Innovative Technologica: Methodical Research Journal Vol: 3, No 4, 2024, Page: 1-6

The Use of Traditional And Non-Traditional Methods In EFL Classroom

Yorqinoy Nazarova

Namangan State University, Uzbekistan

DOI: https://doi.org/10.47134/innovative.v3i4.129
*Correspondence: Yorqinoy Nazarova
Email: y_nazarova@gmail.com

Received: 20-10-2024
Accepted: 21-11-2024
Published: 21-12-2024

Abstract: This article explores the use of traditional and non-traditional methods in English as a Foreign Language (EFL) classrooms, highlighting their strengths, challenges, and applications. Traditional methods, such as the grammar translation and audiolingual approaches, offer structured learning environments with a focus on grammar and vocabulary but often lack opportunities for communicative skill development. In contrast, non-traditional methods, including Communicative Language Teaching (CLT), technology-enhanced approaches prioritize learner engagement, creativity, and practical language use. The article emphasizes the importance of integrating both approaches to cater to diverse learner needs, combining the systematic foundation of traditional methods with the dynamism of non-traditional techniques. A balanced methodology ensures a comprehensive and effective language learning experience.

Keywords: EFL Classroom, Traditional Methods, Non-Traditional Methods, Grammar Translation Method, Communicative Language Teaching (CLT), Language Teaching Methods.

Introduction

The field of English as a Foreign Language (EFL) has seen remarkable shifts in teaching methodologies over the years (Harmer, 2015). From the dominance of traditional approaches like grammar translation to the emergence of non-traditional methods incorporating technology and student-centered practices, the dynamics of language instruction are continually evolving. Understanding and balancing these methods can help educators cater to diverse learners' needs and create a more effective learning environment. Teaching methods can be broadly categorized into several types (Richards & Rodgers, 2014).

Methodology

Traditional Methods

These include lectures and rote memorization, where the teacher is the primary source of information. While effective for delivering content, they may not engage students actively (Fang, 2024).

Traditional teaching methods focused on the teacher as the only source of information in the classroom. It embraces the idea of a teacher-centered method involving face-to-face interaction, mainly from the teacher to the student (Harmer, 2015).

The teachers and students come to school to gain the knowledge and information, they gain from teachers. Teachers are the main source of knowledge to teach students and impart knowledge. However, for time being the methods of teaching have been changed but the main objective remains the same i.e., teaching (Hussain, 2024).

Learning is the aim of teaching, as much as a student learns, a teacher gets success in their work. The process of teaching takes place chiefly in the classroom which is one of the **traditional methods of teaching.** In the classroom, a full-strength of students sit together and learn the content delivered by teachers and they master knowledge through practice. Traditional methods of teaching are still followed in the schools:

- ✓ In traditional teaching methods, classrooms are teacher-centric.
- ✓ Teachers are the main source of knowledge in the traditional method of teaching. They take the responsibility of knowledge dispensers, not the facilitators.
- ✓ In traditional teaching methods, chalk and talk methods are highly used.
- ✓ Regimented classrooms are the focus of the traditional method of teaching.
- ✓ As the traditional method of teaching is teacher-centric, it shows a lack of collaboration and group learning among students. Teachers give lectures and students learn.
- ✓ In **traditional teaching,** the main motive of teachers is to prepare students for exams than teach them and make them understand the concept and syllabus. Students learn just to pass the exam and get good results.
- ✓ There is no proper alignment that can be seen between objectives, activities and assessments in **traditional teaching** (Rongji, 2024)**.**

Non-traditional methods

techniques such as group discussions, debates, and peer teaching encourage student participation and collaboration. These methods foster critical thinking and enhance communication skills (Harmer, 2015). The possible methods for interactive learning are perhaps limitless, constrained only by creativity and resources (Zăvoianu, 2024).

Lecturing

Although interactive methods are often pitted against "lecture only" classrooms, lecturing can be an effective interactive experience, as anyone who has ever eagerly shared a TED Talk knows. Learning is likely to happen when the lecturer carefully connects new material to students' existing knowledge and significant human experience and also when the teacher intentionally piques students' curiosity and imagination through the use of narrative structures—setting up conflict or tension, followed by resolution (Brown, 2007). Such techniques should not devolve into entertainment but emerge honestly from the questions or problems inherent in the subject matter itself (A. Zhang, 2024).

Brief Writing Exercises

Some interactive methods require little time to prepare and execute. Brief writing exercises, while also a type of Formative Assessment, can help students review, understand, and think critically about material (Lu, 2024).

These exercises can be targeted to various levels of thinking. For instance, asking students to list items from a previous lecture reinforces basic knowledge; asking students to rephrase a central concept in their own words aids comprehension; asking students to use information in addressing a new situation gives them practice in application (Al-Hashimi, 2024).

Think-Pair-Share

Another relatively simple interactive method is "Think-Pair-Share." The instructor presents a problem or question, first asking students to think (and usually write) individually their answer(s) along with rationale and evidence. Students then discuss their answers with a partner, with the instructor encouraging respectful questioning and critique among students. Finally, the students share their insights (both individual and those gleaned from paired discussion) with the entire class, with the instructor encouraging further questioning and critique (Harmer, 2015).

Result

Technology Enhanced Learning combines particularities of information and communication technologies, such as speed or proximity, with those of teaching, such as learning or knowledge.

Technology Enhanced Learning

- ✓ allow expanding the scope of teaching beyond the traditional classroom.
- ✓ enable new formulas for approaching the theoretical and practical parts of the subjects.
- ✓ increase access to education and foster interactivity.
- ✓ simplify the action of sharing educational materials or information, both for teachers and students.
- ✓ invite you to continue learning and developing knowledge or to improve your skills with extra content or digital books.
- ✓ facilitate connection and participation between educational centers regardless of location.
- ✓ allow you to be up to date with data, figures and current news from around the world, and allow you to learn about other realities different from the environment in which you live.

Enhancing Student Engagement

Effective teaching methods are essential for capturing students' attention and maintaining their interest. Engaged students are more likely to participate actively in lessons, ask questions, and seek clarification. Methods that encourage interaction, such as group work and discussions, can create a dynamic classroom environment where students feel valued and motivated to learn (Sammer, 2024).

Students are more motivated to engage with learning material and will participate in class when:

- ✓ They see value in course material, learning outcomes, and activities that they can relate to their own lives.

- ✓ The course objectives or learning outcomes align with students' interests and goals (academic, career, and social).
- ✓ Learning activities provide opportunities to attain learning outcomes.
- ✓ Assessments are fair and assess what they intend to.
- ✓ Students are given choices.
- ✓ Students experience the learning environment as supportive.
- ✓ Students experience success in course activities and assignments.
- ✓ Students know what to expect and what is expected of them.

Every student has a unique learning style, some may learn best through visual aids, while others prefer hands-on experiences or auditory instruction. A variety of teaching methods allows educators to cater to these differences, ensuring that all students have the opportunity to grasp the material effectively (Larsen-Freeman & Anderson, 2011). Differentiated instruction, which tailors teaching strategies to meet individual needs, can lead to improved academic performance (Pastore, 2024). Here some suggested differentiated strategies to help with teaching mixed-abilities:

- ➢ Give more assistance to some students.
- ➢ Re-teach some concepts.
- ➢ Questions pitched at different levels for different individuals.
- ➢ Monitor works closely.
- ➢ Allows for variation.
- ➢ Activities may vary in complexity.

Modern education emphasizes the importance of critical thinking and problem-solving abilities. Teaching methods that promote inquiry-based learning encourage students to analyze information, evaluate arguments, and develop solutions to complex problems. This not only prepares them for academic success but also equips them with essential skills for the workforce (Al-Haddad, 2024).

The ways to develop critical thinking skills in 7 steps

- ➢ Identify the problem or question. ...
- ➢ Gather relevant information. ...
- ➢ Analyze and evaluate data. ...
- ➢ Consider alternative points of view. ...
- ➢ Draw logical conclusions. ...
- ➢ Develop and communication solutions. ...
- ➢ Reflect and learn from the process.

Effective teaching methods often involve building strong relationships between teachers and students. When educators adopt a supportive and approachable demeanor, students are more likely to feel comfortable expressing their thoughts and concerns. This rapport can lead to a positive classroom atmosphere where students are encouraged to take risks in their learning.

- ➢ Believe that all students can succeed. ...
- ➢ Get to know your students. ...
- ➢ Say hello and goodbye to every student, every day. ...

- Laugh with your students. ...
- Provide students with choice. ...
- Accept students–and their mistakes in the classroom.

The landscape of education is constantly evolving, influenced by technological advancements and changing societal needs. Educators must be willing to adapt their teaching methods to stay relevant and effective. Professional development opportunities, collaboration with peers, and feedback from students can help teachers refine their approaches and enhance their effectiveness (Y. Zhang, 2024).

Discussions

"Think-Pair-Share" might be thought of as a combination of brief writing and discussion. It can be used in many ways in an interactive classroom—students discussing in pairs or small groups, or a single conversation including the entire class. Likewise, discussion can be brief interludes or the entire agenda for a class session. Depending on pedagogical goals, the instructor may be more or less involved in the actual discussion (Ellis, 2003). As a form of interactive learning, however, discussions should strive for the free sharing of ideas while constructing and critiquing arguments using logic and evidence.

Debate

Like discussion, debate aims at encouraging students to express their ideas to each other and to critique each other's ideas (Dörnyei, 2001). Debate can be particularly helpful when the instructor wants students to understand and appreciate perspectives that students might not themselves hold. Unlike discussion, which often strives for consensus, debate is inherently competitive and tends to obscure the similarities of opposing viewpoints (Chatterjee, 2024).

Problem-Based Learning

This is a demanding but rewarding interactive strategy for students and instructors. Many other strategies begin by presenting material and then asking students to apply discrete knowledge to a well-defined problem or question (Ellis, 2003). Problem-based learning, however, begins with an open-ended, usually authentic (i.e., "real-world") problem, requiring students (often in groups) to identify what they know and what they need to know that can help solve the problem, determine how they can acquire needed knowledge, experiments, determine a solution, and report their findings.

Experiential Learning:

It is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations (Nunan, 2004). This approach involves hands-on activities, simulations, and real-world problem-solving. It allows students to apply theoretical knowledge in practical situations, promoting deeper understanding.

It is very important because, when students participate in experiential education opportunities, they gain:

- ✓ A better understanding of course material
- ✓ A broader view of the world and an appreciation of community
- ✓ Insight into their own skills, interests, passions, and values
- ✓ Opportunities to collaborate with diverse organizations and people
- ✓ Positive professional practices and skill sets
- ✓ The gratification of assisting in meeting community needs
- ✓ Self-confidence and leadership skills

Technology-Enhanced Learning: Incorporating digital tools and resources, such as online platforms and multimedia presentations, can cater to diverse learning styles and make lessons more engaging.

The teaching activity has changed with the internet or devices such as computers, smartphones, and tablets. It is now possible to use other forms of education and different means of learning, which allow technology to focus on education towards teamwork, the critical capacity of students, and the learning of values. We discover everything that puts us within our reach.

Conclusion

To sum up, the importance of teaching methods cannot be overstated. They are fundamental in shaping the educational experience, influencing student engagement, accommodating diverse learning styles, and fostering critical thinking. By employing a variety of teaching strategies and remaining adaptable to change, educators can create a more inclusive and effective learning environment that prepares students for future challenges. As we continue to explore innovative approaches in education, the focus should remain on enhancing teaching methods to ensure that every student has the opportunity to succeed.

References

Al-Haddad, L. A. (2024). UAV propeller fault diagnosis using deep learning of non-traditional χ2-selected Taguchi method-tested Lempel–Ziv complexity and Teager–Kaiser energy features. *Scientific Reports*, *14*(1). https://doi.org/10.1038/s41598-024-69462-9

Al-Hashimi, M. M. (2024). A Comparative Study of Traditional Methods and Hybridization for Predicting Non-Stationary Sunspot Time Series. *International Journal of Mathematics and Computer Science*, *19*(1), 195–203. https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=85172353002&origin=inward

Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.

Chatterjee, S. (2024). A study on the effects of objective weighting methods on TOPSIS-based parametric optimization of non-traditional machining processes. *Decision Analytics Journal*, *11*. https://doi.org/10.1016/j.dajour.2024.100451

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.

Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.

Fang, X. (2024). A Non-Traditional Finite Element Method for Scattering by Partly Covered Grooves with Multiple Media. *Mathematics*, *12*(2). https://doi.org/10.3390/math12020254

Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson.

Hussain, A. S. (2024). Parameters Estimation of a Proposed Non-Homogeneous Poisson Process and Estimation of the Reliability Function Using the Gompertz Process: A Comparative Analysis of Artificially Intelligent and Traditional Methods. *Iraqi Journal for Computer Science and Mathematics*, *5*(2), 36–47. https://doi.org/10.52866/ijcsm.2024.05.02.004

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.

Lu, S. X. (2024). A Study on the Non-Destructive Method of Identifying Chinese Traditional Handmade Paper With Attenuated Total Reflection Fourier Transform Infrared Spectroscopy. *Guang Pu Xue Yu Guang Pu Fen Xi/Spectroscopy and Spectral Analysis*, *44*(9), 2450–2458. https://doi.org/10.3964/j.issn.1000-0593(2024)09-2450-09

Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.

Pastore, A. (2024). Reconciling Kozlov's vakonomic method with the traditional non-holonomic method: solution of two benchmark problems. *Acta Mechanica*, *235*(4), 2341–2379. https://doi.org/10.1007/s00707-023-03811-z

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.

Rongji, F. (2024). Proposal For A Non-Contact Microtremor Measurement Method Of Traditional Wooden Buildings Using A Laser Doppler Velocimeter. *AIJ Journal of Technology and Design*, *30*(75), 716–721. https://doi.org/10.3130/aijt.30.716

Sammer, G. (2024). Underreported trips, a non-negligible empirical effect of traditional survey methods - A new weighting procedure of data enriching to overcome this bias. *Transportation Research Procedia*, *76*, 183–195. https://doi.org/10.1016/j.trpro.2023.12.048

Warschauer, M., & Kern, R. (2000). Network-Based Language Teaching: Concepts and Practice. Cambridge University Press

Zăvoianu, R. (2024). The Influence Of The Precursor Type In The Synthesis Of Mg/Al-Hydrotalcite Through A Non-Traditional Method Used For Claisen–Schmidt Condensation. *Revue Roumaine de Chimie*, *69*(5), 291–300. https://doi.org/10.33224/rrch.2024.69.5-6.07

Zhang, A. (2024). A Review of the Machining of the Film Cooling Holes with Thermal Barrier Coatings Through Non-traditional Machining Methods. *International Journal of*

Precision Engineering and Manufacturing, *25*(10), 2191–2220. https://doi.org/10.1007/s12541-024-01094-5

Zhang, Y. (2024). A GC×GC-MS method based on solid-state modulator for non-targeted metabolomics: Comparison with traditional GC-MS method. *Journal of Pharmaceutical and Biomedical Analysis*, *243*. https://doi.org/10.1016/j.jpba.2024.116068