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THE USE OF TRADITIONAL AND NONTRADITIONAL METHODS OF TEACHING ENGLISH

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Abstract

Teachers should identify which teaching methods will properly support the students' learning outcome. The aim of this article is to analyse the effect of traditional and nontraditional methods of teaching on students' achievement and teaching effectiveness. Besides that, this paper presents the characteristics of different methods and identifies the pros and cons of using traditional and nontraditional methods. By examining the effects of these methods on students' achievements, the article aims to shed light on the efficacy of different teaching approaches.

Key words

Communicative language teaching (CLT), Grammar-Translation Method (GTM), method of teaching, traditional method, nontraditional method.

Introduction

The ability to speak English competently is closely related to its teaching. This article analyzes the possibilities of using traditional and modern methods to teach a foreign language. The modern age requires a new approach, new methods of teaching foreign languages. Teaching methods refer to the strategies, techniques, and approaches used by educators to facilitate the learning and understanding of a subject. Different teaching methods are employed based on various factors such as the subject matter, age group, learning objectives, and the students' learning styles. There are a lot of methods of English teaching. Here are some common teaching methods:

- Grammar-Translation Method (GTM), in this method students are often asked to translate complete texts word for word and memorize grammatical rules, exceptions, and vocabulary sets. The primary activity in this method is reading and translating texts. Teachers typically present the rules of a specific grammar item, demonstrate its usage through examples included in a text, and have students practice using the item by writing sentences and translating them into their native language. This approach emphasizes understanding and applying grammatical rules through translation activities.
- Communicative language teaching. This method is also named the communicative approach. This method emphasizes the significance of communication in language learning. The aim of this method is for students to develop their ability to communicate effectively in real-world situations. Meaningful and authentic communication. Rather than relying solely on grammatical rules or translations. CLT method is based on interactive activities such as group discussions, role-plays and communication tasks to simulate real-life language use. It also

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promotes student-centered learning, with the teacher taking on the role of facilitator. The purpose of CLT is to enable students to use the target language in real-world contexts and to develop their general communication skills.

The objective of any teaching method is to achieve desired learning outcomes. An appropriate method aligns with the learning goals, ensuring that students acquire the knowledge, skills, and competencies intended.

Literature review

GTM (Grammar-Translation Method) and CLT (Communicative Language Teaching) are two distinctive approaches to language teaching with measurable differences. In research methodology, GTM and CLT have been the main methods that researchers study exoterically based on their effectiveness or ineffectiveness. As we live in the technological age and globalized world, we need to know different techniques, activities and methods. In many cases, teachers use multiple methods, namely traditional and non-traditional methods, at the same time to prevent students from feeling unsatisfied or bored with the lessons (Khujaeva, 2023). Many teachers employ a combination of traditional and non-traditional methods to ensure a balanced and diverse learning experience. This can include a mix of lectures, discussions, hands-on activities, group work, multimedia resources, and technology-based tools. By incorporating various methods, teachers can cater to different learning preferences and promote a more interactive and stimulating classroom environment.

There are four skills that have to be acquired by the learners in language competence and performance. They are listening, reading, speaking and writing. As information, listening and reading are receptive skills among them. Then, speaking and writing are productive skills (Harmer, 2007: 270 and 275). GTM emphasizes the study of grammar rules and translation exercises as a means to learn a language. Speaking and listening skills are often given less priority in GTM. While GTM puts the development of reading and writing skills first, CLT focuses on developing communicative skills, including speaking and listening, through authentic and meaningful interactions.

Uysal and Bardakci (2014) explored Turkish primary-level English language teachers' beliefs and practice patterns of teaching grammar, vocabulary, and the reasons behind these practice patterns. Their study proved that teachers generally preferred GTM to CLT due to time constraints, crowded classes and especially for low motivated students. It is worth noting that teachers' preferences for specific teaching methods can vary depending on various factors. These considerations can impact the choice of teaching method. GTM is a traditional approach that focuses on the explicit teaching of grammar rules and translation exercises, which can be perceived as more time-efficient and easier to manage in large class sizes. Additionally, it may be suitable for students with lower motivation or those who prefer a more structured approach. However, it is important to recognize that the effectiveness of different teaching methods can vary depending on the context and the unique needs of the students. It's always beneficial for teachers to explore a range of methods to cater to diverse learning styles and create an engaging and effective learning environment.

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However, according to Brown (2007), in CLT classrooms, students tend to be eager to study because the teacher motivates them towards achieving specific objectives. The collaborative nature of CLT encourages a strong partnership between the teacher and the students, fostering a sense of security and enhancing the students' learning experience. This conducive environment allows students to learn comfortably, maintain focus, and experience a greater sense of happiness and fulfillment. CLT aims to develop students' ability to communicate effectively and use the language in real-life situations. In this context, CLT appears to prioritize student care and well-being more effectively compared to the Grammar-Translation Method (GTM).

Conclusion

In conclusion, selecting an appropriate teaching method promotes effective language acquisition, student engagement, motivation, language proficiency development, cultural understanding, and flexibility in the learning process. It significantly impacts the success of English language instruction. While both GTM and CLT have their own merits, CLT is often viewed as a more dynamic and student-centered approach. The use of various techniques and the teacher's role as a facilitator contribute to a more communicative and cooperative learning experience for students. Although GTM is considered an older method compared to CLT, it is still applied in some countries. The choice of method depends on the teacher's understanding of what is suitable for their particular teaching and learning process, taking into account factors such as the educational context, cultural norms. According to Alam, M. Sarvar (2011) "...attempts to integrate such activities into a wider program of language teaching…. Advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself". Therefore, a combination of grammar and communicative language teaching can be considered a fruitful method for achieving the desired language learning outcome, provided that both are optimally balanced and implemented effectively. Besides that it would be more effective and useful, if The teachers try to find creative ways to teach grammar through communicative activities.

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