

Traditional Vs. Communicative Language Teaching: Process, Impact and Implications

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Abstract

In the instructional process of learning international or second language English, numerous techniques and strategies are used and still used to attain the academic and human aims of obtaining LSRW skills throughout English. According to Richards and Rodgers (1986, p. 120), the grammar-translation process and communication language teaching methods are explored in this article, structured aspects include: what are the goals of a system; how language material is selected; what forms of learning tasks and teaching exercises are advocated; the functions of learners; the roles of teachers; and the position of instructional m. And also discussed how these methods fit into the English as second language teaching and learning process. In particular, both the grammar-translation approach and the system of teaching communicative languages were compared and contrasted. It concluded that for every teaching scenario no single method is ideal. Various methods / methodologies should be implemented, preferably, adapted with different teaching environments, because they account for each other.

Keywords—Approach, Grammar-Translation, Communicative Language Teaching, learning and teaching, LSRW skills

Introduction

In the teaching learning process of foreign or second language English, countless approaches and methods are used and still using to reach the academic and individual goals in English language LSRW skills acquisition. While looking at the difference between approach and methods, Approach refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” (Richards and