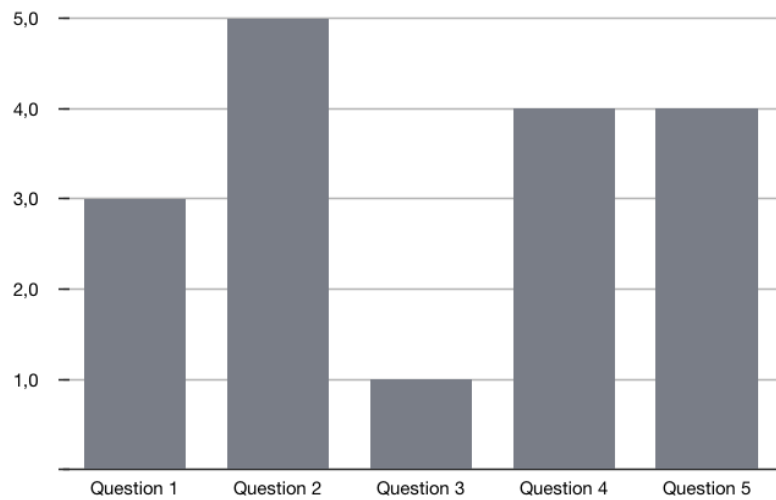<u>Graphs of the evaluation of category 1</u>

Laurence Valek:
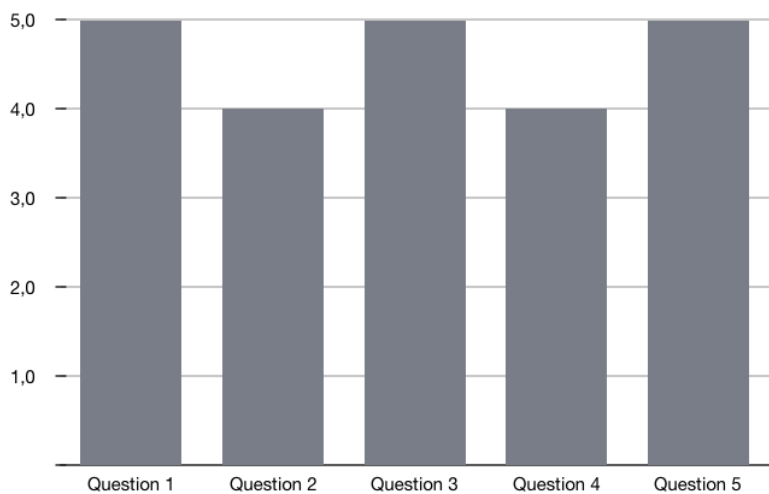
Leanne Hagen:
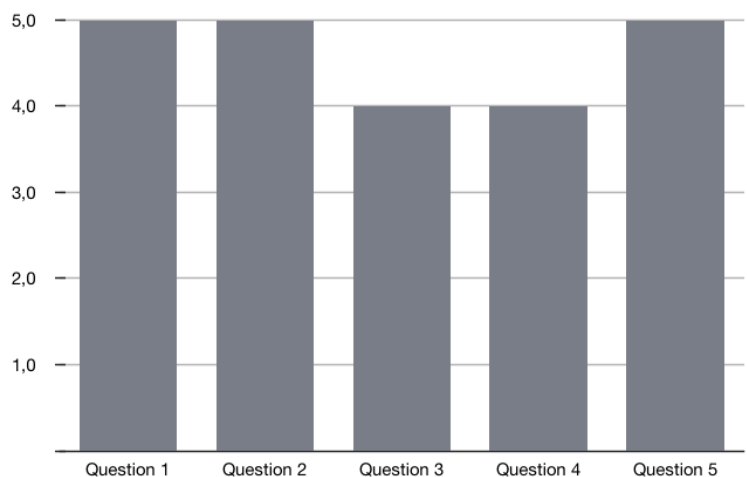
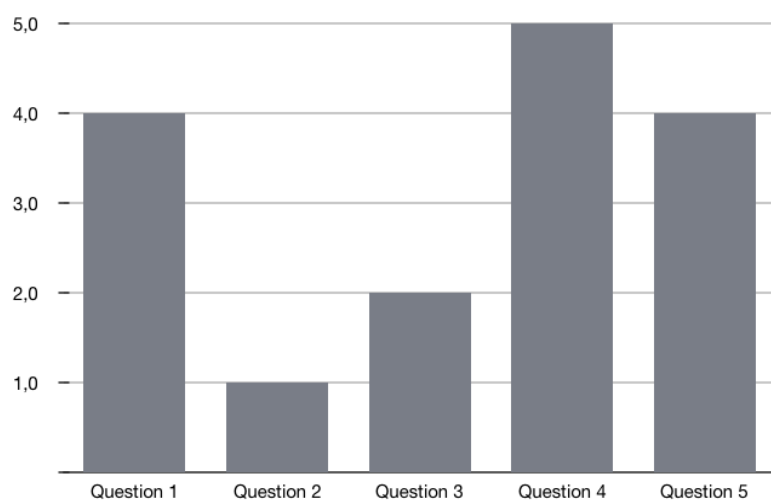Graphs of the evaluation of category 2

Laurence Valek:
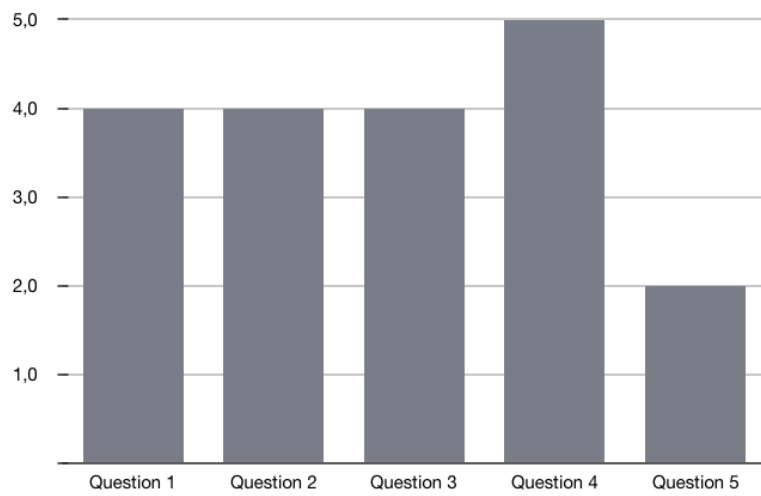
Leanne Hagen:

Graphs of the evaluation of category 3

Laurence Valek:

Leanne Hagen:
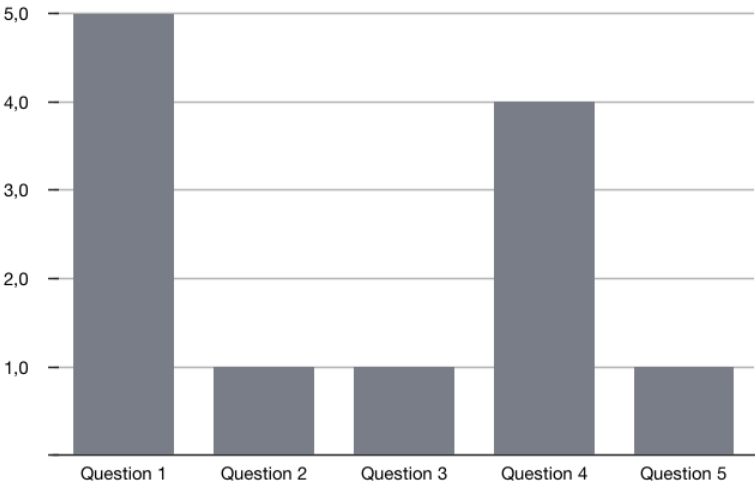
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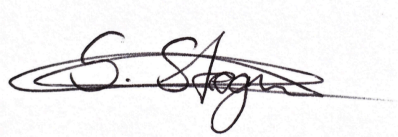
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