



ANALYSIS OF TRADITIONAL AND TECHNICAL TOOLS FOR ELT

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ABSTRACT

In ELT teaching plays an important role as it is lifelong learning , In this paper how traditional and innovative pedagogies tools play important role and the pedagogies in traditional time that is chalk and talk method which is now swapped by smart board and projectors and what not , this paper has tried to analyze that what techniques can be use to make teaching training more fruitful for the students by meeting the time of the hour , Focus on the innovative strategies for teaching and training has been analyzed in this paper to create a line of demarcation that how innovative ways should be use to make classroom teaching interesting and result oriented , irrespective of the fact that traditional way has its own importance but then going hand to hand making it more result oriented as needed by the young youth trend of using digital along with innovative techniques has swapped the old classroom teaching.

Keywords-Log Analysis, teaching , Result oriented , Traditional , innovative .

[1] INTRODUCTION

Analysis of the new innovative tools for the English Language Teaching or reinforcing the framework like Blooms Taxonomy is essential for the substantial teaching and learning. There are not much awards in English language teaching innovation , I will take the most talked award ie the ELTON award which is given to the people who do great innovations in the field of teaching English. It is like a Oscar for the dedicated hard working teachers as they never get chance to grab award and earn awards in t he name of teaching neither they get to walk on

the red carpet. ELTON awards for new innovative practices and practical and usable ideas which is the demand of in fact every field and everyone.

Edge and Mann (2013) tells in their book on innovation that people fail in inventing because they do not know what is innovation and its perspectives.

In teaching it is very important to give time to think critically about innovative ideas with the do and don'ts and also thinking about the recognition, implementation and hindrances of innovation, its constraints, affordance, and dynamism. So one must know the root of what is innovation before trying to innovate, there are different factors on why and how and to what extent an in-depth appraisal of the innovation context is vital before introducing an innovation. In innovation it is very much needed to what extent and how do we need to innovate to bring change that will result in some good. It is to be considered that what change will affect the students in a clear positive way. Generally the innovation in the teaching field comes from the practical teaching practices; it depends on not only students but also methodologies of teaching with innovative technology need practice and understanding. Accumulating the ideas given by the teachers regarding their work out in the classroom can give birth to several theories for the language teaching methodology.

After a lot study the effect of the audiolingulism was found effective and TESOL observed the use of methods on methods for teaching language; Adopting Multilingualism to make students comfortable in learning language is also a good techniques rather considered as “aberrant problem” (e.g. Mohanty et al. 2009, Mukherjee 2009).

It becomes easy for a teacher to analyze the innovative techniques for this he or she should discuss it with other colleagues in bringing out the innovation input in a more concrete form. There are some essentials which are required for innovation in teaching:

- Adequate time
- Ownership
- Full Fledge Involvement and Commitment of all Stakeholders
- Critical thinking skills

Some organizations like British Council and RELO both are supportive to the innovative ideas of teachers as they give professional training to them and help them to make their rough ideas grow with maturity. Web tools like Web 2.0 and earlier 1.0 are also used for sharing on discussion boards, editing, collaborating and managing the target students (McLoughlin and Lee 2007). According to Grant and Mims (2009) Web 2.0 is based on the constructive and cognitive theories. The report of European Commission report called Learning 2.0 also support the use of Web 2.0 tool for the professional development of a teacher at the personal level.

There are various experiments which are done on the ESL and EFL learners; there are multiple portals which are available like Sogosurvey on which a lot of empirical surveys can be done free of cost as Santos Mahapatra says Sogosurvey – a free online web platform for carrying out online surveys. (Santosh Mahapatra 67)

There is a long list of tools which can bring innovation in the Language learning process as:

- Google Docs
- Drive, Google Hangout
- Edmodo
- Vocaroo
- Voicethread
- Wordsift
- Penzu
- Diigo,
- Spiderscribe
- Blogger
- Lexia (Reading for English language teaching purposes.)

Recommendations from time to time are given from British Council Training and the *Peer observation Mirror acts like reflection* in which a teacher learns from a reflection of others

and the self from others as it works in two ways in which knowledge of the new facts along with learning surely takes place.

Innovation can be seen on a focused point as one think and research that how much research has been done in the vocabulary learning in English Teaching. One technique also got popular in 1970 called Self-Directed Learning (SDL) and it is described by the Knowles in 1975 that it is “a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes.”

In 2007 also this is taken as the most comprehensive technique for learning. It has three aspects or dimensions:

- self-management (task control)
- self-monitoring (cognitive responsibility)
- motivation (entering and task)

There are various modal which are propagated in critical thinking to enhance the habit. One effective model of critical reflection is the SOAP procedure (Boruah 97)

- Subjective
- Objective
- Analysis
- Planning

One other Model which is also in use and propagated which is also termed as the model of reflection and model of learning like:

- Bloom’s taxonomy (1956):
 1. Remembering
 2. Understanding
 3. Applying
 4. Analyzing
 5. Evaluating
 6. Creating

- David Kolb's Experiential Learning Model (1976):
 1. Concrete experience
 2. Observation and reflection
 3. Formation of abstract concepts
 4. Testing in new situations
- Gibb's reflective cycle (1988):
 1. Description
 2. Feelings
 3. Evaluation
 4. Analysis
 5. Conclusion
 6. Action Plan

All these models from time to time can be implemented from time to time and also little changes in the technique of learning can be implemented for learning language there are various types on which we have to innovate keeping in mind whether it is subjective, objective, assessment and planning. The level of the judging the needs of the students for example self should be judged in the subjective assessment and objectives are set on the basis of experiential learning from others and additional research then assessment is done of all the objective goals should be purely on study of the subjective details and in the last stage is the stage planning is done on the basis of evaluation

This strategy says not to stop at the level of learning so it is necessary both on the level of student and the trainer to go on and apply as many innovative technologies and innovative ways to keep going on this process to learning .

There are numberless pedagogies that can be made use of in teaching and opinions based on the class room experiences are the best approaches to be used in to get better results . The common used strategies based on experiences and outputs are making students work in the group , Giving them assignments , Showing them live videos as visual aids and audio create

wonder voice and picture creates an everlasting image which is better to understand and long lasting impression.:

And also doing learning based activities with the students into groups creates a better understanding as they try to exchange their knowledge and opinions to bring out the best .

Lot of studies which focuses on improving the teaching strategy like Wlodarsky (2005)'s focus on reflection and dialogue; Rosean's work on making of videotapes of the students and teachers to make the teaching strategy more clear and crisp. The taking of online trainings also help the teachers to improve their pedagogies of teaching as they explore more in trainings and try to adopt the same in their cases

It is observed that critical reflection is the most important and it is taken as "a reflection or an exact replica of what is in front of it.

An important process can be innovative use of Google forms platform in teaching language observation of teachers and it has the access of Google forms which is well connected with the feedback form and as all know feedback is a powerful weapon to bring changes in the teaching pedagogy as feedback improves the artistry of teaching language.

When it comes to the feedback process it should be precise, workable, and time bound; The criteria of feedback for The process of ELT makes it highly effective. Some of the staff development processes can also be used for the development of teachers like Goddard and Emerson (1992) have two types of models: the staff development model and the accountability model but the doubt of suitability of any plan is always there because of the ever changing dynamics of the classroom in the process of language teaching and learning; the perspective of a teacher (Townsend, 186) controls it much. Carthew (1988) and Poster and Poster (1991) both give importance to repeated observation.

Seeing the traditional chalk and board methods of teaching there was not much to explore and there were multiple areas in which one can find the reasons of faulty language as both the teachers and the students had the limited scope of exploring and that was books which

were not sufficient to explore at the same time with lots of restrictions a few to mention are time restrict , money and course in time period lots more . “

To come out of these various factors which when worked from time to time along with innovation can bring changes in ELT. There is large list of the various factors which if worked both on the part of learner as well as teacher can bring positive outputs in language learning some of the factors are identifies as below :

- Self Motivation
- Reflection
- Recognizing and Respecting Diverse
- Open and Frank Discussion
- Prompt Responses
- Willingness to Share Responsibilities
- Good instructions for each task
- Moderator’s comments and questions

Along with these Teaching styles should change significantly and changes should be tested and changed as per needs and expectations of the students. In the the traditional way the education delivery was restricted to recitation and memorisation techniques, whereas with the invention of technology is the way of doing things involves interactive methods “

The old or traditional education method, also known as conventional education, is still widely used to a greater extent. The old-fashioned way of teaching was Chalk and Board method of teaching where students would sit, and listen to the teacher the lesson, The students would listen to them ,and they were expected to [note from the board and memories](#). At the end of the syllabus a written examination would be conducted; this process was called Final end term .

But now Traditional methods has been replaced by the innovative methods like video lectures Power point presentations , smart boards , Google meet from expert s as lectures all over the world , online lectures and many other which are not only easily accessible , but also approachable engaging and interactive The aim of innovative learning is to achieve better

results It is stated in many of the articles that this is a more effective than teaching students by traditional methods for hours together .

Sonia Jackson who wrote an interesting blog post about modern teaching methods for [Getting Smart](#) states: “The traditional “chalk and talk” method of teaching that’s persisted for hundreds of years is now acquiring inferior results when compared with the more modern and revolutionary teaching methods that are available for use in schools today. Greater student interaction is encouraged, the boundaries of authority are being broken down, and a focus on enjoyment over grades is emphasised.”

Conclusion

Because traditional techniques used Same outdated curriculum teaching Board and chalk repetition and memorization of information to teach students, in which there is least scope

Of developing their [critical thinking](#), problem solving and decision-making skills.

Modern learning facilitates students to collaborate and therefore be more productive.

Stating that, traditional and modern teaching methods are both result oriented and effective in current scenario in education. Sarah Wright, who blogs for [TES](#), explains, “As with most things, it’s all about balance. We need to understand when a traditional method works best and when it’s right to try new and innovative approaches.”

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