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IMPROVEMENT OF TEACHING METHOD FOR CREATING INTEREST IN LECTURE METHOD

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ABSTRACT

The main purpose of this study was to develop a proposed model for creating interest in the lecture method at secondary level. It is an effective and commonly used method for transmitting knowledge. The data were drawn from five secondary schools teachers of Dera Ghazi Khan city, Pakistan. Total samples of 25 teachers were drawn randomly from five schools. The instruments were consisted of questionnaire. Using graphs and table, the empirical data was analyzed.

Key word: interest, lecture, explain, teacher

1. INTRODUCTION

Education produces knowledge, skills, values and attitudes. It is essential for civic order and citizenship and for sustained economic growth and the reduction of poverty. Education is also about culture. It is the main instrument for disseminating the accomplishments of human civilization; these multiple purposes make education an area of public policy in all countries. Its importance is recognized in several. International conventions and in many national constitutions, High living standards, better health, increased productivity, improved well being for women and their families and good government all depend on widespread education. From earliest times it has been looked on as the duty of the elders to teach the youth of the community the law and precepts of their fathers. Such knowledge as is common to a community, such sentiments as are held by the majority, conventional actions. These are a child's inheritance that he comes into by the help of his parents and elders. As life more complicated and full of details, parents delegated to professional teachers more and more of the instruction of their children. Teaching is a complex process and nobody ever achieves true mastery of it. In the minds of many early teachers, the process of teaching did consist essentially of imparting information. But teaching in and out of the classroom must be governed by democratic principles. Teaching method is good when it is based on the psychology learning and on sound educational philosophies. Teaching method in order to be effective must not be over emphasized: otherwise too much teaching and less learning will be the result. For teaching it is said that, Scholarship must be accurate whether it is interesting or not, but teaching must be interesting, even if it is not hundred percent accurate.

There are many methods of teaching that are used to make it interesting. But the oldest and most common method is lecturing. It is very traditional method. Its history goes back to the period when there was no printing. The teacher to a student communicated knowledge orally. The teacher depended upon his memory and transmit the knowledge orally to his students. Actually lecture method has been responsible in the past for transmitting knowledge from generation to generation.

But it is generally felt that lecture method does not do well with the school students. So it is necessary to make it interesting for students because whole teaching consists on lecturing in Pakistan.

Therefore, in this study, the researcher tries to develop a proposed model for creating interest in lecture method.

2. OBJECTIVES OF THE STUDY

1. To evaluate the existing role of lecture method at secondary level.
2. To develop a proposed model for creating interest in lecture method at secondary level.
3. To determine the importance of lecture method in teaching.
4. To provide base for future researcher.

3. REVIEW OF RELATED LITERATURE

“Teaching is the art of assisting another person to learn. It includes provision of information (instruction) about appropriate situation, condition or activities designed to facilitate learning” (English & English, 1958). “Teaching is an activity, which is designed and performed for multiple objectives, in terms of changes in pupil’s behavior”. “Teaching is the stimulation, guidance, direction and encouragement of learning.”

3.1 MEANING OF TEACHING MODEL

According to Cronback and Gagne, Keeping in view the learning theories bring about the development of teaching model. In this way, the teaching models are the basis and the first step for the indoctrination of theory of teaching.

3.2 NEED FOR TEACHING MODEL

The theory of teaching in research on teaching is an important aspect for the teachers. It can be utilized in following ways.

1. It is a guide to formation of research hypothesis that may be tested in practical context.
2. It trains investigators to look for facts, which may not be readily apparent.
3. It accumulates research work, allowing old studies to gain support from new studies.
4. It also allows research to proceed to systematically.
5. Above all, it makes possible the conclusions to take shorthand form and they are by helping communicability among the research themselves and al between the researchers and the practitioners in teaching.

(Shahid, 2002. p.22)

3.3 A BASIC TEACHING MODEL (GLASER)

Robert Glaser (1962) developed a basic psychological model of teaching. In this model the teaching processes are divided into four components corresponding to the four major sequences of events in the instructional process.

A	B	C	D
Instructional objectives	Entering behavior	Instructional procedure	Performance assessment

Feed back

3.4 FLANDERS INTERACTION ANALYSIS MODEL

In interaction analysis of Flanders, we use a 3 second interval time-sampling observation technique for coding the type of teacher pupil talks in 10 categories. By sampling about every 3 second, the observer will have made about 400 entries in 20 minutes. The pattern of the teacher behavior can be viewed by the frequency as well as the patterning of categories: 7 assigned to teacher’s talk and 2 to students talk 1 silence or confusion. Flanders states the

three principles of teacher influence to which the interaction of model applies.

3.5 WHAT IS LECTURE METHOD?

- **Definition of lecture**

Lecture is generally defined as a teacher – centered teaching method involving one-way communication procedure.

(Vedanayagain,1994, p.11)

The technique of imparting knowledge in the special way called lecturing can be learned and improved upon.

(Geogrg & Madeleine, 1987, p.152)

- **Types of lectures**

A lecture has been envisaged as teaching technique encompassing a variety of related procedures, in which on way flow of ideas and concepts is the most dominant characteristics. The type of lecture such as formal lectures illustrated lectures, modified lectures, electric lectures, informal lectures and informal brief explanations.

- **Preparation and use of lecture method**

Wisely and Wronski have suggested four purposes for using the lecture method. There are

1. to motivate
2. to clarify
3. to review
4. to expend content (Kochar, 1996, pp. 186-187)

Other educationists have suggested that the lecture method is useful for the following.

- a) to convey information
- b) to generate understanding
- c) to stimulate interest

- **The skill of lecturing**

The major skills of lecturing are explaining, presenting, information, generating interest and lecture preparation. These skills are closely associated with the goals of coverage, understanding and motivation and they are dependent upon component skills such as using audio-visual aids, varying students activities, comparing and contrasting and getting the openings and endings right.

- **Explaining**

Explaining is given understanding to another.

Understanding is the creation of new connections between facts, between ideas, and between facts and ideas.

There are several ways of classifying explanation but perhaps the most useful for practical purposes is the typology of :

- i. Interpretative: what are local etics? What is optimality theory?
- ii. Descriptive: How do anesthetics work? How is optimality used by economists?
- iii. Reason giving: Why are local anesthetics used? Why is optimality theory thought to be important?

These types of explanations approximated to the questions “what”? “How”? “Why”?

- **Interest**

It is also an important long term goal of lecturing. Three strategies can assist in the generation of interest. First, the use of gesture, eye contact and vocal inflection can increase expressiveness.

Second the use of apt example and analogies can generate interest and understanding. Aptness refers to both the topics and the audience, so examples that have personal or vocational relevance are particularly appropriate.

The final approach is to use an appropriate mode of explaining. Three modes have been observed, the narrative, the anecdotal, and the conceptual.

- **Persuasion**

The art of persuasion is akin to generation interest. The order and quality of presentation do have an effect upon an audience so you might as well be aware of the processes and use them to good effect. Furthermore, there are contexts in which persuasive may be necessary.

- **USING AUDIO – VISUAL AIDS**

The main use of audio-visual aids in lectures is to improve clarity in explaining. It follows that visual aids should be easy to see and audio aids easy to hear. The point is obvious but, alas, not always followed in practice.

- **PROBLEM – CENTERED STRUCTURE**

All problem-centered lectures contain a statement of a problem; then various solutions each followed by and evaluation of that solution- its strength and weaknesses. If the indications are stated explicitly, confusion can be minimized. The solution may be presented in the form of keys as in the classical method.

But the problem – centered method is not only potentially intellectually stimulating. It is also easy to fudge.

- **GENERATING INTEREST**

If the primary goal is generation interest then you should pay particular attention to the opening sequence, use high quality aids, and lively, perhaps intriguing examples. It is worth emphasizing that interest will be short lived unless there is some substance and intellectual stimulus in the lecture.

If the primary goal persuasion to a viewpoint or the adoption of new approach, there it is particularly important to establish rapport with an audience.

4. METHODOLOGY

For this study the following methodology was used.

4.1 POPULATION

The present study was conducted in Dera Ghazi Khan City, Pakistan. There are many educational institutions in this city. The universe for the present study comprised of all the Government Girls secondary school teachers of Dera Ghazi Khan City.

4.2 SAMPLING

To select sample researcher decided to use simple random technique. For data collection sample of 25 teachers were selected from five Government Girls secondary schools.

4.3 TOOL OF RESEARCH

To collect information from teacher questionnaire was used for this research. For collection of valid and reliable information the questionnaire was piloted before final data collection. The questionnaire comprise of 20 questions.

4.4 COLLECTION OF DATA

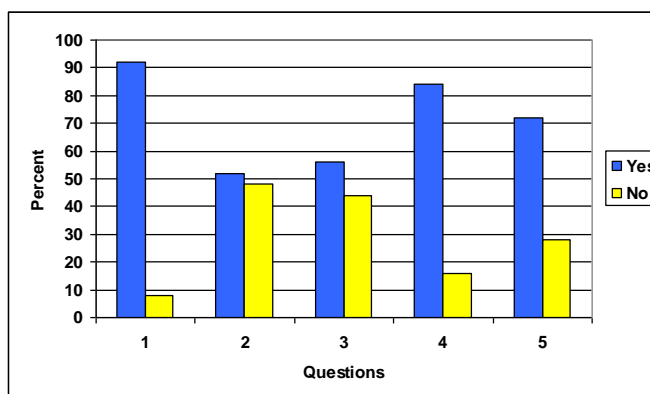
The researcher visited the selected schools with the permission of head of school. The researcher administered the questionnaire personally. Instructions were given how to fill it. Subjects were asked to read every item carefully and mark the column concerned with their own free will.

5. RESULTS

The data was analysed in statistical software SPSS (Version 15). The purpose of this research was to check the lecture method and develop a proposed model for creating interest in the lecture method. The responses of the respondents were classified and presented in the tabular form and expressed in term of percentage for the purpose of analysis.

Table No. 1

		Responses			
		Yes		No	
		Frequency	%age	Frequency	%age
1	What do you say to the statement that lecture is a source of information?	23	92	2	8
2	Can concepts be easily explained through lecture	13	52	12	48
3	Do you think that demonstration supplement the lecture method?	14	56	11	44
4	Does heuristic style accelerate interacts in the lecture?	21	84	4	16
5	Do you agree that recapitulation is a part of lecture?	18	72	7	28



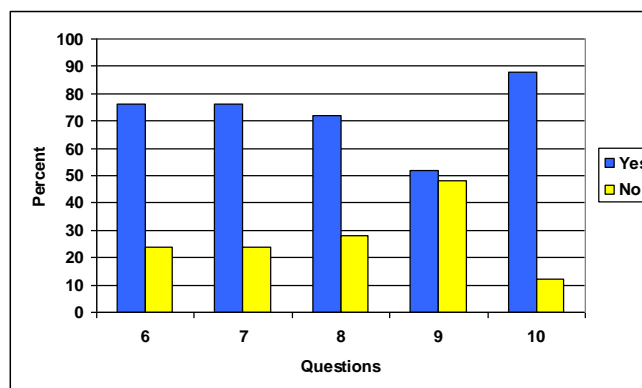
Graph 1

5.1 ANALYSIS:

1. 92% of the teachers are of the views that lecture is a source of information while 8% do not agree to this viewpoint.
2. 52% respondents agree that concepts can be easily explained through lecture. 48% do not favour the view.
3. 56% of the teachers support the idea that demonstration supplements the lecture method while 44% disagree with the view.
4. 84% respondents say that heuristic style accelerates interest in the lecture whereas 16% do not agree with the statement.
5. 72% of the teachers are of the opinion that recapitulation is a part of lecture. 28% of teachers negate the statement.

Table No. 2

		Responses			
		Yes		No	
		Frequency	%age	Frequency	%age
6	Are examples useful for comprehension?	19	76	6	24
7	Does classroom environment affect the students' interest?	19	76	6	24
8	Does discussion engrave conceptualization?	18	72	7	28
9	Is visual teaching a source of content transmission?	13	52	12	48
10	Does practical participation of students leave positive effect in learning perspective?	22	88	3	12



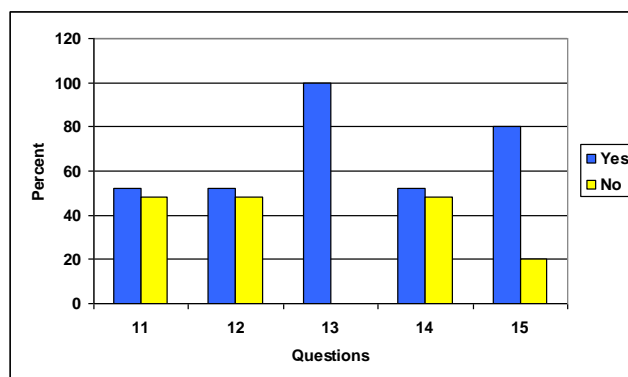
Graph 2

5.2 ANALYSIS:

6. 76% of respondents confirm the idea that examples are useful for comprehension while 24% of respondents do not agree with this statement.
7. 76% of the teachers favour the idea that classroom environment affect the students interest whereas 24% of the teachers disagree with this concept.
8. 72% of respondents are of the opinion that discussion engraves conceptualization 28% negate this idea.
9. 52% respondents support the idea that visual teaching is a source of content transmission. 48% disagree to this view.
10. 88% of the teachers say that practical participation of the students leave positive effect in learning perspectives. 12% of the teachers do not consider this correct.

Table No.3

		Responses			
		Yes		No	
		Frequency	%age	Frequency	%age
11	Does lecture create interest in teaching learning process?	13	52	12	48
12	Do graphs cause motivation among students?	13	52	12	48
13	Is black board device of attraction for the students?	25	100	0	0
14	Do you agree that glob is an attention-oriented visual aid?	13	52	12	48
15	What do you say to the statement that questions sustain interest among students?	20	80	5	20



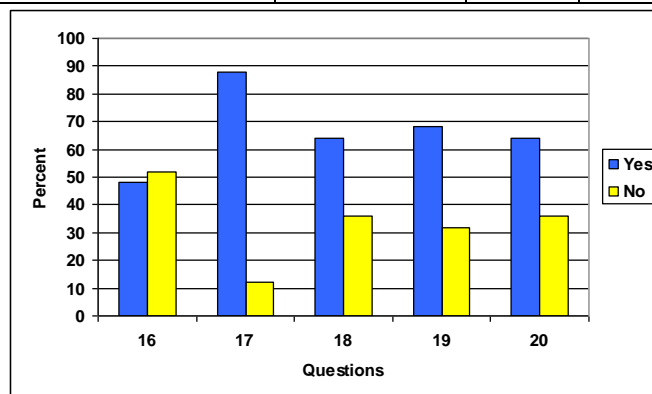
Graph 3

5.3 ANALYSIS:

11. 52% of respondents agree that lecture creates interesting teaching learning process while 48% of respondents do not favour the view.
12. 52% of teacher says that graphs cause motivation among students while 48% of teachers do not consider this correct.
13. 100% teachers agree that black board is a device of attraction for the students. None of the respondents negate the statement.
14. 52% of respondent are of the view that globe is an attention oriented visual aid while 48% do not agree to this statement.
15. 80% respondents support the idea that questions sustain interest among students. 20% disagree to this statement.

Table No.4

		Responses			
		Yes		No	
		Frequency	%age	Frequency	%age
16	Is sustenance of interest possible during the whole lecture?	12	48	13	52
17	Do you think that secondary school students have ability to solve puzzles regarding topic/lecture?	22	88	3	12
18	Do motivational techniques create interest among the students?	16	64	9	36
19	Are charts beneficial for interest-oriented activities?	17	68	8	32
20	Does eye contact of the teacher versus taught stimulate learning process?	16	64	9	36



Graph 4

5.4 ANALYSIS:

16. 52% of teachers disagree to the view that sustenance of interest is possible during the whole lecture while 48% think otherwise.
17. 88% respondents are of the opinion that secondary school student have the ability to solve puzzles regarding topic/lecture whereas 12% negate this view.
18. 64% of teachers favour the idea that motivational techniques create interest among the students while 36% do not favour the idea.
19. 68% respondents agree that charts are beneficial for interest-oriented activities. 32% disagree with the statement.
20. 64% of teachers are of the view that eye contact of the teachers versus taught stimulate learning process while 36% of teachers do not agree with this statement.

6. CONCLUSIONS

A great number of the teachers were of the opinion that lecture is source of information and concepts can be easily explained through lecture. Majority of respondents told that demonstration supplement the lecture method and a large majority of teachers favoured that heuristic style accelerated interest in the lecture. The respondent also agreed that recapitulation is a part of lecture. A large number of teachers also supported the statement that examples are useful for comprehension. Most of the respondents were of the view that classroom environment affects students interest. A great number of teachers thought that discussion engraves conceptualization and they were of the opinion that visual teaching is a source of content transmission.

Majority of teacher agreed that practical participation of the students leave positive effect in learning and lecture created interest in teaching learning process. A great number of teacher favoured that graphs cause motivation among students.

The entire respondents agree with the statement that black board is a device of attraction for the students while most of the teachers were of the view that glob is an attention oriented visual aid.

Great number of them thought that questions sustain interest among students but majority of respondent disagreed with the statement that sustenance of interest possible during whole lecture.

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