

DIFFERENCES BETWEEN TRADITIONAL TEACHING METHODS & INNOVATIVE (MODERN) TEACHING METHODS.

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Abstract:

The purpose of this paper is to assess the traditional methods of teaching with the modern teaching methods that can be used in imparting knowledge to the students. Teaching includes two major components one is sending and the other one is receiving information and any communication methods that serve this cause without devastate the objective could be considered as innovative methods of teaching. The use of innovative methods in learning institutions has the potential not only to enhance education, but also to permit people, build up governance and kindle the effort to achieve the optimum that is human development goal for any country.

Education is an engine for the development and improvement of any society. It not only convey knowledge, skills and instill values, but is also responsible for building human capital which breeds, drives and sets technological innovation that is essential for economic growth. In today's age, information and knowledge place out as very significant and vital input for expansion and endurance, rather than looking at education simply as a means of achieving social strengthen, the society must view education also as an engine of succession in this era boost by its wheels of knowledge and research that moves towards the development.

Key words: Traditional teaching, modern teaching, innovation, Knowledge, improvement..

Brief description:

Traditional Teaching Methods:

Methodology, or teaching, is a set of methods having a common aim that is to support students, involve the students, or explain to students who have to listen conscientiously. Traditional methodology is based largely on a reduction of the integrated process into sub-sets of distinct skills and areas of knowledge. It is in general largely a purposeful procedure which focuses on skills and areas of knowledge in segregation. Traditional methodologies are strongly associated with the teaching which is used in a certain field related to the students' life or work. In this method the, educator can deliver the message via the "chalk-and- talk" method and overhead projector (OHP) transparencies. This directed teaching model or aid has its foundations implanted in the behavioral learning perspective and it is a trendy technique, which has been used for decades as an educational strategy in majority of institutions. The teacher controls the instructional process, the content is delivered to the whole class and the teacher is liable to emphasize accurate knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play diminutive part in their learning process. It has been found in most universities by a large number of teachers and students that the conformist lecture approach in classroom is of partial effectiveness in both teaching and learning. In such a lecture, students assume a purely inactive role and their attentiveness

fades off after 15-20 minutes. Some boundaries which may prevail in traditional method are

- Teaching in classroom using chalk and talk is "one way flow" of knowledge.
- Teachers often continuously talk for an hour without knowing students response and feedback.
- The material presented is only based on lecturer notes and textbooks.
- Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
- The handwriting of the lecturer decides the fate of the subject.
- There is insufficient interaction with students in classroom.
- More emphasis has been given on theory without any practical and real life time situations.
- Learning from memorization but not understanding.
- Marks rather than result oriented

Geoffrey Broughton illuminate the impact of Traditional teaching approach that; they Inform the reader about "the proliferation of courses and materials being designed to teach English for science, medicine, agriculture, engineering, and tourism which actually meant that the content of the course was limited to the specific requirement of the chosen field.

A very typical feature of traditional methodology, as Broughton and his colleagues claim, is the "teacher-dominated interaction"². The teaching is deeply teacher-centred. The reason for this approach is explained by the statement of Assist. Prof. Dr. Abdullah Kuzu, who asserts that, it is based on the "traditional view of education, where teachers serve as the source of knowledge while learners serves as a passive receivers"⁵. This idea corresponds to the simile of Jim Scrivener, who claims that "traditional teaching is imagined to work as 'jug and

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mug' the knowledge being poured from one receptacle into an empty one." This extensive attitude is based on a prerequisite that "being in a class in the presence of a teacher and 'listening attentively' is sufficient to make certain that learning will take place." To sum up, the traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is supposed that if students are present in the lesson and listen to the teacher's explanations and examples, they will be able to use the knowledge.

Modern Teaching Methods:

I hear and I forget.

I see and I believe.

I do and I understand. - Confucius³

The empires of the future are the empires of the mind.- Sir Winston Churchill⁴

In comparison with the traditional methodology, modern methodology is much more student-centered. According to Jim Scrivener, the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by facilitate them to work at their own pace, by not giving long enlightenment, by encourage them to participate, talk, interact, do things, etc." Briefly put, the students are the most vigorous element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc.

Since modern methodology is aiming for something different, also to achieve the goal, the mode has changed. Teachers' methods, courses, and books had to be accustomed to new needs of the learners to fulfill their expectations

- Ronald V. White expresses three principles of modern methodology:
- firstly, "the primacy of speech";
- secondly, an emphasis on "the centrality of connected text as the heart of teaching-learning process";
- and thirdly, an "absolute priority of an oral methodology in the classroom"¹⁰.

Let us now focus on one significant part of modern teaching - teaching skills. The key skills are listening, speaking, reading, and writing. They can be measured into two groups:

- Receptive (listening and reading) and
- Productive (speaking and writing).

These skills consist of sub-skills; like reading includes skimming (reading for gist), scanning (reading for specific information), rigorous reading, and widespread reading. While listening, students can pay attention for gist, or for specific information: for some details, such as numbers, addresses, directions etc. In actual life we do not normally listen for every word spoken. Therefore, as many professionals today agree, the task should be pragmatic also.

The tasks should recover skills, not examined memory. According to Jim Scrivener, with receptive skills it is better to assign one assignment, let the students accom-

plish it, have feedback, and then assign another assignment, let the students read or listen to the text again, have feedback, etc. Scrivener also points out that the tasks should be graded from the easiest to the most difficult, or, in other words, from the most general to the most detailed, and the students must know what the assignments are before the listening or reading itself is done. If the students do not manage to accomplish the task, the teacher should play the listening again or give them more time for reading⁷. In the methodology course at Masaryk University the students are advised to let the students compare their answers in pairs, to get a feeling of security, and only then check the answers as a group¹¹. Students can become disheartened if the teacher expects them to embark on tasks which are too challenging, and tasks which are too tricky can be those not aiming where the teacher actually wants. Therefore it is essential to think and plan vigilantly before the lesson, so that the activity is constructive. Concerning productive skills, writing and speaking, there are some important concerns to state also. As students carry out production skills, a teacher using innovative methodology is aware of segregation between accuracy and fluency.

Keeping in mind a child's exposure to video games, iPads and smart phones, it is not surprising that as a student the child takes to technological teaching tools like the proverbial duck to water. Teaching & learning are both made more enjoyable through modern teaching aids of the technological type. Children do be liable to be more considerate as the audio or visual or audio-visual aids makes them immersed in what is being taught. Devices like touch-screen gadgets makes learning more accessible and helps a child to understand a subject as complex as a Shakespearean play easy to understand thanks to the summaries of such subjects provided by the device's apps. Teaching aids like animated slide shows saves time for subjects. For instance, instead of the teacher continuously drawing a diagram to explain the parts of the brain and to explain its various features, time is saved by presenting a slide show and simply illuminating.

There are numerous teaching aids that are initiated in the modern world so as to build up the form of education to a larger level.

Power Point presentation

PowerPoint presentation (PPT) is the most important tool that has been used in various institutions. It is the widely used tool to handle competitions in other colleges and it is important to note that the competitions at higher level like inter college competitions, management meets etc., use only Power Point presentation to elaborate the points using some slides.

Multimedia Projectors

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch

between what is taught to the students and what the industry needs⁶. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. Multimedia technology is termed as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set⁹.

Currently, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. As these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge⁸. Problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems¹.

Video conferencing:

At present a large number of foreign populations use video conferencing to take on classes to their students who are positioned at other places. Now the time has changed and the class can be took by the teacher by sitting in the residence itself using the webcams. Not only classes even the introduction of E Business and E governance have also been an enormous step in the history of mankind. The days are not too far away that these methods may be implemented in third world countries also.

Audio classes:

These types of classes are taken for new ongoing children. This method give attention to watch even a single student whether they are pronouncing the expressions correctly or not. There are many courses that use these methods to inspect a person.

Email:

In recent days Emails can also be expressed as a tool for modern education as most of the colleges use this mail system to send notes to students either before or after teaching the concepts to the students. If the mail is sent before the class is being conducted, then the students would be asked to prepare for the future classes and this method will tend to decrease the need for books for the students.

Online tests:

There are lot of schools and colleges that keep online tests for the students and this enhances the typing skill of the students. This test takes less time to get evaluated by the staffs and so this is more effective. Mostly the test is conducted with optional or objective type of questions. These can be evaluated as soon as the person finishes the exam.

OMR sheets:

This modern technique is most widely used in examinations. Teachers find it easier to use this OMR sheets so that as soon as the sheet is introduced to the computer it traces the answers and evaluates the marks too. It would be easy to know the results soon without any difficulty.

Simulations:

Simulation is broadly used for educational purposes and used by way of adaptive hypermedia. Simulation is often used in the training of civilian and military personnel. This generally occurs when it is expensive or too dangerous to allow trainees to use the real equipment. In such situations they will squander time learning valuable lessons in a secure environment.

Comparison Of Modern Teaching Methods With Olden Teaching Methods:

TRADITIONAL AND MULTIMEDIA LEARNING THE DIFFERENCE TRADITIONAL METHOD - A ONE WAY FLOW-

If we compare modern teaching methods with olden teaching methods than might be modern teaching methods wins.

- ⇒ In olden days we had a teacher for teaching and now also we have a teacher but today's instead of that particular teacher a new teacher is come which is called Google. By coming of this new teacher students have two teachers one for a particular subject and other for any subject. This will really reduce load from the teacher but in past teacher had more load. So they would not able to fully teach each and every student. Also they would less explain to their student problems because the queue was very long and teacher was only one. But now if a teacher fails to explain something than students go to Google and finds appropriate solution to their problems.
- ⇒ In olden days we had blackboards for studying but now we have projectors for presentation and computers. On blackboard a teacher can solve your problem but with the help of projectors and computers you can create such situations and then solve it. This will more understand by the students rather than solving a problem on blackboards. Now you have e book readers for reading books in your tablet or laptops. There is no need of buying lot of books and also we are stopping wasting of papers by using of e-book readers. But no such facility available in the past.
- ⇒ Today's communication system is so much improved that if you urgently needed some notes than you just connect with your friends with the help of social networking sites and tell them they can send soft copy of notes to you through email instantly. But in olden days we could not find such easy way of communication.
- ⇒ We can feed ourselves with latest news and ongoing research through internet. On the basis of above

comparison we can enumerate that modern teaching methods are always ahead of the olden or traditional teaching methods.

Conclusion:

As opposed to traditional methodology, modern methodology uses a great deal of pair work and individual work. The use of visual aids and information technology such as computers, the internet are essential part of modern technology. Curiosity is defined to be good for modern methodology. The ability to know where to look for information and to be able to process and use the information is also the beneficial component of the modern teaching methodology. The importance of communication is also underlined for this methodology. Modern methodology is also matched with positive verbal evaluation and praising pupils' effort and results.

In traditional lecture methods, in which teachers talk and students listen dominate most classrooms. The common obstacles and barriers to the implementation of active learning in third world countries tradition of teaching and learning, lack of institutional support and learning resources, teachers' lack of expertise, inappropriate curricular materials and students' lesser preference to actively participate in learning due to lack of prior experience. Across the world, information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services technology are also changing the classroom experience. The modern classrooms feature all sorts of conveniences for students and teachers. For instance, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, tablet PCs, compact computers that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professors to make notes on charts and spreadsheets and send them directly to their students' PCs and he will get a feed back from each student. From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths. It is also suggested that the teaching community can practice in the classrooms. Ultimately the teaching

people are satisfied when he could reach the students community with his ideas and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information. So therefore in conclusion we can say that any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

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