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MODERNISTIC METHODS OF ENGLISH LANGUAGE TEACHING

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ABSTRACT

The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education. But also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Key Words: Traditional teaching, modern teaching, Z-A approach, Multimedia teaching,

INTRODUCTION

“Education is the manifestation of perfection already in man”

(Swami Vivekananda)

Education is light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge and self-sufficiency. When there is a willingness to change, there is a hope for progress in any field. Creativity can be developed and innovational benefits to both students and teachers. Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens.

Methodology

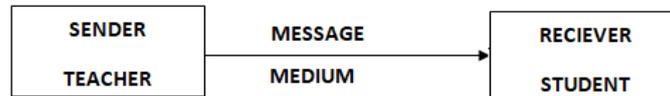
The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge are suggested. As such, the strengths and weakness of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

Traditional Teaching Method-An evaluation

The pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the “Chalk-and-talk” method and overhead projector (OHP) transparencies. This directed instruction model has its foundations embedded in the behavioral learning perspective (Skinner, 1938) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning.

Some limitations which may prevail in traditional teaching method are:

- ✓ Teaching in class room using chalk and talk is “one way flow” of information.



- ✓ Teachers often continuously talk for an hour without knowing students response and feedback.
- ✓ The material presented is only based on lecturer notes and text books.
- ✓ 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 interact 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.

V.INNOVATIVE TOOLS

(A)MULTIMEDIA LEARNING PROCESS

I hear and I forget. I see and I believe. I do and I understand. –Confucius

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 needs. 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. In this paper, we focus on using multimedia technology 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 skills set.

Currently, many institutions are moving towards problem-based learning as a solution to produce graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to create better problem solvers and encourage lifelong learning process. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge (Teo&Wong,2000), problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems(Boud&Feletti,1999).

Chart 1-MULTIMEDIA ELEMENTS



Creating multimedia projects is both challenging and exciting. Fortunately, there are many Multimedia technologies that are available for developers to create these innovative and interactive

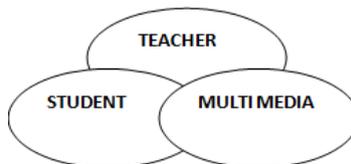
multimedia applications (Vaughan, 1998). These technologies include adobe Photoshop and premier to create edit graphics and video files respectively. Sound Forge and 3D studio max to create and/or edit sound and animation files, respectively. They can also use an authoring tool such as macromedia Director or author ware to integrate and synchronize all these media elements into one final application and interactive features, and package the application into a distributable format for the end-user.

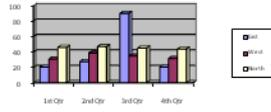
TRADITIONAL AND MULTIMEDIA LEARNING THE DIFFERENCE

CHART -2 TRADITIONAL METHOD – A ONE WAY FLOW



CHART 3- MULTIMEDIA LEARNING – AN INTERACTIVE LEARNING PROCESS



TOOLS	METHODS	EXAMPLES	METAPHORS
Ms power point, Astound Graphics and flash Slide show software	Easy to prepare and it can be prepared with many of the popular multimedia elements like graphs, sound and video		SLIDE BASED
Macromedia, flash author ware, BPP I Learn and I Pass	Presentation is created using icons to represent different media elements and placed in a flow		ICON BASED
Windows movie maker, Winamp, Macromedia director	Presentation is created using moviemaking concepts of casts ,sounds, picture and scores		MOVIE BASED
Adobe acrobat reader	Easy to prepare and with word documents if u have acrobat reader 5 with many popular multimedia elements like graphs sound and charts		BOOK BASED

OTHER INNOVATIVE TOOLS SUGGESTED

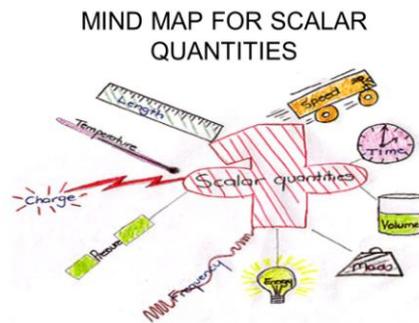
The researchers suggest some of the methods can very well be applied by the modern teachers. As the researches feel that basically the core objective of teaching should never be deviated by the use of an innovative method .The following methods which are suggested are an extension to the traditional methods of teaching.

(1)MIND MAP

Mind maps were developed in the late 60s by tony Buzan as a way of helping students make notes that used only key words and images , but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map

As the recent research point that any particular information explained with the help of graph charts make a high impact in the minds of the people and keeping this as the core aspect the teachers may try to picturize the concepts and show the same to the students

CHART 4- AN EXAMPLE OF MIND MAP FOR SCALAR QUANTITIES



This would bring very high impact on the minds of the students about a concept

- ✓ Creates clear understanding
- ✓ Power point can be used widely
- ✓ Innovative thinking improves

2. TEACHING WITH SENSE OF HUMOUR – “HUMOUR AN EFFECTIVE MEDIUM OF TEACHING”

Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge.

However laughing is easy. We are convinced both by experience and research that using humor in teaching is a very effective tool for both the teacher and student.

3. Z to A Approach

This approach attempts to explain the application part of a particular concept first and explain the effect of such application. For example in management subject-motivation is explained in manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion and explain what motivation theory in management is. Another example we can try is that in accounting the income statement and balance sheet can be explained first and later drawing their attention to double entry system of book keeping.

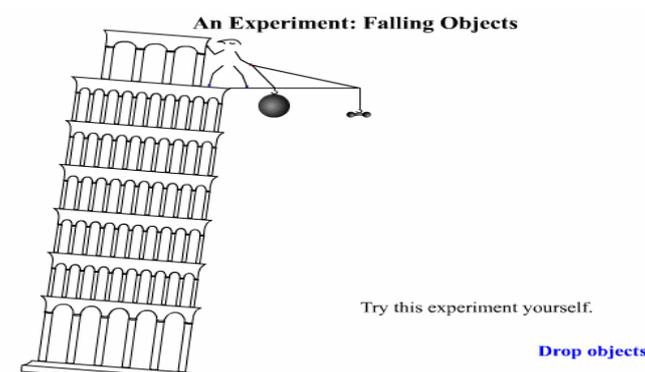
Strengths

- Makes a particular concept clear
- Students develop interest to know exactly the concept.
- Creates long lasting memory/correlation of a concept.

Weaknesses

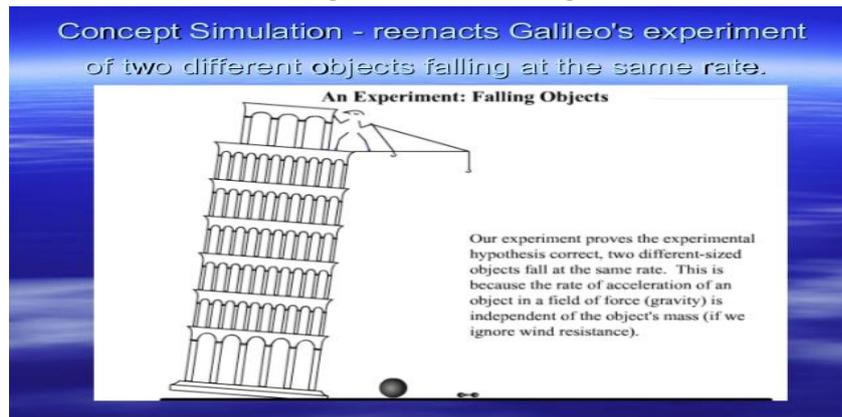
- Take quite long time for a teacher to introduce a concept
- Initial difficulty in understanding a particular concept will be encountered.

Chart 5-LEANING TOWER OF PISA EXPERIMENT-EXAMPLE TO Z-A APPROACH



Source: Vision Learning

Z-A approach is explained in the following two charts. In the first chart a man drops cannonball and lead weight from the top of the building. Hypothesis for this experiment is both the object will fall at the same rate. In the second chart the cannon ball and lead weight have reached the ground.

**Source: Vision Learning**

The above chart explains the application of the Galileo's theorem. Here the teacher explains how two objects reach the ground if they are put from a particular distance from ground level. Traditional way of teaching method will be explaining the theorem first and followed by its application. But this Z-A approach goes opposite in a manner that the proof or application is explained first and later the theory. Then it is explained that this the concept developed by Galileo. The above example of tower depicts a (possibly mythical) experiment in which Galileo dropped two objects from the leaning tower of Pisa to demonstrate their comparable rate of descent.

4. MNEMONICS WORDS-WORDS-WORDS APPROACH

Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he can just go on saying mnemonics or its associates meaning in words. Here he goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example in teaching language courses this technique can be used as an effective medium by the teacher to develop word power.

- Dictionary must be used widely
- Word power increases
- Teacher also gets to know words pertaining to a particular concept.

5. ROLE PLAYING AND SCENARIO ANALYSIS BASED TEACHING

Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. But the similar kind of practice can be tried in other specializations like sciences and engineering.

6. CONCLUSION

The researchers recommend that teaching would be highly effective if the teacher starts to use the recent technologies like usage of computers extensively or some modifications in conventional mode of teaching. The usage of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way of growing. In those environments use of humor, role playing, words-words approach, Z-A approach are the ideas that can be very well be practiced.

The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. 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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