Teaching Methods: Irrelevancy of Teacher Centric Techniques in Classroom

Data Ram Karki[1]

Abstract

The research paper surveys generic trend of teaching learning methods in formal educational institution in Nepal and it also observes departure in methodological shift from traditional world to the present one. Discussing about traditional methods in present techno friendly world, it raises questions of relevancy of them. The research critically examines existing teacher-centric methods in teaching learning and raises questions over relevancy of them in classroom teaching in Nepal. Teacher-centric methods are primarily used to deliver knowledge and information to the students and those students are assumed to have been unknown to the subject matter. Teacher is considered as omniscient and makes presentations in classroom. The methods are unable to make them interactive and communicative and cannot exchange their ideas in classroom. But, modern technologies have eased access to knowledge and information for everyone. Even students can have sufficient knowledge about subject matter to be taught in formal teaching learning activities. With sufficient knowledge about subject matters, students are expected to participate in interactive learning. The traditional way of delivering subject matter to students seems to be no longer effective in teaching when students are already familiar with the topic to be presented in classroom and teachers are unable to hold students' attention. On the contrary, teachers would be source of knowledge in traditional teaching therefore teacher-centered techniques were dominant. The conventional role of teacher and teaching methods seem to have been irrelevant along with students' access to knowledge and it has been possible along with the growing techno-friendly learning environment.

Key Words: *Teaching, learning, method, education, classroom, traditional, techno-friendly*

Introduction

Teaching method refers to a technique of delivering subject matter in a classroom in teaching learning activities. The use of appropriate methods makes teaching and learning effective and creative. Use of such methods has a crucial role in delivering knowledge and skills to the learners. As results teaching methods have to be timely reviewed and re-evaluated for

---

effective teaching and learning. Along with exploring new knowledge, new methods can bring new thoughts and dimension. Even knowledge and information are formulated along with time, therefore traditional methods are not appropriate to deliver new learning. To make learning productive, methods and techniques are to be reviewed and adopted.

The latest development in technologies and access to resource materials, traditional methods were challenged and redefined. With objectives of introducing innovative and explorative education based on research and experiment, several studies and researches are being conducted throughout the world. Methods are decisive factors to make the learning effective, which can transform knowledge and skill to the learners. Traditional teaching methods seem to have been inappropriate with modern techno friendly knowledge and society. Regardless of developed countries, poorer countries like Nepal cannot be adopting new changes and implying timely education. There are many reasons behind dictating the traditional teaching methods like poor infrastructure, limited resources, and lack of qualified educators. Belias, Dimitrios, et. al's (2013) finding indicated that despite the conventional methods of teaching have been more or less similar around the world, the adaptation of teaching strategies and styles to different social, economical, and educational contexts have always been an issue for consideration. The tremendous growth of technology and computer applications affected almost every aspect of everyday life, worldwide. This is also the case in the field of education; the latter has changed dramatically by endorsing applications that help students improve their written and verbal abilities as well as help them develop new skills that broaden their potentials. (p. 93)

The modern techno friendly society allows students finding out subject matter. It is no more new for them to have subject matter in classroom. Many resources and secondary materials are enough to explore knowledge and ideas. The traditional methods of teaching serve them mere subject matter which cannot generate new knowledge for them. The new situation demands optional teaching methods by which student can stir their knowledge, explore new knowledge and develop skill based learning. Modern teaching methods, strategies and tools should adopt and integrate information and communication technologies on the premise that the latter are adapted to each student population's interests, abilities and ambitions. Individual differences should always be taken into account while student teacher interaction needs to be encouraged in all cases. By doing so, the learning process becomes more effective and interesting while students will be able to broaden their knowledge, develop key skills and competencies to remain competitive in the market place as well as meet industry demands for well trained, creative and productive employees. (Dimitrios 2013, p.95)

Access to internet and technology has redefined teaching and learning activities. The conventional teacher centric methods cannot be reliable and effective when teaching and learning in classroom is redefined. Instead of providing subject matter, teaching has to focus on communicative, interactive and research based teaching methods. "Teaching

must be seen in the same light as communicating. This is because the teacher has to disseminate some information to the receiver, in this case the students or learners" (Khamlani, 2013, p.1). Information and technology has been medium to disseminate knowledge and interested person can easily access it.

The article aims to study conventional teaching method and methodologies have been outdated and are irrelevant in the modern context. Learners are expected to have knowledge and ideas upon subject matters; both teacher and learner should define methods in classroom. Learners centered methods are more effective and problem solving when they own learning through doing. The teaching subject matter is no more new for learners; everyone can have massive resources. It would better start interactive and participatory teaching methods that can motivate them to find knowledge and research based learning. The manipulation of subject matter or teacher's imposition of knowledge is invalidate and outdated concept of teaching at present context.

Assuming different reasons behind adopting traditional methods in teaching, the methods only help to verify the weakness unless we adopt new methods and dare to be modified ourselves. The world is becoming hub of information and knowledge and teacher centric delivery cannot be relevant. Though having several problems and limitations in teaching learning activities, new approaches and methods are to be followed as much as possible and needs to be reconsidered.

Methodology

The article was conducted under exploratory research design which critically explores idea related to the subject matter and projects it with future as well. The researcher followed theoretical insight of teaching-learning to analyze concept and idea about teaching-learning methods in classroom. The qualitative studies borrowed ideas from different scholars who researched on teaching methods and methodologies. Both virtual and printed sources have been used in this article.

Result and Discussion

The article discusses all about teaching methods used while teaching-learning activities in colleges and universities of Nepal. Regarding teaching learning activities prevalent in colleges and universities in Nepal are dominantly teacher oriented. Ram Kumar Shah (2020) writes, "Traditionally, educators direct the learning process, and students understand a receptive role in their education" (p. 46). Along with new significant change in teaching learning environment, our institutions have not accepted them yet but have felt comfortable with conventional one. The global trend of educating is being changed and experimented with view point of learners. Methods are fundamental aspect on delivery of knowledge and idea. Even methods have crucial role for effective delivery and transfer of knowledge.

Improper methods are supposed to be complicated and unable to deliver knowledge. The prevalent conventional methods are insufficient to deal with notions of modern education and cannot develop creative and critical knowledge. As we practise such teacher centered teaching practices, it confines and controls students' role to be active and participatory in learning process. Learning must be related to personal growth and life skills, therefore, even new and innovative teaching methods are unconditional at present context of education. Shah further clarifies, "It provided a comprehensive theory of education that combines the ideas of Locke and Rousseau, as well as other educational writers. It was the first educational work to place more emphasis on experimental and holistic teaching methods, emphasizing the notion that children should be encouraged to discover for themselves and that 'children's attention, interest, and understanding should be awakened by sympathy" (51).

Teaching and learning methods must be relevant and effective in order to achieve the objective of life skills education. Interactive or participatory teaching and learning methods are essential parts of life skills education. Students learn skills best when they have the opportunity to observe and actively practice them. Learning by doing is necessary. Teachers need to employ methods in the classroom that let young pupil observe the skills being practiced and then use the skills themselves. (19)

While doing academic activities, most of our schools, colleges and universities apply teacher centric methods with which role of a teacher is supposed to be dominant. The methods authorize teachers' role and knowledge. But the methods were relevant and justifiable as far as students did not have sufficient materials and resources. Teachers would collect information and knowledge and present them in classroom. Teachers were source of information and knowledge and teachers were at the centre in classroom. If we go through theoretical teaching methods and explore theoretical aspects we can find numerous methods however most used methods are common in our teaching learning activities and obviously we acknowledge conventional one and familiar with which we feel comfortable. It is an unavoidable fact that adoption and adaption of modern advancement of technologies is essential in teaching field. With view of adopting it in teaching field, methods of teaching should be reconsidered and reviewed. By implying conventional teaching methods and avoiding modern technologies, our tradition of imparting knowledge and skill can be rudimentary. Techno friendly and student favored methods in classroom can fulfill objective of teaching as well as essence of it. "Teacher centered instruction has the teacher at its center in an active role and students in a passive role. In a teacher centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning" (Solaisiman, 2016, p.172). This kind of teacher centered teaching practice allows teacher to be undemocratic and redundant. It avoids interest of learners and makes them compel to listen passively but it goes against communicative

and interactive knowledge. The new generation expects participatory and interactive teaching and learning process and our methods are against their desires and objectives of education. To examine new idea and development of teaching is:

> *The traditional classroom with one teacher, teaching 30 or 40 students is no longer effective for modern times. The two generic factors, "information explosion" and propulsion explosion "are bringing about changes in the developed and developing countries. For solving these problems successfully, educational technology consisting of various media of mass communication, suitable learning process and modern testing and evaluation techniques are necessary. In developing countries like India both quantitative expansion as well as qualitative improvement of education can be facilitated and accelerated with the help of educational technology. (Walter & Rangaswamy, 2014, p. 2)*

Teaching methods are crucial aspects to transfer knowledge and skills in teaching learning phenomena. Talking about education system of Nepal, teacher centered techniques are being used in classroom teachings. The techniques simply refer to delivery of subject matter and have manipulative teaching methods which allow teachers to present prepared lesson plan in stipulated time.

While discussing about teaching methods, learners' centric methods have been introduced and recommended. This new kind of situation demanded in teaching and learning strategy. Even role of teacher is challenged along with the availability of resources and teaching materials. The traditional pattern of teaching cannot consist of learners' questions and thirst of knowledge. The new concept of teaching introduces not only teaching and learning but also new assessment marking which can be more representative one as:

> It is argued that just asking questions and providing assignments for learning do not necessarily reflect the real essence of assessment for learning. Teachers need to focus on sharing and communicating the assessment criteria with learners as well as their expectations about their learning. Moreover, respecting diverse talents and ways of learners during assessment process enables learners to think in a positive way to improve more. (Qutoshia & Poudel, 2014, p.34)

It can be found that teachers have realized that their roles have been changed. The new scenario of feasible technologies and control over educational materials has eased accesses to knowledge. Even though, many scholarly discussions over teaching methods are taking place in Nepal, the concerned groups are scared to come out from comfort zone.

The methods primarily require active but participatory role while teaching. The conventional methods of teaching learning are thought to be insufficient to develop creative and critical knowledge. With the traditional pattern of teaching, students cannot grow and sharpen their

knowledge and skills. Muganga and Ssenkusu (2019) find the western trend of adopting or shifting new approaches in teaching that are student centered. As such approaches are essential and have been necessary for new scenario in teaching and learning along with the encroachment of the internet and technologies. They even claim that the eastern and the African countries still follow rote learning and memorization but the methods have been invalidate because of global influence. (p. 16). Today, learners have easy access to academic resources through the internet or printed copies in the market. The students should not panic to explore new knowledge and ideas. If learners want to explore new knowledge, they easily reach out in accessible area. Having an access to new knowledge, they can discuss, interact and communicate on any topic. A teacher cannot hold all knowledge and information of the world. Finding information and resource has been an easy process for everyone. With the help of informative technologies, everyone can have capacity to explore desired knowledge. In the field of education, technological shifting has brought revolution and e-learning methods has been adopted elsewhere. The traditional teaching based on textbook and teachers' knowledge is no longer manipulating learners' capacity. Learners expect more creative and innovative teaching methods rather than being passive listeners. The growing impact of technological advancement in the field of education is essential to adopt them as, "The most important changes have roots in this fact that technology has enabled students to accent the out-of-class information and this has caused the increase of their motivations for learning. Information Technology has affected Impact of Information the methods, purpose and perceived potential of education. Information technology can provide necessary educational information when needed". (Bhakta & Dutta, 2016, p.131)

> Delivering lecture is one way speech equal to reading oneself. The students with self reading knowledge of subject matters want to have interactive and practical education rather than traditional monolithic teaching learning activities. As education for empowerment, it should develop beyond bookish knowledge and to develop interpersonal skills it should be as, "It seems that education empowered with the conventional, information, communication, and digital technologies has taken three distinctive roles in education which require us to distinguish between. These roles cover educational technology system stages of: the medium or resource role, the management role, and the delivery role. (Musawi, 2011, p.130)

Learners have control over knowledge and can have lots of information and knowledge. Having lots of resources and knowledge on hand, the students need proper guidance and recommendations to exercise with new and acquired knowledge. It is difficult to tackle their knowledge and its proper use in practical life. By browsing the internet, they can find desirable facts and information. For the reason, teacher oriented teaching is outdated along with student's accesses and control over required resources. This age

of information and technology infers access to information and ideas easily. Many experimental teaching methods are recommended at present with the view of handing new generations. In this situation, teachers with subject matters in a classroom cannot meet expectation of students. Teachers cannot exceed students in terms of information but teachers can stimulate their knowledge and information. Ram Prasad Marasini (2016) writes his opinion in *The Himalayan Times:*

> This method could be of tremendous assistance to the students who are still deprived of proper educational access, ample facilities of books and efficient teachers. Despite its crucial role in education, there are some limitations to implement them in developing countries like Nepal. Although flipped class sounds strange, it is not completely new if we look into history. The first flipped class concept was coined by Harvard professor Eric Mazur in 1997 who contributed significantly for its development what he called peer instruction in his book Peer Instruction: A User's Manual. In this book he has given new ideas to move information and instructions to other place, including home. (p. 4)

Along with easy accesses to resources, teachers' role has been limited. The students have lots of information and knowledge about subject matters. Even they can find information and subject matters. Available resources, materials, and information are easy enough to research, study, and find subject matters.

The new scenario of teaching learning requires interactive and communicative teaching to meet students' aspirations and timely education. Teaching based on general knowledge and information is a mere teaching which cannot meet objectives of modern global trends and give new insight into education. The growing access to information allows for exploring knowledge and ideas and students have sufficient source of knowledge. As traditional teaching would focus on delivery of knowledge through textbook, it has been no longer new for learners to convey in classroom. Along with new trends caused by technology and information, teaching methods are being shifted. As Lee examines, "It reflects a learner-centered environment that concentrates on students' use of disciplinary concepts, tools, experiences and technologies to answer questions and solve real-world problems" (p. 19). Lee clarifies his idea that teaching learning should be based on problem solution. It means, students oriented learning is the most. To understand new dimensions of teaching, student oriented teaching methods are recommended to enhance effectiveness in teaching learning process. Lee further claims:

> Faculty participants took a leap of faith in their teaching practices to redefine what it means to teach and learn using PBL as an instructional methodology. Despite the challenges they encountered while implementing Project-Based-Learning, the participants in this study felt that the benefits for student learning made the move to PBL worth the time and effort. (p. 29)

Being techno friendly, the new generation has been faster than teachers themselves. With having access over technology and information, the new generation has no longer expectations over traditional teaching methods. Teaching and teachers centric methods cannot manipulate new students who can have more knowledge and skills rather than the teachers. Teaching has become informal and teacher is a facilitator cum learner.

Teacher lecturing method of delivering subject matter is no longer workable to manipulate students' knowledge. Teaching subject matter in classroom is unjustifiable to modern students. The method is taken for granted but teaching and learning must be addressed with a relevant timeframe otherwise it would be outdated and irrelevant as it is claimed:

> In these times the mobility of English language users shifted to social media and virtual modes of communication. But talking about the teaching of English, a few problems demand answers. They are, as we have discussed already, the accessibility to the internet; consequently, how the disruptions caused by pandemics affect teaching. This calls for discussions about the class system in pedagogy, in particular, and society, in general. (Subedi, 2020, p. 6)

The new trend of global education is exercising experimental and innovative teaching methods in higher education in order to materialize knowledge and skill. The traditional methods are incompatible with the new techno friendly atmosphere as well as the new insight of education which are based on textually constraint knowledge and its presentation in classroom. Students in classroom remain silent, passive and inactive.

Learner centric methods are better and recommended in the latest trend of teaching. Moreover, both teachers and students should be engaged in activities. Only one-way teaching and learning is not effective. The method of teaching learning is linked with quality of education. The quality of education requires effective teaching and learning methods and its quality assurance relies upon learning of the students. The prime objective of teaching is to provide or transfer knowledge as much as possible and it always looks for a better method of delivering knowledge and skills. Most of the developed countries prefer and recommend student centric teaching method and get them practised. However, developing countries like ours have been discussing and experimenting with several methods but lecture, explanatory or student centric methods are prevalent and predominated. The quality research uses authentic secondary materials to complete the research. The latest development in technology and material availability are sufficient for self-study. It would be better to start interactive and participatory teaching methods that can motivate the learners to find knowledge and research-oriented culture of learning. The manipulation of subject matter or teacher's imposition of knowledge is not creative and critical learning in the classroom. Having easy access to subject matters, the students do not expect subject matter presentations

but want to get them represented and discuss the issue. Even teacher has the benefits of having new ideas and thoughts to compare and contrast with traditional ones. It creates a space between old and new and generated ideas can be better as discussed:

> All participating teachers described multiple benefits of teaching in a student-centered classroom and differences from traditional classrooms. Their transitions to this type of teaching fell into three major categories based upon past identities and current beliefs. Some teachers found the pedagogy consistent with preexisting identities and embraced it without radical change to their concepts of teaching. They described ways in which the model helped them become the teachers they had always wanted to be. (Keiler, 2018, p.1)

The participatory methods are always recommendable and beneficial for both learners and teachers. It creates a better platform to exchange knowledge between two groups. The classroom can be a learning centre and both groups involve in this process. No one can be a master of knowledge and teachers are only a facilitator in this process. Exchanging knowledge and interacting each other enhances argumentation and confidence. Traditional methods of teaching are pseudo-creative, redundant, and obsolete along with the end of time and encroachment of technological access. The basic fact is that our teaching methodologies are insufficient to transfer knowledge and skills. New generations require broader and experimental methods.

Conclusion

The existing teaching method in higher education is a conventional one which cannot meet the objective of modern techno friendly education. Our educational institutions have been using old-fashioned teaching styles, methods, and classrooms but it should be rethought and reviewed along with the demand of time and situation. Having problems with an immediate change in our teaching methods, it is compulsory to adopt them for upgrading new learning principles. To address the objectives of education and the global trend of learning, communicative and interactive or learner centric teaching methods should be developed. This is the age of information and dissemination of knowledge; we are parroting students with our traditional methods. Along with changes in time, we should adopt new cultures and ways of living and the same thing is applicable in teaching and learning. It should have been reviewed along with the shifting of technology and students' access to the internet and other devices. More democratic notions in teaching can be an alternative way of teaching and learning but we cannot impose the same convention as we underwent. Methodological shifting in teaching and learning is unavoidable and learners' centric methods are preferable.

References

David, Maya K (1998) "Effective Teaching and Learning Strategies in the Language Classroom." *The English Teacher*, vol. 28, pp. 1-9.

Dimitrios Belias, etal. (2013). Traditional Teaching Methods Vs. Teaching Through The Application of Information And Communication Technologies in The Accounting Field: Quo Vadis? *European Scientific Journal.* vol. 9. no. 28,p. 73-101.

Kaushik Bhakta & Nabanita Dutta (2016). Impact of Information Technology on Teaching-Learning Process. *International Research Journal of Interdisciplinary & Multidisciplinary Studies*vo. 2, no. 11. p. 132.

Keiler, LeslieS. (2018). Teachers' Roles and Identities in Student-Centered Classrooms. *IJ STEM* vol. 5 no. 34. pp. 1-6.

Marasini, Ram Prasad (2016) Teaching-learning Process: A Different Approach. *The Himilayan Times*. p. 6. https://thehimalayantimes.com/opinion/teaching-learning-process-different-approach

Musawi, Ali Sharaf Al (2011). Redefining Technology Role in Education. *Creative Education. v*ol.2, no.2, pp. 130-135.

Qutoshia, Sadruddin B. andTikaramPoudel (2014) "Student Centered Approach to Teaching: What Does It Mean for the Stakeholders of a Community School in Karachi, Pakistan?" *Journal of Education and Research March*, vol. 4, no. 1, pp. 24-38.

Silena Charlotte and Lars Uhlinb (2008). Self-directed Learning Issue for Students and Faculty. *Teaching in Higher Education* vol. 13, no. 4.

Solaiman Jony (2016). Student Centered Instruction for Interactive and Effective Teaching Learning: Perceptions of Teachers in Bangladesh. *International Journal of Advanced Research in Education & Technology, v*ol. 3, no. 3. p.172.

Subedi, Abhi (2020). The Myth and Methods of Teaching English in Nepal." *The Kathmandu Post*. p. 6. https://kathmandupost.com/columns/2020/05/24/the-myth-and-methods-of-teaching-english-in-nepal

Walter, Thomas M. & A. Rangaswamy. (2014). Teaching Methods for Higher Education. *Dept. of Management Studies, Infant Jesus College of Engineering, Keelavallanadu, Tuticorin, Tamilnadu*, 1-8.

Shah, Rajendra Kumar (2020). "Concepts of Learner Centred Teaching." *Shanlax International Journal of Education*, vol. 8, no. 3, pp. 45–60.

Research Centre for Educational Innovation and Development (2006). Life Skills Education: Issue of Nature and their Linkage to System to Provision, *Effective Classroom Teaching / Learning, Study Report 6.*