

TRADITIONAL AND MODERN FOREIGN LANGUAGE TEACHING METHODS

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Abstract: in this article I decided to portray advantages and disadvantages of two language teaching methods: traditional and communicative (modern). First, I give definition to both methods and then compare these two methods each other. At the end I tried to find a way to keep balance and take only advantages of the methods.

Keywords: method, traditional method, communicative method, modern method, proliferation, CLT (Communicative language teaching) ELT (English language teaching).

Introduction

In recent years, Communicative method of language teaching is widely used by many teachers in schools, colleges, lyceums, language centres and universities. However, we also cannot set aside the traditional method of language teaching, as, it also has number of advantages, despite disadvantages. So, being a future English teacher, in this article I decided to illustrate the advantages and disadvantages of Traditional and Communicative methods in language teaching, to compare them to each other and to find ways to keep a balance between these methods in teaching process.

Traditional teaching method.

Now I consider some advantages and disadvantages of the Traditional methodology. As all methods, it has some positive as well as negative aspects, which are highlighted by professionals in their publications.

This method is very teacher-dominated. The great responsibility is put on the shoulders of teachers. He/She gives mass of information, alongside he/she gives great deal of tasks which are only related with translation, texts or new words and asking them in turn. Some scholars consider that in traditional method of education, where teachers serve as the source of knowledge at the same time students become very passive receivers. Me, as a learner and teacher, can say from my own experience, if teacher doesn't ask what he/she gave or taught, students become lazier and lazier day by day. At the end he addicts to this routine and even students with great inner motivation will lose their interest eventually.

Here are number of advantages of traditional teaching method:

- Teacher supervise the class, giving and impacting systematic knowledge, academic opinion with speculate philosophy, conducts class, giving a long lectures.
- Students receive wisdom and power that is good for the development of their IQ.
- Teacher is able to give whole or broad and deep information on the given topic throughout the lesson.
- Teacher can change his/her teaching style in accordance of their aptitude for a better explanation.
- Another big advantage is face to face stimulative factor for students' comprehensive quality. Where is lively atmosphere and interaction with human and between people, there is a big prospect of progress.
- Comparing to others, the traditional teaching is more direct and effective method, as teacher control and inspire students effectively when the student encounter problems or arise conflicts, they take flexible teaching method adjusting the content according to actual requirement. Learners imitate their teachers, because teachers are always in the center of attention and their academic level have great impact on students [1].

Here are the opinions of scholars on this sphere about traditional teaching method:

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 by Geoffrey Broughton et al, "the recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP – English for Special or Specific purposes." The same authors illuminate 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" (Broughton 9), which actually meant that the content of the course was limited to the specific vocabulary and grammar of the chosen field. For example agricultural courses included exclusively agricultural vocabulary and all grammar was presented only in an agricultural context. Vocabulary, phrases, and sample sentences from other fields and activities, even from the realm of specifically communicative English, were excluded.

A very typical feature of traditional methodology, as Broughton and his colleagues claim, is the "teacher-dominated interaction". The teaching is deeply teacher-centred. The reason for this approach is explained

by the statement of Assist. Prof. Dr. Abdullah Kuzu, 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” (Kuzu 36). This idea corresponds to the simile of Jim Scrivener, who claims that “traditional teaching [is imagined to work as] ‘jug and mug’ – the knowledge being poured from one receptacle into an empty one.” This widespread attitude is based on a precondition that “being in a class in the presence of a teacher and ‘listening attentively’ is enough to ensure that learning will take place”. In his book *Communicative Language Teaching Today*, Jack C. Richards highlights that in traditional methodology “learning was very much seen as under the control of the teacher” (Richards 4). To sum up, the traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher’s explanations and examples, they will be able to use the knowledge.

Let us now turn our attention to the teaching of grammar in line with the traditional methodology. Tharp, in his article “Modern Foreign Languages,” introduces us to this issue by pointing out that the “emphasis was placed on the formal side of the language” (Tharp 49). After analysing the way people speak, the professionals came to the conclusion articulated by Broughton et al in their book *Teaching English as a Foreign Language* that “the actual choice of words and their arrangement is new virtually every time we produce an utterance ([with] a very small list of exceptions). The only way to explain the process of making new sentences by analogy involves the notion of observing the regularities (rules, patterns, structure) underlying them and working out how to operate them to generate new sentences” (Broughton 45). Richards adds that “it was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation” (Richards 6). Based on the above mentioned opinions is “the traditional view that the English language consisted of a battery of grammatical rules and a vocabulary book” (Broughton 39). On the basis of this conclusion, the traditional methodology arose. In his book *The ELT Curriculum*, Ronald V. White highlights the consequences of handling the language in this grammar-governed way. He reminds us that traditional methodology does not present the language as a means of communication. Rather, this approach to teaching conceives “language [as] a body of esteemed information to be learned, with an emphasis on intellectual rigor” (White 8). Briefly, the traditional approach shows language primarily from the rule-governed point of view and concentrates on the knowledge of grammar and items of vocabulary. It is supposed that a person who knows the rules and the lexis is able to understand and speak the target language[2].

Communicative language teaching

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class.

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language. According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach English, but rather works on developing sound oral/verbal skills prior to reading and writing. In this type of modern teaching method the conductor of a lesson uses big range of multimedia. It has a great advantage: students become active, lesson becomes entertaining and interesting. However, on the other hand, in most cases conductors more focuses on multimedia and doing activities, but less focuses on academic site of the lesson, the teaching point is not given top priority.

How to keep balance between traditional and communicative language teaching method?

Me, as a future teacher decided to take only advantages of these two dominant methods: being a student of different types of teachers for a long time, I have seen both pros and cons of these methods. In my early ages, representatives of traditional teaching method gave me irreplaceably good lesson. We also can see a lot of people, who were taught with traditional methods but still having very good and fluent language. I also had lessons in communicative teaching method, some of which were very interesting, active, effective and some of which were nonsense, because of lack of experience or misunderstanding of teachers. There is no doubt that technology and activities and interaction and self study of students are very essential, but one thing that must be clear is that human and face to face educating can not be replaced with other additional items. Teachers and professors, who are highly experienced, having irreplaceable feat are essential part of educating system.

So, I think a good language teacher should take advantages of both method and avoid their negative sides. Giving deep and broad knowledge on given topic, and then using multimedia technology, then making activities, which is very useful for students, is very essential content of lesson, I consider.

References

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