

Effectiveness Of GTM And DM In Sialkot Schools: A Comparative Study

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Abstract

The following study involves a comparative analysis of GTM and DM at Secondary level at Private and public schools of district Sialkot. It aims to identify the effect of respective grammatical methodologies of L2 learners. It is an experimental research. This study consists of 200 students at Secondary level from four Private and four public schools of district Sialkot. All the Students are female. Random sampling technique has been employed in this study. A questionnaire of 12 items was developed to get the response from 32 teachers at Elite and public schools of district Sialkot. The findings reveal that students who are taught through GTM made less mistakes as compared to students who were taught through DM. The finding of the study further reveals that GTM is the most effective and suitable method to be conducted in L2 classrooms as it is widely used in L2 classrooms at Elite and public schools in Sialkot. The study is very helpful to assist the teachers by employing methodologies e.g. Grammar translation method and direct method in L2 class rooms to enhance the confidence of L2 learners.

Keywords: Elite Schools, Public Schools, GTM, DM.

Introduction

Language acquisition is a process to perceive and comprehend language. In case of second language learning, it all depends on the methodology adopted by teachers. As far as Pakistan is concerned, it is a multilingual country consisting of five provinces of second language learning, it all depends on the methodology adopted by teachers. Each Province has its own mother tongue. The same diversity can be seen in social classes in Pakistan namely i) elite class ii) middle class iii) lower class. All these social classes have different lifestyles and perspectives toward the education system. Elite class prefers “Elite Schools” specifically made for them having all the luxuries and facilities to educate learners with modern technologies e.g. flash cards, charts, pictures, audio visual aids, scrip tape recorders and computers. But majority of learners in get their education from local and government schools and these schools are not equipped with such facilities. As a matter of fact, Grammar translation method is largely practiced throughout Pakistan (Durrani, 2016). Another factor is that in Pakistan, there is different syllabus and curriculum according to different class of schools. Another factor is that in Pakistan, there is different syllabus and curriculum according to different

class of schools. In the same teachers in Elite schools are highly qualified and their institute keep them engaged in their training while in government school, hardly we find a subject specialist and no such training exposure is given to teachers. As a result of these factors, the teaching methodologies adopted for L2 learners are different in Pakistani School education system. Currently, two major methodologies are at war with each other e.g. Grammar Translation method (GTM) and Direct Method (DM). Grammar Translation method is one of the oldest methodologies adopted in L2 classrooms in Pakistani schools. It is also called the Classical method and was to teach Classical languages like Latin and Greek. In this method students are instructed to teach the literature of foreign languages. This method enables the students to learn the grammatical concepts of L1 in relation to the grammatical concepts of foreign language. As far as Direct Method (DM) is concerned, it was introduced as an opposition to the Grammar Translation Method. This method focuses on Communicative abilities of learners in learning L2. It emphasizes on communicating in L2 directly without involving mother tongue. DM discourages the GTM methodology of translating L1 into L2. This method is adopted in almost all Elite schools. In Pakistan, during the last few decades, a shift in the change of teaching methodologies (from GTM to DM) have been observed especially in Elite schools in Pakistan. In Elite schools, learners from the age of 3 are instructed to communicate in L2 without building a grammatical structure. Teachers in Elite schools are trained to use L2 directly with the learners and no importance is given to grammatical rules. Learners are instructed to write freely or create writing and no importance is given to traditional grammar, which develops a base for any second language learner irrespective of their educational or socio-economic background. However, Grammar Translation Method is still considered fruitful in enhancing foreign language proficiency in L2 classrooms (Mart, 2013).

Objective of the study

To investigate the methods used for teaching L2 learners at Elite and government schools in district Sialkot.

Research Questions

- i. Which method is best to develop the grammatical basics of English as L2 for students of Secondary level at Elite and Government schools of district Sialkot?
- ii. What type of errors are found in Students' essay writing?

Hypothesis

- i. Direct method can develop the grammatical base for L2 learners in Elite schools of Pakistan.
- ii. The Direct Method is better than the Grammar Translation method.

Literature Review

In Europe, in the 17th and 18th centuries, languages were taught through Traditional Method e.g. Grammar Translation Method. The Classic method involves memorization of text and less or no use of oral language communication. (Thanasoulas, 2002). The reform Movements of 1880s and 1890s

revolutionized the concept of teaching methodology. Before the 1880s, Language was taught through the Classic method but in the 1880s a reaction against the Grammar Translation Method arose as it was considered that language should be taught as a medium of communication, whether written or oral (Bayley, 1998). Many studies have been conducted in Pakistani Government Schools and College levels to check which method of teaching, Grammar Translation Method or Direct Method is suitable for L2 learners in Pakistani Schools from a pedagogical point of view. The research conducted at D.G Khan government schools shows that 80 percent of teachers and students prefer the Grammar Translation method. (Awan & Shafi, 2016). However, direct method has brought a revolution in teaching methodologies especially in speaking, listening and writing (Safdar, 2017). Direct method relies upon the communicative techniques rather than typical translation method (Hui-ping, 2012). However, when it comes to teaching English language in L2 classrooms we have to keep in mind social aspects as well. Many teachers support Direct Method and consider Grammar Translation Method an orthodox approach but still they use it in their L2 classrooms. On factual grounds most teachers in L2 classrooms use GTM for their ease and to save the time as Direct method is time demanding and needs skilled teachers (Awan & Hiraj, 2015). The research conducted at Government College Multan aimed to investigate the effectiveness of GTM and DM on paragraph writing of ESL students. In this experimental study GTM and DM have been applied separately and in combination on three randomly selected groups of students. The results show that GTM proves to be a better method of teaching than DM in L2 classrooms (Safdar, 2017). As a second language learner, we need to keep this in mind that Communicative approach is related to fluency and accuracy of pronunciation. Grammar Translation Method is concerned with accuracy of basic grammar rules. So in the L2 classroom, the best way to teach English, is the combination of both methods (Jewad & Verma 2014). Moreover, Methods of teaching are not different in different countries. It all depends on the social and economic situation of the learners. There are basically 5 methods of teaching e.g 1) Grammar Translation Method 2) Direct Method 3) Communicative language teaching 4) Auto Lingual Method and 5) Silent Way. Studies have shown that combining one of these methods is the best possible way to teach L2 learners (Rahmah et al. 2014). A teachers' vision and involvement in class regarding Grammar Translation Method plays a major role in improving the writing skills of learners (Tabassum, 2020). Grammar Translation method is considered the most suitable method for L2 learners as its main focus is on reading and translating the text and it also forms a base for grammatical structure for EFL students (Arjun & 2018). A research was conducted at secondary level to find out the best method of teaching. For this purpose, the Solomon pre -test/ post -test equivalent group design was made. The experimental group was taught by Direct Method and Control group was taught by traditional method by the period of six weeks. The result shows that the direct method is more effective than the Grammar Translation Method as low achievers of the experimental group did much better than low achievers of the control group. (Quraishi, Hussain et al. 2010). An elective approach should be adopted to conduct lessons for EFL learners in L2 classrooms (Mwanza, 2017).

Language is basically a system and it functions at various levels communicating different meanings. That meaning is always delivered through the users of that particular language. If that meaning is

missing, then language can't perform its function. (Farjami 1993). The field of learning and language teaching has seen a revolution during the past few decades. Now we see a shift from teaching methodologies to language learning strategies. We need to keep this factor in mind that in Pakistan the education system is not unified. We have three levels of schools e.g. English medium schools, Urdu medium schools and Madrassa. The medium of instruction is also different in these levels. Urdu is our Mother Tongue. But in reality, different regional languages are spoken at home and outside of the home. In order to improve a learners' language situation, we need more trained teachers and need to focus on writing skills of students. (García 2018)

Methodology

We have employed a mixed method approach for collecting data from the target population as numerous researchers believe, it is an appropriate method to draw valid results on the basis of observation. It is an experimental study to examine the valid results from students' data.

Sample size of students

The first stage of this experiment study is to collect the data from the students. 200 students are selected as data sampling in which 100 students represent belong to Elite School in district Sialkot. 25 students are taken from 4 respective Elite schools e.g. Classic School System, Sialkot, Beacon House School, The City School and Lahore Grammar School. Other 100 students represent the whole population of Government school in district Sialkot. 25 students are taken from each Government School respectively GGHS Adalat Garh, GGHS Kotli Behram, GGHS UGOKI and GGHS Model Town, Sialkot. All the students in this sample are girls. These are teenage 14 to 15 years old studying at secondary level. To get the accurate and comparative results from students' population, a structured experimental was designed.

Sample Size of Teachers

For sample size, 32 teachers are taken as data sample in the current study, in which 16 teachers are from Elite schools e.g. Classic School System, Beacon House School, The City School and Lahore Grammar School in Sialkot. Rest of 16 teachers are from Government Schools in Sialkot e.g. GGHS Adalat Garh, GGHS Kotli Behram, GGHS UGOKI and GGHS Model Town, Sialkot. Four teachers from each government and private school at secondary level. To obtain the data from teachers, a structured questionnaire has been designed as it is considered the suitable technique to collect data from the respondents.

Data collection Method

The target population of this study are students of Secondary Level from elite and government schools in district Sialkot. In order to collect data from the students' population, an experimental design was established. For this purpose, 200 students were selected from 8 schools of Sialkot. 4 schools were Elite and other 4 were Government schools. The strength in Elite schools is comparatively quite less as compared to government schools. All the students in this sample are girls.

These students were divided into two groups, 100 students in each group. They were kept in observation for the period of one month. One group is a control group as it is not given any treatment and the students in the control group were taught English grammar only through direct method. The other group is an experimental group. The students in the experimental group are taught through the Grammar Translation method for the first time. All the students have learnt Parts of speech and writing essays with their respective methodologies. After a period of one-month observation they were given a task to write an essay on “My Self” with the specific focus on what kinds of errors they have made after being taught through respective methodologies. In order to collect data from teachers, a structured questionnaire was designed and distributed among 32 teachers of Elite and Government School teachers.

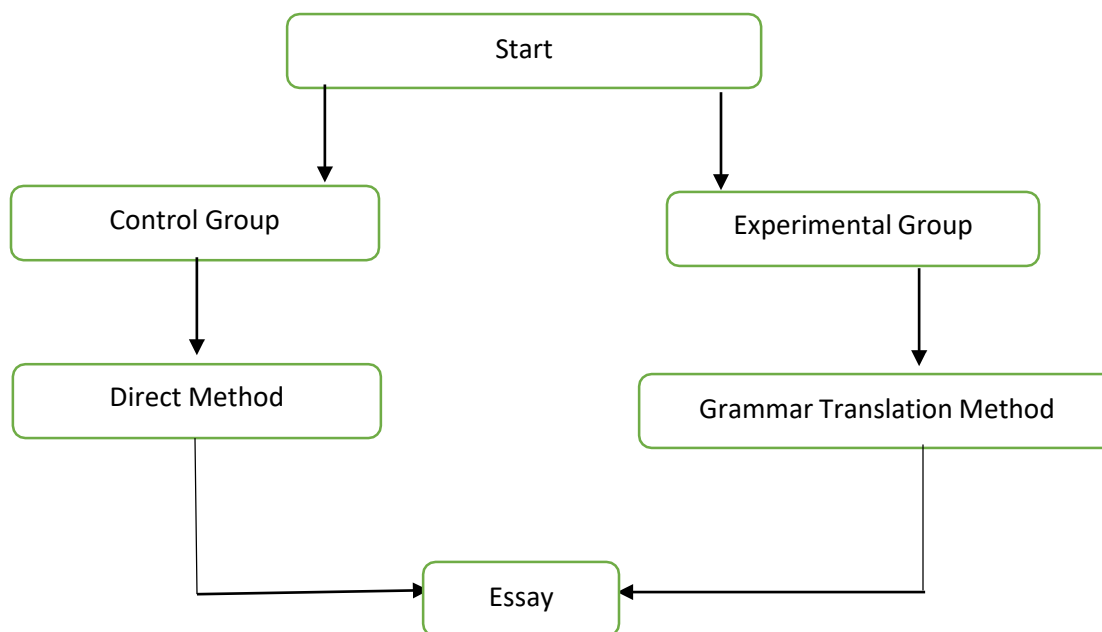


Figure No.1: Experimental Model of Control Group and Experimental Group

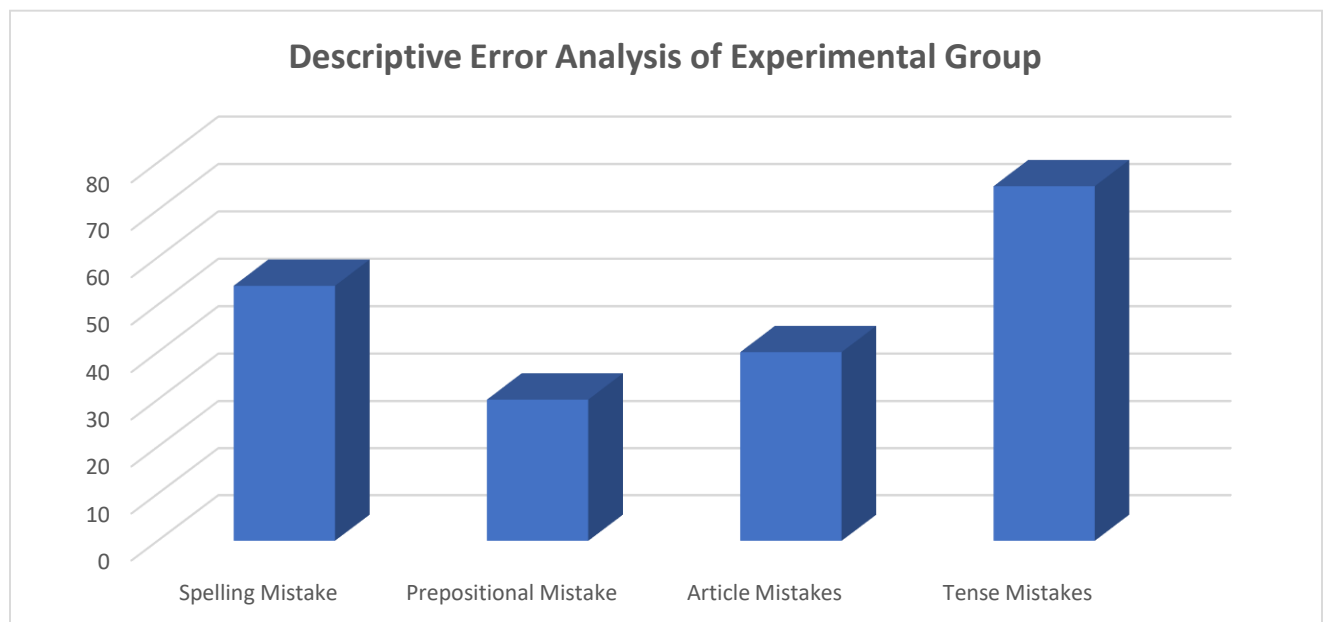
Data Analysis

For analyzing data, the first stage was to analyze errors made by the learners. For this purpose, the learners were asked to write an essay on “My Self”. They made numerous mistakes in essay writing. The researcher has codified the errors as T.M stands for Tense Mistake, Sp. M stands for spelling mistake, Prep. M stands for prepositional mistakes and Ar. M stands for Article mistake. The results of the different errors committed by the learners have been presented in tables and graphs.

Descriptive Errors Analysis of Experimental group

Results presented in the given table and graph shows that in experimental group, total number of tense mistake were 75, spelling mistakes were 54, prepositional mistakes were 30 and Article mistakes were 40.

Descriptive Error Analysis of Experimental Group	
Spelling Mistake	54
Prepositional Mistake	30
Article Mistakes	40
Tense Mistakes	76

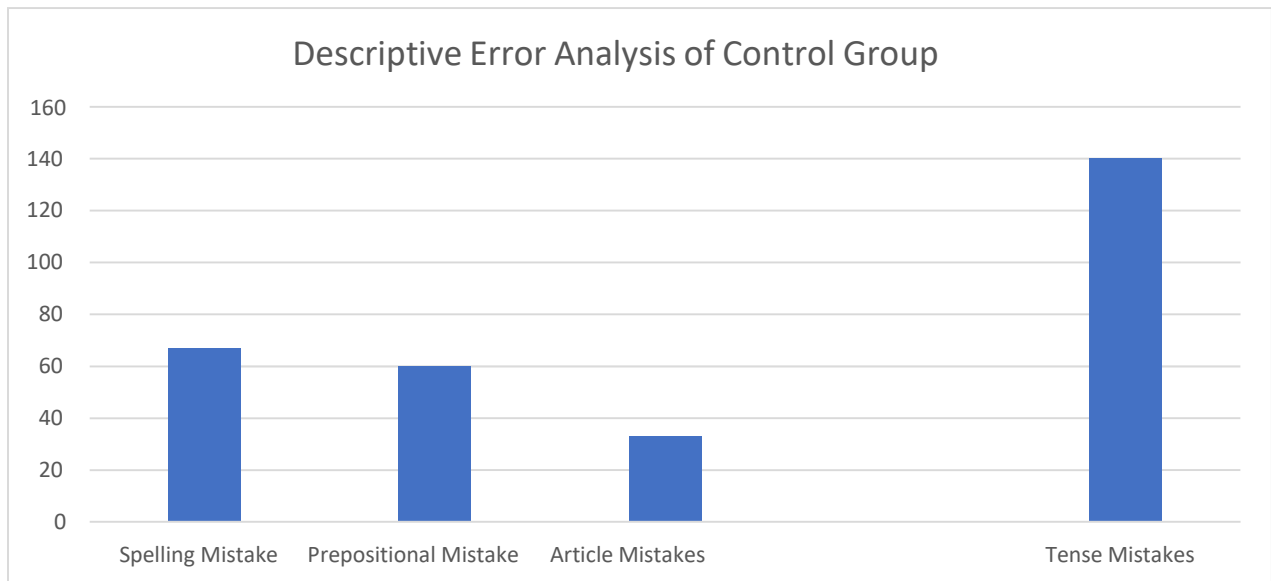


Descriptive Error Analysis of Control Group

Results presented in the given table and graph shows that in Control Group, total number of Tense mistakes were 140, Article mistakes were 33, spelling mistakes were 67 and prepositional mistakes were 60. Below table is an illustration of Control Group error analysis committed by both Elite Private Schools and Government Schools.

Descriptive Error Analysis of Control Group	
Spelling Mistake	67

Prepositional Mistake	60
Article Mistakes	33
Tense Mistakes	140

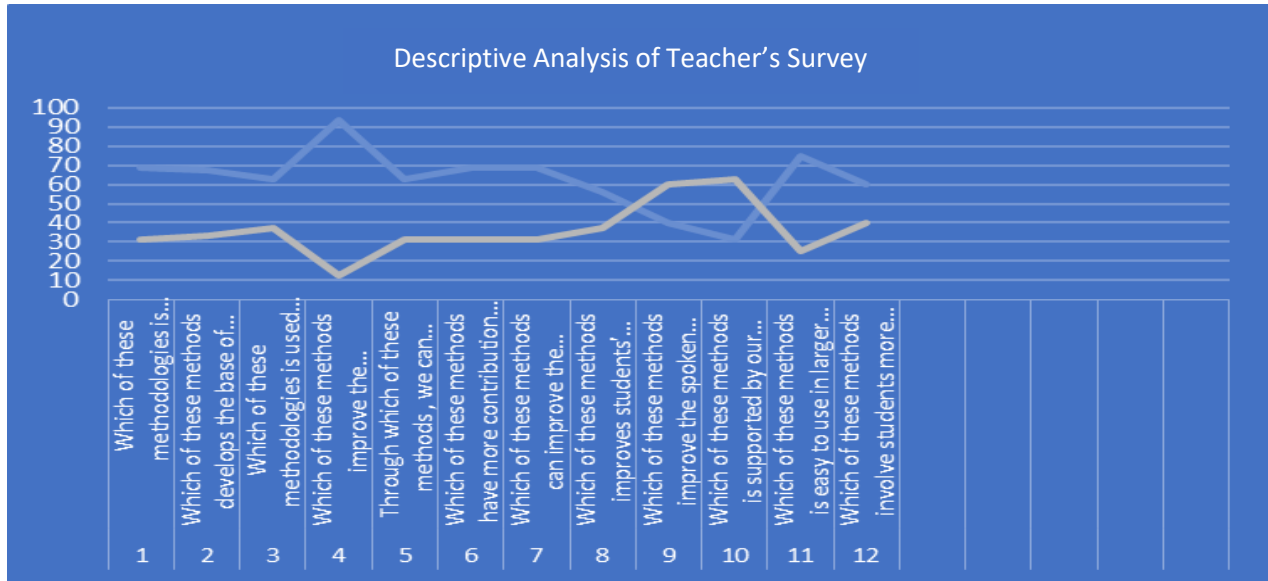


Analysis of Teachers' survey regarding Teaching methodologies

A questionnaire was structured to get the data from teachers. 12 questions were formulated in this questionnaire. The statistical response of analysis is shown in table 4.3

Descriptive analysis of teachers' survey

Following chart describes the data of Questionnaire collected from 32 teachers of government and privatesector.



In the first question, 60.8% teachers consider GTM is the most appropriate methodology to have the accurate results from students while 31.1% teachers give a vote in favor of Direct Method. In the second question, 67.7% teachers believe that GTM develops the base of English Language of learners as L2 while 33.3% consider GTM develops the base of English Language learners. In the 3rd question, 62.5% teachers use GTM method frequently in Elite school of Sialkot while 37.5% teachers use Direct Method in Sialkot. In the 4th question, 93.8% teachers agreed that GTM improves the grammatical concepts of students while 12.5% consider Direct Method improves the grammatical concepts of teachers. In the 5th question, 62.5% teachers think that GTM is a suitable methodology to convey abstract ideas while 31.3% think that students can convey ideas through Direct Method. On the other hand, 6.3% teachers believe that abstract ideas can be conveyed through both methods, GTM and DM. In the 6th question, 68.8% teachers think that GTM method has more contribution towards learning while 31.3% teachers think that Direct method has more contribution towards learning. In the 7th question, 56.3% teachers believe that GTM can improve the creative writing abilities of students while 37.5% teachers think that we can have best results in creating writing for students while using Direct Method. On the other hand, 6.3% teachers believe that both methods can be used to enhance creative writing abilities of students. In the 8th question, 40% teachers think that students can improve their vocabulary through GTM method while 60% think that the vocabulary of students only can be improved through Direct Method. In the 9th question, 31.3% teachers agreed that GTM improves the English language fluency of students while 62.5% teachers think that spoken fluency of students in English language can be improved through DM. On the other hand, 6.3% teachers think that both methods can be used to increase the spoken fluency of English Language of students. In the 10th question, 75% teachers agreed that GTM is suitable and supported by our environment while 25% agreed that DM is supported by our social environment. In the 11th question, 60% teachers think that GTM is easy to conduct in larger classrooms that have huge strength while 40% believe that DM is easy to implement in larger classrooms. In the 12th question, 66.7% teachers believe that GTM involves students more actively

in classrooms than DM. While 33.3% teachers agreed that DM involve more students than GTM in the classrooms.

Results

The results of the quantitative research in Elite Schools and public sector schools highlight that L2 learners in control group made more grammatical mistakes as compared to the experimental group who were taught through GTM method shown in the above table. The survey of teachers shows that the majority of teachers, in Elite and government schools use GTM. On the basis of these results, we can reject both the Hypothesis that DM can not only develop the base of grammar of L2 learners but also GTM is comparatively used in Elite Schools as well.

Discussion

English language teaching has gone under tremendous change during the 20th century. Before the 20th century, languages were taught as if they were meant for cultural acquisition rather than a communicative tool. Modern languages were taught through the methodology of dead languages. The reform moment of the 1880s emphasized that we need an old method of memorization of text and should use language and written and oral text for communicative purposes. The supporters of the Reform Moment of 1880s emphasized that modern languages are not like old languages and they should be taught through modern approaches and methodologies like Direct Method. If we see the significance of Direct Method in Pakistani School culture, Elite Schools are big propagators and supporters of Direct Method. The Elite schools in Pakistan emphasize that English Language should be taught as L2 and even they practice it from the level of Kindergarten. But the point is that is this approach fruitful for L2 learners?

First we have to keep in mind that even if a child studies at Elite school, he learns his L1 e.g Urdu at home and even in the majority of homes in Pakistan, kids learn their mother tongue or local language at home before going to school. Not all the kids have that strong family background in terms of Education. There are only rare cases where kids learn English as an L1 quickly in classrooms as they are supported by their home environment.

Secondly following only direct method can't be fruitful alone as L2 grammatical base of L2 can be developed by following GTM and even more Eclectic approach is required to get the best results. There are some concepts of creative writing which needs to be conducted through GTM like Coherence and Cohesion. The use of Cohesive devices can be taught through GTM; we have to consider other factors as well. The class room time table in L2 classroom doesn't support only Direct Method as it requires a lot of time and to deliver all the activities in L2 classrooms through direct method is not possible. In the end, syllabus of Elite School needs to be amended according to our Social environment. As there is no harmony and structure in grammatical concepts mentioned in these books. If one chapter covers Present Indefinite tense, the following chapters jumps into the use of IN and At (Preposition).

Conclusions

The current study shows that the majority of students show better results in their grammatical base and creative writing skills, who are taught through GTM in Elite Schools. The study shows that GTM is a comparatively better approach at Secondary level to teach grammatical concepts. The study also shows that the students who were taught through GTM showed better results in their creative writing skills as compared to students who were taught through Direct Method. The other finding of the study evaluates the point of view of teachers regarding teaching Methodologies at Secondary level, Sialkot. According to the finding, the majority of teachers use GTM in L2 classrooms instead of DM. According to them, GTM is a more suitable approach to be conducted in L2 classrooms as compared to DM. The current research is a good addition in Academia related language teaching methodologies into the classroom. It is not only confined to the elite and government schools but also very significant for Madrassas teachers as well. Last but not least is that future research teacher can get help from this to introduce use teaching methods regarding their language learning.

List of Abbreviations

GTM (Grammar Translation Method)

DM (Direct Method)

L2 (2nd Language)

TM (Tense Mistakes)

PM (Prepositional Mistakes)

SPM (Spellings Mistakes)

AM (Article Mistakes)

GGHS (Government Girls High Schools)

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