

**EXPLORING ENGLISH LANGUAGE
TEACHING IN INDIA:
THEORY & PRACTICE**

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TOOLS & TECHNIQUES TO ENHANCE 'LEARNING TO LEARN' AND WEAVE THEM INTO TEACHING PEDAGOGIES

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Abstract

Ironically, one of the things that we don't really learn in school/ college is to 'learn'. We are conditioned for rote memorization, and are asked to appear for arbitrary tests without being given any tool/ technique of effectively understanding and absorbing various types of contents, subjects, and learning materials.

The paper aims to contextualize the types of learning styles like aural, visual, kinaesthetic, combination and methods of learning and reframing them in the light of methods or techniques to match the styles of both, the teachers and the learners and also look into some of the best practices shown by research to be most effective in helping understand and absorb learning.

Keywords: *Inductive and Deductive learning, Aural, Kinaesthetic, Combination*

Learning is a concept for learners to be able to absorb facts, concepts, procedures, and principles of a science with a fast, fun, and memorable manner. No two brains are exactly similar. Their approaches and responses are different to any external stimuli and in processing the information hence they have different learning styles and this is the law of nature. We need to accept that learning style of one may witness a mis-match with teaching styles of teachers. Such a mis-match dissuades the learners from active learning and understanding the subject of topic /content and pushes him towards rote learning that mars the understanding of the learners in the long run.

Process of Learning

The information one receives from the external world or stimuli are either sensory (sound and sight- visual and aural) or intuitive (hunches/ gut feeling or insight)

These sensory channels perceive the information in a visual or auditory manner. The information thus received is organised and channelised by the inductive or deductive modes of neural patterns and structures of the brain.

For instance, one learner may organise the information by observing the facts and then infer the underlying principles therein (inductive), whereas the others may prefer the deductive form of learning, wherein results/ consequences are deduced from given principles. The organised information is then processed either actively through kinesics/ physical activities or reflectively through introspection. Finally, progress towards understanding takes place sequentially in steps, or globally to accomplish learning.