

## Comparison of Traditional and Advanced methods of teaching English at school level

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### Abstract

Teaching and learning both are two sides of a coin, without talking about heads we can't talk about tails. When we toss the coin we can see only one face at a time, this is also pity of our education system that we always talk about one side either teaching or learning. Efficiency in teaching will be reflected in the performance of learner, so we want to see how efficiently we taught we have to see the performance of learner. English is a second language in India and to teach it effectively we need adroitness as well as selection of proper methods of teaching English as second language as well as a global language. Its duty of our education system not to produce people who are not fit for global economy. We should see English language in a bigger frame. It should work as a wheel for our students not a hindrance in their growth and progress. Now a day every employer is in search of a good and efficient employee, it doesn't matter from which part of world the person belongs, on condition that the person is able to communicate in global language and this status is being enjoyed by English since a long time. So, to make our students fit for world economy we need to make them proficient in speaking skills. Earlier English was taught as a subject in schools but now there is need that we should taught as a language so that our students could be able to speak and communicate in English. Teaching methods play an important role in acquisition of a language. This is a big challenge for even a good and efficient teacher that which method of teaching English as a second and global language is appropriate or more effective in acquisition of a language.

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### Introduction

Teaching and learning both are two sides of a coin, without talking about heads we can't talk about tails. When we toss the coin we can see only one face at a time, this is also pity of our education system that we always talk about one side either teaching or learning. Efficiency in teaching will be reflected in the performance of learner, so we want to see how efficiently we taught we have to see the performance of learner. English is a second language in India and to teach it effectively we need adroitness as well as selection of proper methods of teaching English as second language as well as a global language. Its duty of our education system not to produce people who are not fit for global economy. We should see English language in a bigger frame. It should work as a wheel for our students not a hindrance in their growth and progress. Now a day every employer is in search of a good and efficient employee, it doesn't matter from which part of world the person belongs, on condition that the person is able to communicate in global language and this status is being enjoyed by English since a long time. So, to make our students fit for world economy we need to make them proficient in speaking skills. Earlier English was taught as a subject in schools but now there is need that we should taught as a language so that our students could be able to speak and communicate in English. Teaching methods play an important role in acquisition of a language. This is a big challenge for even a good and efficient teacher that which method of teaching English as a second and global language is appropriate or more effective in acquisition of a language.

### Traditional Methods Of Teaching English

Government schools are still following traditional methods of teaching English. When English was introduced in India its purpose was to produce clerks for British empire. The main purpose of English teaching was that people of India should understand their language and could work as helpers of British peoples. For that purpose, British connected the English language with our mother tongue for better understanding. Those methods are still find place in our school system. But they have become obsolete now, because both the purpose and conditions have changed now, we need to change our methods of teaching English also. We need to shift to most effective method for teaching English. The selection of most effective method is based on some aspects such as class size, purpose of teaching, background of students and efficiency of teacher. Some of examples of traditional methods are ;

1) Grammar translation method; GTM was called classical method since it was used in teaching classical languages like Latin and Greek. In the early twentieth century this method was used to teach students read world literature and appreciate it. In this method teacher will translate every word and phrase from English to Mother tongue. Students will learn and memorize the grammatical rules of both the target language and their native language. This means students will be able to translate from target language to native language and vice versa. This is a method in which students study grammar of a language and translate words into their own language. It is a matter of memorizing grammatical rules in both the languages it gives a person ability to manipulate syntax and morphology of a language. This method is best suited for the persons who want a career in translation. It follows the method of teaching students

isolated and independent words and phrases. students do not practice communication and a little focus on speaking is there. Which a reason that students are always hesitant in speaking in English. a teacher presents a grammar rule and students translate written text in their own language. This method promotes the skills of reading and writing efficiently. in this method student feels comfortable because mother tongue is used to teach target language.

This is a dull, dry and ineffective method completely devoid of theoretical justifications. its focus is on accuracy and not fluency and on written form rather than spoken form. Moreover, most exercises are on sentence level or below. It is an unnatural method, the natural order of learning a language listening, speaking, reading and writing is not followed. speech is neglected, this method lays emphasis on reading and writing, it neglects speaking part. students are unable to express themselves in spoken English.

Translation is indeed a difficult task exact translation is not possible. we lost real essence during translation, because a language is a result of various customs, traditions and behavior. we can't translate behavior and feelings exactly.

2) The bilingual method; when a child learns his native language, he forms concept and grasps the situation and learns the meaning of words simultaneously. The advocates of the bilingual method believe that it is a waste of time to recreate the situation while teaching a foreign language. This saves time of teacher from creating artificial situations. The Bilingual method makes use of mother tongue in restricted manner. This method follows the rule of 1:1 ratio means use of mother tongue and English on equal basis. Each and every instruction given in English is repeated in mother tongue also for better understanding. Drills are given in English but while testing mother tongue is used. The bilingual method promotes both fluency and accuracy. It promotes theory as it lays emphasis on speech and pattern practice. it promotes accuracy as the meaning of new words are given in mother tongue of the learner. It develops different linguistic skills i.e. Listening, speaking, reading and writing.

A possible disadvantage of this method is that if a teacher is not imaginative enough it may degenerate into Grammar Translation method. This method may confuse that the students may be confused in features of two languages i.e. English and Mother tongue. This method also has influence of mother tongue which hinders fluency in speaking skills.

3) lecture method; this is a traditional teaching method, in which a teacher involves in presenting information to a large group of students in a lecture style format, the teacher speaks for whole group and students listen and try to understand. This is one-way method. students are passive listeners in this method. students are passive recipients of information in a lecture. they have little opportunity for active engagement or participation. Individual needs are not catered in lecture method due to large group settings and limitation of time. lecture is a structured or sequence of information in which there is no space for individual questions. Lectures can be effective for complex information and providing an overview of topic but not for language teaching.

**New and innovative methods of teaching English**

In this globalized scenario, there is a constant need for innovation. there is a saying that only change is constant. if we don't change with time we will always be lagging behind. so, everything needs to be changed according to the needs of hour. there should be change in teaching methods, attitude of teachers and attitude of administration for a better and bright future of students and good learning conditions. new and innovative methods should be adopted by government schools for improving speaking skills of student.

**Some of the methods are mentioned below:**

1) Direct method: Toward the end of 18<sup>th</sup> century, a revolution in language teaching methodology took place that is seen as the dawn of modern foreign language teaching. The direct method involves thinking and communicating in English, in this method communication between teacher and students is strictly in English. Use of native language is not allowed in schools. This method is based upon the theory that how we learn our mother tongue. We learn it directly by using and communicating we don't need any translation for mother tongue. When we learn our mother tongue we just listen and follow our elders and then start trying out using trial and error, action and reaction to develop speaking ability. This is the core idea behind direct method. Direct method includes lots of oral interaction, spontaneous use of language, no translation between first and second language and no analysis of grammar rules. In direct method emphasis is laid on speaking, pronunciation and oral practices. Grammar is taught inclusively in Direct method.

This is a natural method, this method typically focusses on speaking, listening, reading and writing skills. Some of the Major characteristics of direct method are that it does not focus on mother tongue but is directly helpful in learning the focused language.

The direct method promotes the oral aspects of language and undermines reading and writing. in this method grammar is not taught.

2) Audio lingual method: this method is also known as army method is used in teaching foreign language. This method is based on behaviorist theory, which says that certain traits of human beings are could be trained through a system of reinforcement. This approach of teaching is similar to direct method like the direct method Audio lingual method advised that a foreign language should

be taught directly to students without the help of any other language. However, unlike Direct method Audio lingual method does not focus on vocabulary learning. In Audio lingual method the instructor would present the correct model of a sentence and students would have to repeat that. In this method language teaching starts with communication. The main focus of this method is understanding the structure of language. The idea is that students practice a particular construct of language until they can use it spontaneously. In this method also the objective language is the main language. Each skill Listening, speaking, reading, writing is taught separately. The skills of writing and Reading are not neglected but the focus throughout is on listening and speaking.

Charles Carpenter Fries, the director of the English Language institute at the university of Michigan, the first of its kind in the United States, believed that learning structure or Grammar was the starting point for the students.

In late 1950, the theoretical underpinnings of this method were questioned by the Linguists like Noam Chomsky, who pointed out the limitations of Structural linguistics. The Audio lingual method was thus deprived of its Scientific credibility.

3) Suggestopedia: Suggestopedia was originally developed by a Bulgarian psychotherapist Georgi Lozanov in 1970s. It is an innovative method which promises great effective language learning results. Lozanov suggested that by using this method we can teach any language three to four times faster than conventional method. The name suggestopedia is from the word 'suggestion' and 'pedagogy'. It is a set of learning recommendations derived from suggestology which Lozanov describes as "a science concerned with systematic study of the nonrational and/or non-conscious influences that human beings are constantly responding to. This approach is based upon the power of suggestions in learning. Positive suggestions will make learner more receptive and they will learn better and easily. Individual attention is must in this method. There are four main activities of suggestopedia method. They are presentation, concert session (active and passive), Elaboration and practice

4) Total physical response method: Total physical response or TPR is popularly known as language learning method that has body movement and language acquisition at its core. TPR can serve as an excellent tool to teach language easily and effectively. TPR mimics how children learn their first language. There is no expectation to produce the language at first. The focus is from producing the language to associate the language with words and actions and cementing the relationship between the two. TPR was first developed by American psychologist Dr. James Asher in the 1970s. One of the greatest benefit of this method is stress reduction. In fact Dr. James Asher calls it stress free method. That's because the students are not expected to speak. Hence there is no pressure at all. The silent period is greatly encouraged because it is here the students building their own understanding of language. This method follows learning by doing. For example, the new learner will learn English by a series of instructions followed by actions. For example; open the door, sit down, bring your notebook, eat your own food etc. The instructor gives commands and the students respond to that in order to learn language. After students have learned the meaning of certain words teacher provides a command that uses novel combinations of the words, they have already learned.

Teaching technique is an important aspect of learning of language. If we are successful in providing right teaching techniques to students they will learn language easily and effectively. Now a days apart from school environment government is also focusing on some other important aspects.

## Conclusion

As we have discussed that English has walked a long way since independence till 2023. It has changed a lot so as methods of teaching. When English was introduced its purpose was to produce employees for British raj but now the scenario is quite different. Now we want to learn English for our own progress, confidence and to achieve more in our professional life. Now English is a wheel on which we can do a world tour and can settle in any part of world or can work with multinational networks. Since independence every policy didn't focus on English, its importance was realized far later. Even then the traditional methods were taking more space than new and innovative methods of English teaching in our school system. After independence there were two groups in India, one was against English medium but the other one was in favour of English medium education. In Hindi speaking areas there was no motivation to learn English but non-Hindi speaking areas welcomed English heartily and there has been a certain resistance for learning Hindi (Yardi 1987, p.101)

Education committee 1947-48 recommended that English should be continued to be studied in high schools and universities in order to be in touch with growing knowledge.

Secondary education commission did not give any concrete and innovative recommendations for teaching English but Kuzru committee appointed by UGC in 1957 was in favour of continuance of English language as an OL and also as medium of instruction at university level, English should be given special attention in the pre university classes.

English was also given a place in three language formula given by central advisory board of education. Kothari commission also

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supported and simplified the three language formula .

National education policy 1986 and plan of action does not make any innovative suggestions in case of place of English in curriculum especially in higher education .it has persisted the Kothari commission recommendations that English should not be introduced before class V.

IN a document published by NCERT in 2000 it was stated that introduction of a new language as a language of instruction from the pre school stage and the primary classes may seriously hamper the growth of a child .so at this level the medium of instruction should be only mother tongue.

NCF 2005 focused on learning without burden and access of quality education for all children.it states that school years are a period of rapid development .ncf also talks about language skills of students ,ncf focused on speech ,listening ,writing and reading .it states that a renewed effort should be made to implement three language formula ,emphasising the recognition of mother tongue .It says that English needs to find its place along with other indian languages.

Right to education act 2009 stated that atleast one English medium section should be there in each government schools.so that the students who want to study English medium can study near their home and does not need to go far away.

NATIONAL KNOWLEDGE COMMISSION 2009:IT Stated that The teaching of English as a language should be introduced,along with the first language (either mother tongue or the regional language) of the child,starting from class first.further NKC also focused on need of change of pedagogy of teaching English and to use all the available media to supplement traditional teaching methods.

The nep 2020 declares that” English is a language not a test of your intelligence “the above declaration of NEP shows that it considers English only as an international language which everyone should learn as per convenience .NEP focuses on regional languages and states that medium of instruction upto class 5 and preferably class 8. should be regional language .NEP 2020 also lays emphasis on 3 language formula .

Dr.ASghar ali Ansari (Jaipur national university defines role of English language after analyzing NEP 2020 as follows;

- 1)it has global importance.
- 2)link language
- 3)job oriented language
- 4)language of science ,aviation,computers and diplomacy
- 5)many books ,papers ,journals are in English only .
- 6)Language of internet .
- 7)language of media and aviation industries.

NEP 2020 does not talk about shedding English language but it emphasized the importance of multilingualism .English is most spoken non native language in India ,after Hindi .we cant overlook practical need of learning English. English has been taught in India in varied form and we cant ignore importance of English as a global language .