

**TO STUDY THE IMPACT OF TEACHING STRATEGIES
IN LEARNING OF ENGLISH AT SECONDARY LEVEL IN
HAZARA DIVISION IN PAKISTAN**

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ABSTRACT

Teaching method plays significant role in language teaching and learning. Appropriate teaching method is necessary to achieve set objectives. However, relevant teaching fails sometime to procure desired result. It does not mean that the selected teaching method is irrelevant but it might involve other factors. Literature review was done through research and conceptual literature and it was analysed critically. The strategy of research was mix method approach and nine teachers were selected through stratified random sampling technique from both government and private higher secondary schools and colleges of different districts of Hazara division for qualitative data collection. Interview was developed for data collection and data was collected through personal visit to different schools and colleges; and analysed qualitatively. It is concluded that Communicative Approach is effective teaching method than Grammar Translation Method for teaching English language.

Key words: Communicative method, Grammar translation method, Hazara division, Pakistan

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Introduction

The man has always been in search of new and better ways or methods or techniques to do a definite job. This is man's nature that very new things look and appeal him the most for the time being. After certain time these new methods have been going outdated and needs some amendments .Hence, these changes help to devise new methods and techniques to tackle the problem fast and very meticulously. So, changes keep us on the way of leaning by motivating this change is the essence of life. Even all the progress and development man has made in any fields of life is due to his quest for the newer and the better.

Teaching is more than the set and devised technique. Besides teaching methods, teachers 'personality and his taste for teaching play an important role in the effective learning of the language step by step. A good English language teacher has a comprehensive knowledge of English language, knows the methods, tools and techniques essential for teaching English language so that he could clearly present the material in the classroom. He brings desired and expected behavioural changes in the learner from the point of view of listening, speaking, reading and writing skills. Techniques are useful handmaidens to help the teacher but his personal interest and taste are prerequisite to all success. The implausible device and method can be made the best by an interested teacher with the force of his personality which transforms everything for his benefit to serve him (Hywel, 1991).

An approach, method and technique seem somewhat similar in teaching methodology. However; they have differences among themselves theoretically and practically. Differences among these are made clear by defining them separately.

- a. An approach is a set of theories or principles about language learning and teaching.
- b. A method may be defined as a set of techniques, based on course of study and uses certain types of material. It can also be defined as it is a cluster of teaching procedures utilize in a certain situation.
- c. A technique is single procedure used by the teacher in the classroom.

A method may consist of a number of techniques. However, the word approach used more general sense. Therefore, a teacher may use a method by applying various techniques for teaching language according to the theory or approach which he has in his mind, about how a language can be learnt and taught (Government of Pakistan, 2000). Furthermore, Rivers (1981, p.81) writes about the need for a method in the following words:

“The question how students learn is vital one for all teachers. Much teaching is diffuse, hit-or miss procedure because of unclear notions on this subject. Increase efficiency may result from scientifically based insight into learning process.”

The Grammar Translation Method

The Grammar-Translation Method is the oldest method of teaching. It is also known as the Classical Method. The Grammar-Translation Method dominated European and foreign language teaching from the 1840s to the 1940s. The Grammar-Translation Method was first used by German scholarship. It was first known in the United States as the Prussian Method. Its modified form is widely used in some parts of the world today. It was used for the teaching of English in the beginning, under the influence of classical languages like Latin, Greek and Sanskrit. In The Grammar-Translation Method students first study the parts of speech and syntax in detail. Moreover, sentences in English and the mother tongue (L1) are compared and contrasted side by side for fast learning of language. This method focuses more on written language and it makes little provision for practice in spoken language. According to Palmer (1987) aural and oral skills of the learner remain quite dormant, yet one of the basic aims of learning a foreign language is communication with other speakers of the language. Translation of target language into first language is the useful device to verify the comprehension of these instructions in language learning process.. As Harmer (1991, p.240) suggests: “to get a translation of these instructions to make sure the students have understood”.

Key features of grammar translation method

The key features of the Grammar Translation Method according to Prator and Murcia (1979) are as follows:

- A basic purpose of learning of foreign language is to be able to read literature of it. Literary language of the literature is superior to spoken language of that literature.

- The linguistic pattern of English can be understood in the best way by translating the target language (English) into the first language (Urdu).
- The structure of a foreign language is learnt in the best way when it is compared and contrasted with the first language.
- Translation of target language (English) into the first language (Urdu) is an important goal of the learner.
- The ability to communicate in the target language is not a goal of foreign language instruction.
- Reading and writing skills are to be developed primarily .However, little attention is given to speaking and listening, and almost none to pronunciation.
- The teacher is the authority in the classroom. It is an important that students can get the correct answer.
- Much vocabulary is taught in the form of lists of isolated words.
- Similarities between two target and first language facilitate the learning process.
- The rules of grammar are taught deductively and rigorously. The learner will apply the rules thus taught and be able to produce the foreign language expression when confronted by the situation.

Communicative Approach

The Communicative Approach emerged in early 1970s as a result of the work of the Council of Europe experts (Al-Mutawa & Kailani, 1989). However, it can be traced to the Chomsky's work "competence" and "performance" as a reaction to the prevailing audio-lingual method in the 1960s. Later on, Hymes (1971) developed the concept of communicative competence. Communicative competence refer to the psychological, cultural and social rules which discipline the use of speech (Hedge, 2000). According to him the speaker of English should have knowledge of more and more grammatical competence so that he could become a good speaker in English language or any other language. The teacher and learner of EFL \ESL have to know that how a language is used by the native speaker to accomplish their purpose in everyday situation. In Davies et al(2000) *Success in English Teaching*, the authors consider that "it is probably the approach most used by trained language teachers today" (p.

193). Communicative Language teaching draws attention on the right use of language in everyday life from linguistic structure-centered approach to Communicative Approach (Widdowson, 1990). The aim of Communicative approach is to gain communicative competency in the second or foreign language. In this approach learner have to know the rules of language to communicate language for certain situation appropriately. They have to learn the knowledge of the use of techniques for effective communication.

Principles of Communicative Language Teaching

English language teaching has the following main principles:

- In this approach authentic material (newspaper columns, job advertisement, weather reports and menu catalogues) is used for teaching to the students (Richard&Rodger, 2001).
- One function can have different forms in written and spoken language
- Students learn cohesion and coherence by practicing scrambled sentences
- Students are provided opportunity to express their ideas and opinions
- Errors in the approach tolerated to a certain extent
- Learners active participation is necessary to discuss social context in communication
- Teachers provides the opportunity to the students in which they learn how to use language forms appropriately
- Teacher in the approach acts as an advisor or facilitator
- In ELT approach learners have choices what to say and how to say in communication
- Communicative approach promotes Learning by doing.
- The learner is provided with meaningful, comprehensible and elaborated input.
- The approach provides the learner with error corrective feedback.

Findings

Findings are made on the basis of data collected through interviews from the experts and described question wise.

Q.1 Whether Grammar Translation Method (GTM) is a traditional method of Language teaching or not and why it is being used at higher secondary level effectively?

In figure 1, all the interviewees gave their points of view about the research question number one in which they all have same opinion about the first part of the research question that GTM is a traditional method. Two-third interviewees favoured that GTM is being used at intermediate level effectively. However, one-third rejected the effectiveness of GTM because it does not enable the learners to communicate in the target language. GTM is effective in the sense that it enables the students to read and write the target language but it neglects two (listening and speaking) very important skills of the language.

I ₂ , I ₃ , I ₅ , I ₆ , I ₇ and I ₉	GTM is a traditional method and its effectiveness results due to the use of native language.
I ₁ , I ₄ I ₈	GTM is a traditional method and it cannot be used to teach English language effectively because it does not focus on all the skills of the target language concurrently.

Figure 1 Brief Summary of Interviewees' Views on Research Question No.1

Q.2 Is little or no attention given to pronunciation in GTM activities and why translation does not enable the student to grasp the target language?

In figures 2 and 3, all the interviewees gave their points of view regarding the research question number two separately into two parts. Figure 2 deals with the first part of the research question in which most of the interviewees verify that neither GTM give attention to pronunciation nor improve it. Figure 3 deals with the second part of the research question in which most of the interviewees testify that translation is necessary to understand the linguistics pattern of the target language but it does not enable the students to grasp the target language because it is an artificial way of language teaching.

I1, I5 and I8	Teaching through grammar translation method listening and speaking skills of English language cannot be improved.
I6, I7 and I9	Teaching through grammar translation method listening and speaking skills of English language can be improved.

I2, I3, I5, I6, I7 and I9	Translation is necessary for understanding linguistics pattern of the English language.
I1, I4 I8	Translation of English language into native language (L1) is not helpful to understand the linguistics pattern of the English language.

Figure 2 & 3 Brief Summary of Interviewees' Views on Research Question No.2

Q.3 What factors make the Communicative Approach effective for English language teaching at intermediate level and why?

In figures 4, all the interviewees gave their points of view regarding the research question number three that group work, role playing, active participation of the students and real work environment are the factors which make CA effective for English language teaching. Most of the interviewees corroborate that CA is effective method for English language teaching because it focuses on all skills of the target language and enables the learners to communicate in the target language.

I1-I5 And I7- I9	CA is better and more effective method for teaching of English language than GTM because it involves activities like group work, role playing, active participation of students, provision of real work environment and competitions which enhance the language learning in
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I ₆ and I ₁₀	<p>real sense.</p> <p>GTM is more effective at intermediate level than CA because students are given corresponding meaning of the target language words into native language.</p>
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Figure 4 Brief Summary of Interviewees' Views on Research Question No. 3

Q.4 Which one either GTM or CA is more effective method for teaching of English language and how?

In figures 5, most of the interviewees testify that CA is more effective method than GTM because it involves activities which are necessary for English language learning and teaching and these are: group work, role playing, active participation of students, provision of real work environment and competitions which enhance the language learning in real sense.

<p>I₁-I₅ And I₇-I₉</p>	<p>CA is better and more effective method for teaching of English language than GTM because it involves activities like group work, role playing, active participation of students, provision of real work environment and competitions which enhance the language learning in real sense.</p>
I ₆ and I ₁₀	<p>GTM is more effective at intermediate level than CA because students are given corresponding meaning of the target language words into native language.</p>

Figure 5 Brief Summary of Interviewees' Views on Research Question No.4

Conclusion

The followings conclusions were drawn out in the light of statistical analysis and the findings of the study:

- Grammar Translation Method does not give emphasis on the pronunciation of the target language and it leave out two very important skills (listening and speaking) of English language.
- Grammar Translation Method is effective in the sense that it enables the learner to read and write the literature of English language. However, it fails to develop *communicative competence* among English languagelearners.
- Communicative Approach is better than Grammar Translation Method for English language teaching and learning.
- Communicative Approach enables the students to develop communicative competence in English language.
- Translation of English language into native language helps the students to understand the linguistics pattern of English language to some extent.

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