

English Language Teaching: A Transformation from Traditional Approach to Scientific Approach.

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Abstract—As we all know the English Language plays a vital role in the field of Education. English education was started in India during the middle of the nineteenth century. Initially, language and grammatical structures were taught in classrooms through various methods like Grammar Translation and Direct Method. Today, ICT (Information and communication technology) has gained a remarkable place inside classrooms. Through the adoption of scientific methods of teaching English, we tend to forget our traditional modes of teaching, which stand as a base of our education system. There is a greater shift from the traditional chalk-and-talk method to smart classroom teaching. Today learning English through smart classroom, audio, videos, PowerPoint presentations, and various apps has gained considerable importance. Sometimes, through these innovative technologies, students get distracted from learning. Thus, the challenge for a teacher is to choose the right approach to navigate the students accordingly.

Index Terms—English language, approaches, methods, Information, and communication technology

I. INTRODUCTION

English language has become an economic necessity across the world and has emerged as a global language. The language came from nowhere and is on the mark to conquer the entire world. Two thousand years ago, the English language was confined to a handful of barbarians, but today around 1.5 billion people use English as their second language and most countries have English as their mother tongue.

Language is considered a primary source of communication through which we share our ideas, and thoughts and express our emotions with different people.

It helps to narrow down the gap between geographical areas and boundaries and helps people

to connect with each other. The entire spectrum of education, psychology, science and technology, medicine, and philosophy can be easily understood by means of English. English is considered a skill rather than a language. Language has the power to empower people all around the world.

II. ROLE OF ENGLISH IN EDUCATION

(a) English for Academic Purpose (EAP): English remains a medium of instruction in schools, colleges, and universities. In many countries, children are motivated and trained to learn English as their second language, whereas their regional language is considered to be their first language. Almost 95% of school books are written in English. Innumerable scientific innovations and books are written in the English language. Translation of these books into various regional languages is impossible as it is very hard as well as time-consuming. The constantly increasing number of science and technology gave rise to the development of many engineering colleges, institutes, and centers for research on science. English is used as a medium of instruction in these educational institutions.

(b) English for Specific Purpose (ESP): In recent times, the demand for English for specific purposes is increasing frequently. At the same time, new ideas are arising in different fields of education. The development of psychology and its various branches have contributed to the beginning of ESP. It provides emphasis on the learners and their learning attitudes. For example, engineering students need English for their courses; pilots need English for their aviation courses, etc. Most of their reference materials and books are in English. Most young people are going to foreign countries for advanced and higher studies to get a good knowledge of English.

III. DIFFICULTIES IN LEARNING ENGLISH

First, English is taught as a "subject" in the school curriculum with grammatical rules rather than as a tool for communication. Speaking skill is given less importance than reading and writing skill.

Second, the educational system is completely bureaucratic. It includes the involvement of government policy and implementation in preparing the teaching material. Therefore, teaching and learning are not friendly to the teacher's creative or pedagogic initiatives.

Third, teaching/learning is not focused on gaining any kind of ability or competence in the language but is merely used to fulfill the academic requirement of enabling the learners to obtain passing marks in the examinations conducted by schools and colleges.

Fourth, some institutions have a high teacher-student ratio. These teachers often have to talk to the students rather than to or with them in groups. Due to the presence of a large group of students, the teacher may not be able to reach out to all the students in the class. Finally, most of the teachers are not what they are. They would have chosen their teaching career out of choice, but mainly because it is a job and they were lucky enough to secure the job, which is not to say that they are inadequately trained or prepared in using ICT for their teaching purposes.

IV. TRADITIONAL METHOD IN TEACHING/LEARNING ENGLISH

Teaching involves making learner's master content that will be useful as a skill or knowledge. The earlier language was taught through grammar rules, the study of declensions and conjugations, translation and practice in writing sample sentences that made use of bilingual language. The method in use in schools in the nineteenth century was the method in which grammar and translation predominated. This approach to language learning was called the Grammar Translation Method. It focused mainly on Grammar rules and pattern which aims in making language learning easier. Like any other language learning it too has its drawback. It ignores phonetics and pronunciation and focuses on alphabets, spelling, and writing. Speech exercise is given no importance in this method.

Similarly, Direct Method dealt with the oral method of learning. In this method speech and phonetics were given much importance and translation was completely avoided. Here the teacher may not use bilingualism in language teaching.

Initially, there was no development in technology, the teachers could not use modern gadgets inside the classroom. Thus, teachers used the 'talk and chalk method to teach language. There were other methods like Audiolingual Method, Situational Language Teaching, etc.

V. SCIENTIFIC METHOD IN TEACHING/LEARNING ENGLISH

Language teaching/learning in the twentieth century varies by change and innovation and by the development of competing language teaching ideologies. The development of science and technology gave rise to enormous changes in the education system. Information and Communication Technology (ICT) is widely used in the language learning process. Printed textbooks are replaced by kindle editions and classrooms are replaced by online learning platforms. These technologies are made user-friendly to make use of it by a large number of learners. Students can learn a language anywhere and anytime. The learners can easily get accessed to the internet where knowledge is scattered in abundance. There are various apps like YouTube and WhatsApp where you can share videos and audio files easily. Learners can easily learn through visual representation. Pronunciation can be learned effectively through audio files by constantly listening to the accent and intonation of the native speaker of English.

VI. BENEFITS OF THE SCIENTIFIC APPROACH

The transition to a scientific approach in English Language Teaching (ELT) has brought about several notable advantages. One of the key benefits is the shift toward a learner-centered focus. Unlike traditional approaches, which often placed the teacher at the center of the learning process, the scientific approach recognizes the unique experiences and needs of each student. This approach adapts to these individual differences, creating a more personalized and effective learning experience.

Another advantage is the increased engagement of students in the learning process. Through task-based activities, real-life applications, and the use of interactive technology, students are more involved in their education. Learning becomes dynamic and directly relevant to their daily lives, which in turn enhances motivation and retention. This approach helps students connect with the language in meaningful ways, making the learning process more enjoyable and impactful.

Scientific approach also prioritizes the development of both linguistic and sociolinguistic competence. This ensures that students not only master grammar but also learn how to use language appropriately in various social contexts. This focus on communicative competence helps students become more versatile and confident in using English in real-world situations.

Additionally, evidence-based practices play a crucial role in modern ELT. Teachers now have access to a wealth of research and data that inform their teaching methods. This allows them to gain a deeper understanding of what strategies work best for language acquisition, leading to improved outcomes for students. By relying on evidence, educators can continually refine their teaching methods for maximum effectiveness.

Scientific approach provides greater adaptability and flexibility in language learning. With the integration of technology and personalized learning methods, students can progress at their own pace. Teachers can monitor student progress through data-driven assessments, allowing them to adjust instruction as needed. This flexibility makes it easier to meet the diverse needs of learners and ensures that each student has the opportunity to succeed.

VII. CONCLUSION

The shift from traditional methods to a scientific approach in English Language Teaching (ELT) marks a significant evolution in how languages are taught and learned. Modern ELT, grounded in research from linguistics, cognitive science, and psychology, seeks to offer more effective, engaging, and personalized language education. With continuous advancements in technology and a deeper understanding of language acquisition, this transformation is likely to persist, leading to even

more innovative, learner-centered methods for mastering English. Ultimately, the goal remains unchanged: to empower learners to communicate confidently and competently in an increasingly globalized world.

To improve the effectiveness of language teaching, teachers must embrace new approaches and techniques. Proficiency in language is no longer solely about how well students reproduce sentences, but about their ability to think creatively and apply language in diverse contexts. While technology offers vast amounts of information, it cannot be entirely relied upon, as online content can be easily modified by anyone. In recent trends, Information and Communication Technology (ICT) can be a powerful tool for learning, but learners must avoid becoming overly dependent on these technologies. Despite the rise of modern methods, some teachers still hold on to traditional approaches, believing they remain effective for language learning.

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