

EXPLORING THE DISCREPANCY: AN IN-DEPTH ANALYSIS OF TEACHING METHODS AT THE PRIMARY LEVEL — INVESTIGATING TEACHERS' PERCEPTIONS VERSUS ACTUAL IMPLEMENTATION

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Abstract

This study examines the discrepancy between teachers perceived and actual implementation of teaching methods at the primary level. Employing a qualitative research approach, the researcher analyzed data collected from ten teachers at The County School. The study aimed to explore what teaching methods teachers believe they are using versus what they actually apply in classroom practice. Findings revealed that several teachers were unaware of the methods they employed and often mentioned a method name without demonstrating its proper use. The results indicate a significant lack of awareness among teachers regarding pedagogical methods and their contextual application. The study concludes that teachers must acquire a deeper understanding of various teaching methods and apply them according to the specific requirements of subjects and learning environments. Improved awareness and methodical application are essential for enhancing students' comprehension and learning outcomes.

Keywords: *Teaching methods, teacher awareness, classroom practice, qualitative research, pedagogical effectiveness.*

Introduction

Teaching methods comprise a structured set of principles, procedures, and strategies designed to facilitate desired learning outcomes (Liu & Shi, 2007). These methods are influenced both by the nature of the subject matter and by beliefs about how students learn. Historically, pedagogy in the early 20th century was predominantly teacher-centered, emphasizing lectures, memorization, and textbook learning, with limited focus on learner engagement. A “good class” was often defined by its quietness rather than its interactivity.

By the 1950s, educational reforms began promoting project-based approaches and student-centered practices. Over time, research in education and psychology (Dewey, 1916; Piaget, 1952; Vygotsky, 1978) deepened understanding of how learners acquire knowledge, leading to diversified and dynamic teaching methods. Today, effective teaching demands adaptability, creativity, and informed pedagogical choices that align with learners' cognitive and emotional needs.

Teaching and learning are interconnected processes. The effectiveness of teaching is measured through student learning outcomes. As Cohen (1981) and Theall and Franklin (2001) assert, students' evaluations of teachers are often correlated with the amount of learning achieved. Thomas Angelo famously stated that “*teaching without learning is merely talking.*” Thus, true teaching effectiveness is inherently linked to student engagement and comprehension.

Teaching Methods Overview

Teaching methods vary widely, encompassing both teacher-centered and learner-centered approaches. Mkpa (2009) defines a teaching method as a systematic plan that integrates strategies,

materials, and techniques to achieve instructional goals effectively. Below is an overview of major teaching methods commonly applied at the primary level:

1. Lecture Method

The lecture method involves the teacher presenting information directly to students. While time-efficient and effective for large groups, it often results in passive learning. To enhance engagement, teachers can incorporate questioning, visual aids, and interactive discussion.

Characteristics:

- Encourages idea development and theoretical understanding
- Suitable for large classes
- Promotes structured content delivery
- Requires skilled and knowledgeable teachers
- Risk of reduced student participation

2. Role-Play Method

Role-playing immerses students in simulated real-life situations to foster empathy, decision-making, and communication skills (Carleton College, 2020; Chesler & Fox, 1966). This active learning approach promotes critical thinking and practical understanding.

Characteristics:

- Enhances social and communication skills
- Encourages creative problem-solving
- Simulates real-world experiences
- Engages students actively and emotionally

3. Discussion Method

Derived from the Latin “discutere,” meaning “to shake apart,” the discussion method encourages learners to exchange ideas and collectively explore a topic. It fosters critical thinking and peer learning.

Characteristics:

- Encourages participation and collaboration
- Deepens understanding through dialogue
- Clarifies complex concepts
- Develops analytical and communication skills

4. Direct Method

Used widely in language teaching, the Direct Method emphasizes communication without translation, focusing on speaking and listening. Grammar is learned inductively through immersion.

Characteristics:

- Focuses on oral practice and pronunciation
- Enhances fluency and comprehension
- Avoids use of the mother tongue
- Creates a natural language-learning environment

5. Activity Method

Activity-based learning emphasizes “learning by doing.” Students engage in hands-on activities that promote experiential understanding and retention (Pine, 1989).

Characteristics:

- Promotes engagement and collaboration
- Encourages critical thinking and creativity

- Makes learning interactive and enjoyable
- Facilitates deeper conceptual understanding

6. Audio-Visual Method

Originating from the 1950s CREDIF model, this method integrates multimedia tools to enhance comprehension and retention. It is especially effective in language and science instruction.

Characteristics:

- Utilizes multiple senses for learning
- Saves instructional time and enhances motivation
- Promotes interactive and engaging lessons
- Strengthens memory and conceptual clarity

7. Teacher-Centered Method

This traditional approach positions the teacher as the primary authority, delivering content while students passively receive information (Mkpa, 2009). Though effective for structured learning, it limits creativity and critical thinking.

Characteristics:

- Emphasizes teacher control and direction
- Limits student autonomy
- Encourages discipline and uniformity
- Useful for content-heavy subjects

8. Augmented Reality (AR)

AR integrates digital elements into real-world environments to make learning interactive and immersive. It bridges theoretical and practical understanding.

Characteristics:

- Interactive and real-time learning
- Enhances engagement and visualization
- Promotes safety in simulated environments
- Useful for complex or abstract topics

9. Inquiry-Based Learning (IBL)

IBL engages students in questioning, investigation, and discovery. It encourages active learning aligned with constructivist theory (Piaget, 1952).

Characteristics:

- Encourages curiosity and critical thinking
- Promotes independent problem-solving
- Develops research and analytical skills
- Fosters lifelong learning attitudes

10. Grammar Translation Method

A traditional approach focused on reading and writing accuracy, emphasizing grammar rules and vocabulary memorization. Though limited in communicative ability, it builds a strong linguistic foundation.

Objectives of the Study

- To identify and suggest effective teaching methods suitable for the primary level.
- To analyze discrepancies between teachers' stated teaching methods and their actual classroom practices.

Research Questions

1. What innovative teaching methods can be recommended for implementation at the primary level?
2. How do discrepancies between teachers' perceptions and actual classroom practices highlight opportunities for pedagogical improvement?

Literature Review

The scene of essential schooling altogether impacts the mental and social advancement of youthful students. This writing survey tends to a basic concern: the detectable misalignment between educators' view of educational strategies and their real execution in essential study halls. This investigation adds to the more extensive discourse on powerful educational procedures.

Historical Perspectives on Teaching Methods:

To comprehend the foundations of showing techniques, researchers like Dewey (1916) and Bruner (1960) have dived into verifiable points of view. Dewey's dynamic instruction reasoning underlines experiential learning, while Bruner's mental hypothesis advocates for a functioning student job. These verifiable bits of knowledge enlighten possible errors among customary and contemporary belief systems (Vygotsky, 1978).

Theoretical Frameworks in Primary Education:

Unmistakable hypotheses, including Piaget's constructivism (1952), Skinner's behaviorism (1954), and Vygotsky's socio-social viewpoint (1978), shape educational decisions. Understanding these speculations recognizes likely holes in educators' comprehension and execution, shaping the hypothetical background for our investigation.

Teacher Professional Development and Training:

Ingersoll's exploration (2003) highlights the effect of progressing proficient improvement on adjusting teachers' aims to activities. Guskey's work (2002) accentuates designated preparing as fundamental in connecting holes among apparent and carried out academic methodologies, accordingly impacting the direction of teacher rehearses.

Classroom Observations and Case Studies:

Review using homeroom perceptions (Pianta et al., 2008) and contextual investigations (Yin, 2018) give important bits of knowledge into the everyday real factors of essential study halls. Pianta's observational exploration offers a subjective focal point into instructor understudy cooperations, while Yin's contextual investigation strategy extends how we might interpret the intricate exchange between educators' discernments and activities.

Factors Affecting Educating Methods:

Outer elements, like educational program prerequisites, managerial assumptions, and cultural tensions, assume a huge part in forming showing strategies (Fullan, 2007; Hargreaves, 1994). Fullan's accentuation on fundamental change lines up with Hargreaves' investigation of the perplexing elements influencing informative direction, stressing the requirement for a thorough viewpoint.

Surveying Understudy Learning Outcomes:

Research on the connection between teachers' apparent viability and understudy learning results gives unmistakable proportions of informative effect (Hattie, 2009; Dear Hammond, 2017). Hattie's meta-investigation features the meaning of noticeable learning, while at the same time Sweetheart Hammond's work highlights the connection between successful showings rehearses and further developed understudy accomplishment.

This writing survey orchestrates verifiable, hypothetical, and commonsense aspects, tending to the misalignment between educators' discernments and the execution of showing strategies in essential schooling. By coordinating these points of view, the survey offers important experiences into powerful academic systems, contributing seriously to both exploration and practice in essential schooling.

Research Methodology

This qualitative descriptive study investigated teaching methods used by ten teachers from *The County School*. Using simple random sampling, data were collected to examine discrepancies between teachers' perceptions and their actual classroom implementation. The approach allowed the researcher to observe natural teaching practices and draw valid conclusions regarding pedagogical alignment.

Findings and Discussion

The research is about to analyze the teaching methods used by the teacher in the class. There are some of the basic teaching methods used and some of the teachers are unaware of the method and when the researcher asks the teacher he/she generally just utter a method name. The researcher's aim is to discuss the teaching method that the teacher thinks he is using and what they actually use.

Serial No.	Teachers	Teacher's Perceptions about Teaching methods	Level of students	Actual Implementation about teaching method
1.	A	Lecture method	Class: Five	Inquiry-Based Learning
2.	B	Discussion method	Class: Five	Teacher – centered method
3.	C	Play-Way Method	Class: Five	Augmented Reality
4.	D	Individual method	Class: five	Role – play model
5.	E	Discussion method	Class: Five	Peer- teaching method
6.	F	Direct method	Class: Five	Grammar translation method
7.	G	Activity method	Class: Five	Direct method
8.	H	Audio- Visual method	Class: Five	Role- play model
9.	I	Discussion method	Class: Five	Lecture method
10.	J	Audio- visual method	Class: Five	Active- learning

Teacher A:

Perception: Lecture method

Actual Implementation: Inquiry-Based Learning

Discussion: Teacher A despite seeing the utilization of customary talk techniques, carries out an imaginative methodology through Request Based Picking up, exhibiting an expected misalignment among saw and genuine educating systems

Teacher B:

Perception: Discussion method

Actual Implementation: Teacher-centered method

Discussion: Teacher B's inclination for conversation technique stands out from the reception of a more educator focused approach. This uncovers an error in educational techniques, provoking a nearer assessment of variables impacting this misalignment.

Teacher C:

Perception: Play-Way Method

Actual Implementation: Augmented Reality

Discussion: The shift from conventional Play-Way Technique to consolidating Expanded Reality proposes a developing instructive methodology. Understanding the inspirations driving this change could reveal experiences into the unique idea of educating rehearses.

Teacher D:

Perception: Individual method

Actual Implementation: Role-play model

Discussion: The deviation from a singular technique to the reception of a pretend model demonstrates a readiness to investigate intelligent and cooperative learning. Examining the elements affecting this shift could offer significant bits of knowledge into successful educating systems.

Teacher E:

Perception: Discussion method

Actual Implementation: Peer-teaching method

Discussion: Teacher E's inclination for conversation lines up with a companion showing strategy, exhibiting an intelligible methodology. This case underscores the significance of investigating effective educational methodologies that resound with instructors' insights.

Teacher F:

Perception: Direct method

Actual Implementation: Grammar translation method

Discussion: The arrangement among saw and carried out strategies proposes lucidity in teacher F's educational decisions. Further investigation might uncover the reasoning behind choosing the Punctuation Interpretation strategy inside the more extensive setting of language educating.

Teacher G:

Perception: Activity method

Actual Implementation: Direct method

Discussion: The shift from a movement based way to deal with the immediate technique features the need to examine the variables impacting educational choices. Understanding the reason why customary techniques are preferred over additional intelligent methodologies could offer important bits of knowledge.

Teacher H:

Perception: Audio-Visual method

Actual Implementation: Role-play model

Discussion: Teacher H's change from Audio-visual to a pretend model recommends a powerful educating style. Unwinding the inspirations driving this shift might reveal the adequacy of pretend in improving understudy commitment and understanding.

Teacher I:

Perception: Discussion method

Actual Implementation: Lecture method

Discussion: Teacher I's inclination for conversation stands out from the real utilization of a talk technique. This inconsistency prompts an investigation of variables affecting informative decisions and expected regions for adjusting insights to compelling educating rehearses.

Teacher J:

Perception: Audio-Visual method

Actual Implementation: Active-learning

Discussion: The change from conventional Audio-Visual methods to an active-learning approach mirrors a positive shift toward additional connecting with informative practices. Looking at the inspirations driving this change could uncover procedures for cultivating understudy cooperation and appreciation.

In conclusion, the findings highlight eminent misalignment between educators' discernments and real executions of instructing strategies. Investigating the explanations for these errors offers significant bits of knowledge for further developing instructor preparing programs and improving the adequacy of essential level schooling.

Conclusion

The study concludes that many teachers lack adequate awareness of pedagogical methods and their contextual applications. Effective teaching requires not only theoretical understanding but also accurate implementation. Teachers must engage in continuous professional development to master different methods, adapt them to their subject requirements, and foster an engaging learning environment. When teachers apply methods deliberately and contextually, students' comprehension and academic performance significantly improve.

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