

# Effective Use of Teaching Methods and Techniques at Primary level in Bangladesh

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## Abstract

*The aim of the study was to find out the effective use of teaching methods and techniques at primary level in Bangladesh. All the participants had trainings from URCs, PTIs were included in the sample. Major findings of the study suggest that (1) teachers present a short overview of the contents; (2) teachers use teaching aids to enhance the student's learning; (3) teachers deliver lecture at a pace which allows students to take notes; (4) teachers evaluate their teaching by probing questions about the topic at the end of the session and; (5) teachers assign homework. It was concluded that teachers were uncertain to probe questions answer is incomplete, repeats questions when necessary and also responds students queries politely and carefully; teacher establishes and maintains contact with the student's body movements do not contradict the speech and takes notes to respond students curiosity and the teachers voice can be heard easily, he raises and lowers his voice for variety and emphasis. It has been recommended that teaching-learning materials should be used more vigilantly by teachers to make their teaching effective, teacher must pay attention to remove boredom among students and make students learning better and teacher should pay more attention to his own personality and manners and be cooperative with student's words.*

## Keywords

*Teacher, teaching methods, teaching techniques, tactics, primary level.*

Teaching is a process requires proper teaching methodologies, to imprint knowledge among students and to transfer knowledge to next generation. Primary education is the base of a learner; effective teaching methodology is to be adopted according to the needs of the students so that proper guidance can be given.

Vijayalakshmi. (2004) suggests that teaching is both an art and a science. Skilled teachers always find ways to improve their teaching techniques. With the change in time the teachers are asked to employ newer methods for teaching their pupils more effectively so that they must be able to cope with the demand of the age. The latest techniques of teaching are a need of hour.

The progress of country depends upon the quality of its teachers

Teacher is the person who teaches the students, guides the learners and enables them how to read and write. Encyclopedia of education defines teacher education as, "education and preparation of individuals enabling them become professional teachers." Frank and Wagrall (1987) have emphasized the need for making teacher education dynamic. They suggested that, "in order to keep pace with- technology changes in society the teacher education programs of all levels in country

must be planned in such a way that the teachers produced by these programs, are broadly educated, scientific minded, uncompromising on quality innovative, but sympathetic towards students. Aggarwal (1990) has concluded that "teacher education is that knowledge, skills and abilities which is relevant to the life of teachers as teacher."

It is also important to provide in-service training to teacher for adopting proper teaching methods and techniques. Teacher education is not teaching the teacher how to teach. It is the initiative, to keep it alive and to save time, energy, money and trouble of the teacher and the taught. The necessity of the teacher to perceive that the course in teacher education would, help him minimize his trouble, and to appreciate that it would save the children from much of the painful process through which he has himself passed. Teacher education is needed for developing a

purpose and for formation of a positive attitude for the profession. Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the school and classroom.

## Effective Teaching Methods and Techniques

There are several teaching methods which are used to teach at primary level in Bangladesh. However, majority of the teachers use only lecture method to teach. There are many excuses of not adopting modern methods of teaching, the most important is that majority of the teachers have argument that curricula is lengthy and working environment is not provided in public sector. Following are important teaching methods and techniques commonly used by the teachers such as direct instructions or lecturing, inquiry-based learning, cooperative learning, group discussions, mind mapping and brain storming.

## Successful Teaching

Mursell (1954) describes successful teaching as, "It has revealed a number of specific aspects or emphases in the total pattern of meaningful learning, which make the general orientation more definite.

Ibrahim (1990) has described effective teaching as: Teacher education program's motto has always been to prepare effective teachers; such teachers should be capable of bringing desired behavioral changes in their students to an optimal level in relation to the infant in terms of human energy and material resources expended in the process. Teachers while teaching in a class room will have to meet their challenges through various processes, such as communication of the content style of presentation, use of audio-visual aids. In brief, teacher effectiveness in an area which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching.

Teacher has to use variety of teaching methods and teaching

strategies in teaching his subjects in classroom situation to make teaching more effective and result oriented.

### Lesson Planning

Teacher must adopt a good method for effective teaching. A teacher has many options when choosing a style to teach by. The teacher may write lesson plans of their own, borrow plans from other teachers, or search within books for lesson plans. When deciding that what teaching method to use, a teacher will need to consider students background, knowledge, environment, and learning goals, mental age. Teachers know that students learn in different ways but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning. Styles to help students retain information and strengthen understanding. A variety of teaching strategies and methods are used to ensure that all students have equal opportunities to learn.

### Teaching Method

In the teaching method, the main aspect is the way of presentation and the contents. The teaching method is determined according to the nature of the contents. There can be three methods of the content. There can be three methods of presentation. Such as:

- **Traditional method:** Lecture method, question-answer method etc.
- **Activity based Method:** Project method
- **Presentation Method:** Demonstration, observation etc.

### Teaching Technique

Teaching technique is an implementation which actually takes place in a class room. It is a procedure to accomplish an immediate objective. It must be consistent with the method and harmony with approach as well. Teaching technique is a detailed list of rules or a guideline for teaching.

### Teaching Strategy

The term 'strategy' refers to pattern of acts that serve to attain certain outcomes and to ground against certain others. The word strategy means the determination of some policy by planning before presenting the contents with the help of which the student's force is faced and the teaching objectives are achieved. Pre-planning is key to success.

### Teaching Tactics

Teaching tactics means the method with which new knowledge is marked in the minds of pupils permanently. Teaching tactics are more comprehensive than the teaching strategies. In other words, under a single teaching strategy, by using one of more teaching tactics, the lesson can be made easy, clear and understandable.

### Taxonomy

Taxonomy is a classification system arranged in a hierarchy. David J. et al (1985) suggests that taxonomy is a simple division of material into groups: it involves understanding the nature of groups and their relationships to one another. He further stated that there are several advantages in using taxonomy. Firstly, it fosters communication. The second advantage of using taxonomy is that it is descriptive, without implicit value in any of its categories. Taxonomy helps to select criteria for evaluation and also self-evaluation. The facilitation of planning is a third advantage.

Teachers have a means of sequencing tasks, assessing relative weight given each level and evaluating congruency between goals and learning strategies selected. A final advantage to using the taxonomy is that the process of learning is enhanced. By evaluating student progress at each level of domain, learning problems can be diagnosed and remediated.

### A brief Review of Previous Researches

- Yasmin, et al (1984) conducted research study on "a comparative study of the effectiveness of the inquiry and traditional methods for teaching biological sciences in laboratory at the High School Level." The findings of the study suggest that the inquiry approach is more effective as compared to traditional methods.
- Haass, M.S. (2002). In his research study titled, "the influence of teaching methods on student achievement on Virginia end of course standards of learning test for Algebra" suggested that Algebra teachers should emphasize direct instruction, technology aided instruction, and problem-based learning. These three teaching methods categories ranked highest in both analyses.
- Jason, M.C. (2006) conducted a research study titled, "effective teaching methods for large classes" has concluded that the lecture/discussion teaching method was the most preferred among students. Student comments as to their reason for selecting this as the most valuable method seem to suggest that they have a desire to be somewhat active learners, engaging in discussion rather than passively listening to a lecture. Overall, the findings of this study suggest that faculty teaching large classes should attempt to include constructive active teaching methods in their courses whenever possible. Results indicate that most students prefer to be active in their learning process. The active and collaborative teaching methods examined in this study are not only desirable to many students, but they also appear to produce significant improvement in terms of learning outcomes.

### Statement of the Problem

The study was designed to investigate the use of teaching methods and techniques effectively at primary level in Bangladesh.

### Objectives of the study

The objectives of the study were to-

- investigate the use of methods and techniques of teaching at primary level.
- differentiate between teaching methods and techniques.
- explore advantages and disadvantages of various methods.
- identify the use of teaching methods and techniques effectively.

### Significance of the Study

This study has great importance for the teachers in general and for primary level school teachers in particular, as this study has collected a lot of information about teaching methods and techniques, their effectiveness and appropriateness at primary level. The significance of the study will also be for the planners and education officials in policy formulation or revision of teacher education programs at primary level in the country. It will also help in-service teacher education institution to award or offer relevant training programs.

### Delimitations

The study was delimited to primary level teachers who had received trainings from PTIs, URCs in Cumilla and Khulna district in Bangladesh.

### Methodology

The following method was adopted to carry out the study:

### Population

Primary level teachers from Khulna and Cumilla district who received trainings from PTIs, URCs served as population of the study. This also included education officials from Khulna and Cumilla.

### Sample

50 male and female primary level teachers from Khulna and Cumilla district were taken as sample. Random sampling was used as sampling technique. It included heads of institutions.

### Tools

Questionnaire was the major instrument of the research for the collection of data. A questionnaire was developed for the teachers and education officials for the purpose of data collection. The questionnaire was validated by the experts. It was further improved after pilot testing on the heads of institutions of Government Primary Schools at Homna, Cumilla and was then finalized.

### Data Collection

The questionnaire was personally administered to the respondents and collected back after their completion.

### Data Analysis

Data collected were collected using an observation scale. Percentage was calculated by using statistical technique for analysis. The data obtained were tabulated in term of frequency. The frequencies were converted into scores by assigning the following scale value of each of five responses:

SA = Strongly agreed 05 points

A = Agreed 04 points

UNC = Uncertain 03 points

DA = Disagreed 02 points

SDA = Strongly disagree 01 points

### Discussion

As the view of the common practice at school level the lecture method in its various forms is an effective method used by the teachers. This also relates to the teaching of overcrowded classes. Occasionally teachers use other methods like demonstration, discussions etc. depending upon the situation. Demonstration method with all its characteristics is suited to the learning of practical. This may include the science subjects.

### Findings

Following findings were drawn on the basis of item analysis of questionnaire:

1. Majority of 64% respondents agreed with the statement that the teachers ask questions to see what the students know about the new topic. Mean score is 3.2 which falls within level of strong agreement with the statement.

2. Majority of 68% respondents was uncertain with the statement that teacher can differentiate between teaching methods and

techniques. Mean score is 0.3 which falls within level of disagreement with the statement

3. Majority of 50% respondents agreed with the statement that a sufficient amount of material is included in the lesson. Mean score is 2.5 which falls within level of agreement with the statement.

4. Majority of 40% respondents was uncertain with the statement that the teachers state the purpose of the class session in the beginning. Mean score is 1.5 which falls within level of disagreement with the statement.

5. Majority of 50% respondents agreed with the statement that the teacher uses motivation in the beginning of class. Mean score is 2.5 which falls within level of agreement with the statement.

6. Majority of 40% respondents was uncertain with the statement that the teacher assesses prior knowledge in the beginning of the class. Mean score is 1.5 which falls within level of disagreement with the statement.

7. Majority of 60% respondents agreed with the statement that the teacher presents a brief overview of the contents. Mean score is 3.0 which falls within level of agreement with the statement.

8. Majority of 60% respondents disagreed with the statement that the teacher makes explicit the relationship between today's and the previous class session. Mean score is 1.0 which falls within level of disagreement with the statement.

9. Majority of 60% respondents agreed with the statement that teacher explains new terms, concepts and principles in the class room. Mean score is 3.0 which falls within level of agreement with the statement.

10. Some of the 40% respondents agreed with the statement that introduction of the lesson is used to draw student's experiences and attention. Mean score is 2.0 which falls within the lack of agreement with the statement.

11. Majority of 50% respondents disagreed with the statement that teacher arranges and discusses the content in a systematic and organized manner. Mean score is 1.0 which falls within the level of disagreement with the statement.

12. Majority of 60% respondents agreed with the statement that teacher asks questions periodically to allow students to participate in the classroom. Mean score is 3.0 which falls within the level of agreement with the statement.

13. Majority of 60% respondents agreed with the statement that the teacher presents clear and simple examples to clarify abstract and difficult ideas. Mean score is 3.0 which falls within the level of agreement with the statement.

14. Majority of 60% respondents disagreed with the statement that teacher uses alternate explanations when necessary. Mean score is 1.0 which falls within the level of disagreement.

15. Majority of 50% respondents disagreed with the statement that teacher asks questions to explain the relationships among various ideas. Mean score is 1.0 which falls within the level of disagreement with the statement.

16. Majority of 80% respondents agreed with the statement that the teacher periodically summarizes the important ideas. Mean score is 4.0 which falls within the level of strong agreement with the statement.

17. Some of 40% respondents agreed with the statement that teacher asks questions continuously to build upon the topic. Mean score is 2.0 which falls within the level of minimum agreement with the statement.

18. Majority of 40% respondents disagreed with the statement that during group discussions in the class the teacher ensures the adherence to the topic. Mean score is 1.5 which falls within the

level of agreement with the statement.

19. Majority of 50% respondents was uncertain with the statement that teacher occasionally divides the students in groups to discuss the topic of the lesson. Mean score is 1.0 which falls within the level of disagreement with the statement.

20. Majority of 60% respondents agreed with the statement that teacher uses questions to draw student's attention. Mean score is 3.0 which falls within the level of agreement with the statement.

21. Some of 40% respondents disagreed with the statement that the teacher pauses after all questions to allow students time to think of an answer. Mean score is 1.5 which falls within the level of disagreement.

22. Majority of 60% respondents was uncertain with the statement that the teacher probes questions if a student's answer is incomplete or wrong. Mean score is 1.0 which falls within the level of disagreement with the statement.

23. Majority of 60% respondents agreed with the statement that teacher repeats answers when necessary so the entire class may get benefits. Mean score is 3.0 which falls within the level of agreement with the statement.

24. Majority of 60% respondents agreed with the statement that the teacher responds student questions politely. Mean score is 3.0 which falls within the level of agreement with the statement.

25. Majority of 60% respondents agreed with the statement that teacher establishes and maintains vigilant contact with the class. Mean score is 3.0 which falls within the level of agreement with the statement.

26. Majority of 80% respondents agreed with the statement that the teacher's facial and body movements do not contradict while demonstrating any experience. Mean score is 4.00 which falls within the level of strong agreement with the statement.

27. Majority of 60% respondents agreed with the statement that while demonstrating any process the class is so arranged that students can easily see the actions of teacher. Mean score is 3.0 which falls within the level of agreement with the statement.

28. Majority of 60% respondents agreed with the statement that the teacher's speech is neither too formal nor too casual. Mean score is 3.0 which falls within the level of agreement with the statement.

29. Majority of 60% respondents disagreed with the statement that when common problems arise in discussions, the teacher provides leadership to clarify situation for the group. Mean score is 1.5 which falls within the level of disagreement with the statement.

30. Majority of 60% respondents agreed with the statement that the teacher varies the pace of the lessons to keep students alert. Mean score is 3.0 which falls within the level of strong agreement with the statement.

### Conclusions

Respondents were of the view that teachers ask questions to see what the students know about the new topic. Most of the teachers were uncertain differentiating methods and techniques, they failed to recognize which one is method and which one is technique. Respondents agreed with the statement that a sufficient amount of material is included in the lesson. Teachers were uncertain stating the purpose of the class session in the beginning. Most of the teachers were uncertain about assessing prior knowledge in the beginning. Teachers were of the opinion that the teacher presents a brief overview of the contents; but failed to make relationship between today's and the previous class session. Many respondents failed to view that introduction of the lesson is used to draw upon

student's experiences and the teacher arranges and discusses the contents in a systematic manner. Respondents were of the view that teacher asks questions periodically to enable students to participate in the classroom presents clear and simple examples to clarify difficult ideas. Most of the teachers failed to pay special attention when ideas are difficult and asks questions continuously to build upon the topic. Most of the teachers also failed to ensure adherence to the topic during group discussion in the class and uncertain while dividing the students in groups to discuss the topic of the lesson. Most of the teachers agreed that teacher uses questions to draw student's attention but uncertain about probing questions if students answer is incomplete. Most of the teachers think that the teacher repeats answer when necessary so the entire class may get benefits and teacher responds student questions politely. Most of the teachers agreed that teacher establishes and maintains vigilant contact with the students, body movements do not contradict while demonstrating any experience. Most of the teachers think that students can easily see the actions of the teacher while demonstrating and teacher discusses common problems of students, clarifies the situation for the group.

### Recommendations

Following recommendations were made on the basis of conclusions:

- Teachers should use motivational techniques to involve them in learning process irrespective of the teaching methods and techniques used.
- The in-service trainers should emphasize on differentiating teachers' concept on teaching methods and techniques.
- Teachers should select the method of teaching in the light of topic and learners need and level.
- Teaching aids should be used more frequently by the teachers to make their teaching effective.
- Teachers should pay attention to remove signs of puzzlement, boredom, curiosity to make students learn in better ways.

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