# ENHANCING THE QUALITY OF EDUCATION BY THE WAY OF EFFECTIVE TEACHING – LEARNING PROCESS IN THE HIGHER EDUCATION AT ETHIOPIAN UNIVERSITIES

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## Abstract

In general education is the light of the nation to remove the ignorance among the people. It also makes road map between the civilized societies and existing communities. Each and every government allocates more money for their citizen's educations and also provides more. All most more than 50 government universities will be functioning in Ethiopia as well as the United Nations different council support the education to provide funds. These days, especially at private schools and language schools, we have great possibilities in what a teacher can do with his or her students, in terms of teaching methods, seating arrangement, visual aids, etc. With this freedom in teaching, we have as well an enormous number of ideas to use in our classrooms. A young teacher is discovering a great number of new ideas and activities all the time. However, since the time of our students is precious, one of the teacher's crucial tasks is to compare, analyze and evaluate the methods they use in order to motivate the students and to make the learning as effective as possible. It focuses on some techniques commonly used today and tested them. With a theoretical study of these methods, to present how it applied them in real classrooms and how they worked will be extended in the further research implementation.

**Keywords:** Education, Teaching, Learning, Motivation and students.

## Introduction

The key terms in this article is 'traditional methodology' and 'modern methodology' or 'traditional teaching' and 'modern teaching' as their synonyms. Everyone is aware of the fact, that teaching can have a broader meaning than just methodology. However, in this article to represent the possible meanings of this term which is synonymous with methodology. Since different people can have various concepts of these two expressions, But it define them in detail in the following paragraphs. To aware the fact that methodologies can vary from universities to universities to school as well as from Instructor to Instructor. It will present the definitions valid throughout the concept as well as these definitions are based on the theoretical sources listed in the references and they correspond to the experience of a conceptual approach. In the following discussions, to give the description for some advantages and disadvantages of the traditional methodology and the reason to mentioning, why we have to suggest the modern methodology for the enhancement of the higher education. As all methods and procedures, it has some positive as

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well as negative aspects, which are pointed out by the teaching professionals in their publications.

I tried to use the same traditional as well as modern teaching methodology in my experience at the department of information technology batch students from the year 2009 to 2013, in university of Gondar. In this group, they little bit felt difficult for the foreign language to understand the concepts. If they understand the concept also, they may felt somewhat difficult to present their ideas because of the language barrier. Instead of such kind of language representation, if the instructor explains the concept with the help of diagrams as well as some digitized manner, it reached the students in effective manner. In that group. I did a great deal of speaking; I did not explain the language grammar and lexis by myself; rather I introduced something in English and through miming and other aids I guided the students to the meaning and appropriate usage. I let the students listen for gist as well as for details in different assessment conducted at the different period of the university calendar. ; They practiced reading and understanding with the help of handouts, and writing in forms suitable and attractive for this group. After some time they started to like this system. I used a great deal of pair work and group work, and I did a lot of creative activities, such as making crosswords or picture-related information's where students were talking to each other.

**Related work**

Now, better to turn our attention to the comprehensive description of the key terms, 'traditional methodology' and 'modern methodology'. First of all to focus on traditional methodology, its aims, philosophy, and procedures, and some examples of its methods. Clearly, one of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student. However, traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation. Following on from this, traditional methodologies are strongly associated with the teaching of language which is used in a certain field related to the students' life or work.

As stated in the book Teaching English as a foreign language "the recognition that many students of English need the language for specific instrumental purposes has led to the teaching." The impact of this approach on the teaching output created; they inform the reader about "the proliferation of courses and materials [being] designed to teach English for science, medicine, agriculture, engineering, tourism and the like", which actually meant that the content of the course was limited to the specific vocabulary and grammar of the chosen field at the time of material preparation. For example information technology courses included exclusively more number advanced vocabulary and all grammar was presented only in an information technology context. Vocabulary, phrases, and sample sentences from other fields and activities, even from the realm of specifically communicative English, were excluded. So, better to train the students related the medium of instruction. The teaching is deeply teacher-centered. The reason for this approach is explained by the statement of many professionals, who asserts that it is based on the "traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers".[1-5]

We can discover another important aspect of traditional methodology in language teaching the essential issue was "rules to be memorized, grammatical text analysis, and literal translation". The students were expected to memorize the grammatical rules and to practice using them while translating sentences and analyzing English texts, because in most of the countries the medium of instruction is English. To remember one thing, that memorizing the grammatical rules and vocabulary is an essential feature of traditional methodology. One more advantage of the traditional teaching should be mentioned here. Some authors agree that in no circumstances should some routines be broken for more theoretical based courses deliver to the target audience. It shows that, the instructor "starts the lesson with revision of the previous lesson. He examines the students individually by asking them to come to the blackboard, they are asked to do certain exercise as well as to respond to instructors questions or sometimes the whole class takes a written test in the way of continuous assessment. Then the, next step is the "examination the teacher explains a new subject matter and practices it with exercises".

Traditional methodology, however, also appears to have some disadvantages. According to some authors, there is not enough attention paid to teaching the basic skills, reading and writing, speaking and listening. As mentioned above, "reading" in a foreign language seems to have more to do with deciphering than with reading in one's mother tongue .The student tries to understand every single word and its grammatical form, because they believes it is essential for understanding the text with the help of their traditional language. Anyhow, the authorities to insist them for the medium of instructions.

The traditional methodology teaches the written language as the highest priority in learning a foreign language. However, it presents writing in a very unpleasant way. This forms a significant contradiction in the students' attitude to the foreign language itself: writing in the language is essential and it is highly appreciated; if one can write in the language he is considered to have reached the goal; yet on the other hand, the same activity is a form of punishing students. For the students, this approach can be highly demotivating.

To sum up the above mentioned ideas, we can say that traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional methodology thus focuses on grammatical structures and isolated items of vocabulary. However, students mostly explore only narrow avenues of the language.[6 - 9]

**Proposed work**

Unlike traditional methodology, modern methodology is much more student-centered. It will be represented by the following fig. 01.
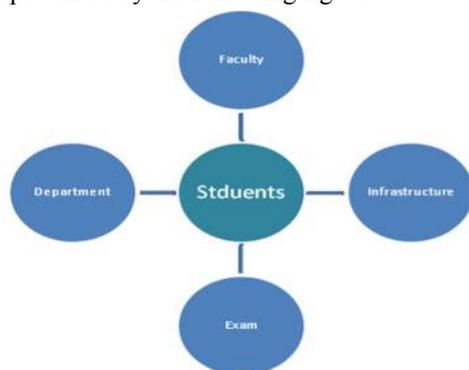


**Fig. No. 01: Modern Methodology on student- centric**

According to the above stated diagram, the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc." The language helps the student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his instructor's skills are moving him forward to a fuller competence in a foreign language. Briefly put, the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc. Though being essential, the aim of learning their field of study with the help of foreign language according to modern methodology is still discussed, and there is a variety of possible aims. In this article, Learning and Teaching will be exposed the concept of a great emphasis is put on "communication of meaning". And also to highlights the communicative competence which is, as defines it, "being able to use the language for meaningful communication". Thus many professionals refer to this methodology as the **Learning through Foreign Language approach (LTFLA)**. In most of the researches point out that foreign languages are taught "not simply for the learner to be able to write to a foreign pen friend" but to broaden his or her horizons by introducing "certain way to capture the core idea behind their ultimate course".

Let us now focus on one important part of modern teaching – teaching skills. The main skills are listening, speaking, reading, and writing. They can be classified into two groups: receptive (listening and reading) and productive (speaking and writing). These skills consist of sub-skills; for example, reading includes skimming (reading for gist), scanning (reading for specific information), intensive reading, and extensive reading. While listening, students can listen for gist, or for specific information: for some details, the tasks should improve skills, not test memory. Along with this, the assessment of the student's progress will be monitored by the following proposed structure (Fig. 02).
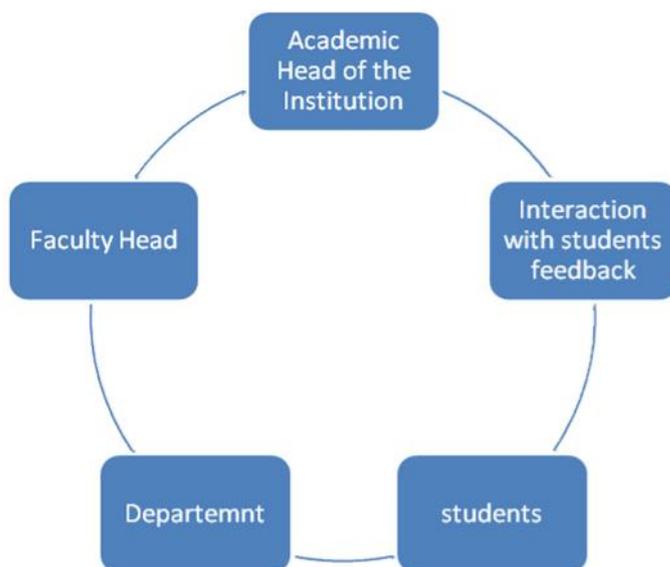
**Fig. No. 02: Method of evaluating the student's progresses**

Modern methodology includes a number of methods. One of the effective methods for presenting new language is so called 'guided discovery.' In this way: the instructor is leading people to discover things that they didn't know they knew via a process of structured questions. The instructor can also introduce a situation, a context, and elicit the language from the students. It will be a cyclic progress starts from the student centric approach. Finally, there is need to verify the academic head of the institution through an interaction with the students whether they will be really benefitted by the modern methodology. A suitable reading or listening can be used as a source of the new language. In most of the cases, they education system to ensure the students ability with the help of periodical exams conducted by different authorities. Anyhow, the proposed system mainly focuses on the quality of education based on the examination. These examinations will be conducted by the controller of examiner. Such a person is responsible for conducting and scheduling examinations and assists the registrar. It will be illustrated by the following Fig. 03.
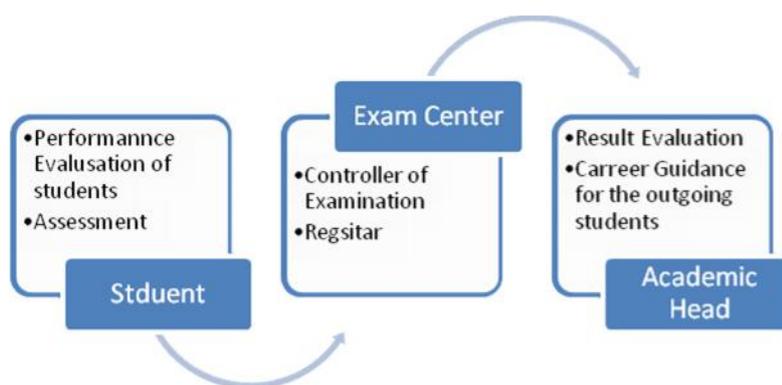


**Fig. No. 03: Proposal for the evaluation of examination**

Summary for the modern teaching methodology in the proposed work, Train the students based on the medium of instruction skill; Advice the instructor's to strictly follow the medium of deliver the contents ; Encourage the interactive classroom effects Don't depends on entirely the modern technology ; Apply an effective way of teaching based on the circumstances

**Recommendations**

Better to follows the following methods to motivate the students as well as improve their creativities.

### A. Spaced Learning

Instructors have reported amazing results when it came to spaced learning. Spaced Learning is a learning method in which the condensed learning content is repeated three times, with two 10-minute breaks during which activities such as physical activities are performed by the students –Spaced learning involves encouraging students to quickly switch through activities. For example, providing ten minutes of knowledge on the nervous system with a PowerPoint presentation and then having 15 minutes of recalling with interactions would be the way to get the better grades.

### B. Flexible Fridays

Sometimes conventional lesson blocks just don't work as every student is different and they all have their problematic subjects. The concept of Flexible Fridays is that an in-depth session of a subject can be acquired by simply having a whole day of mathematics or some other subject. The instructor try to help each student to study and learn what is the most difficult for him/her personally. Somebody repeats, somebody learns. It makes it more convenient for students as now they can focus on one thing while in Universities. It means that students don't have a breaking point by spending hours struggling with a subject along at home.

### C. Engagement

Under a new teaching method called "engagement" students are urged to engage with the real world, analyze everything that happens in different life spheres (not only internship but also economical, business, social spheres, etc.). Instead of conventional teaching methods, students were taken to go for a constructive industrial visit where they were able to witness how the knowledge that they were learning applied to the real world.

### Conclusion

Now, there is a time conclude the above findings along with the suggestions. I decided to focus my research article on a comparison of traditional and modern methodologies used in real time environment as well as to guide the instructors in order to create a modern communities with the help of modern teaching methodologies. I had an teaching experience more than 12+ years in various institution from lower to higher levels. And here I mentioned some of my personal teaching experience at university of Gondar situated in the north east Africa. I set a goal to study theoretical literature, talk to people and carry out an experiment to compare the results of the two approaches in future.

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