

COMPARATIVE CENSORIOUS EVALUATION OF FOREIGN LANGUAGE TEACHING METHODS IN PRIVATE SCHOOLS OF LAHOREMaleeha Nazim¹, Nayab Waqas Khan^{*2}, Zara Saleem³

Original Article

1. Lecturer (DLC) University of Management and Technology Lahore
2. Lecturer (DLC) University of Management and Technology Lahore
Corresponding email: nayab.waqas@umt.edu.pk
3. Visiting Lecturer Dells, University of Management and Technology Lahore

Abstract

In Pakistan, English still, enjoys the status of a foreign language. It has great importance in the Pakistani setting because of the political, social and official policies in both the private and public institutes. It is because most of the institutions in the urban areas are using English as their medium of instruction and promoting English as a foreign language. Different teaching methods used to teach the English language play a distinctive role in the promotion of the said language. Khurshid and Ansari (2012) postulated that students, who are taught the language with modern methodologies, secure higher marks than those who are taught with outdated methods. This study analyzed the foreign language teaching methods used in private schools of Lahore. The current study chose three private schools and collected data from 300 students; the researcher collected data from the teachers as well. 30 teachers were selected for a survey based on a questionnaire having 15 items, and 9 teachers were selected for in-depth interviews. The findings of this study revealed that the students and teachers mostly like the Direct Method, and most of the students showed a positive interest in learning the English language. However, there were a few students who felt that they could learn in a better way if their teachers used translation to teach them English. Furthermore, there are a few teachers who stated that they used other methods in the classroom like an eclectic method, total physical response method, and the communicative method.

Keywords: Censorious Evaluation, Teaching Methods, Direct Method, English Language**1. INTRODUCTION**

In Pakistan, English still enjoys a status of a foreign language. It has great importance in the Pakistani setting because of the political, social and official policies in both the private and public institutes. English is taught as a subject in all schools, colleges and universities across Pakistan. It is rapidly becoming of the majors languages of television, newspapers, radio and mass media. This research aims to evaluate which foreign methods are more used in private schools of Lahore. It is a fact that acquisition of any language is basically a skills and teaching methods play a vital role in aiding those skills. In order to generate desired results effective methods should be used in the classrooms. Two major methods prevalent in the teaching of English are Grammar Translation Method and Direct Method. The former is mostly used in schools who offer matriculation programs and the latter is mostly used in schools where O-Levels and A-levels are taught.

Different teaching methods used to teach English language play a distinctive role in the promotion of the said language. When it comes to the teaching academicians have a number of concerns regarding the language because it is very important for students to develop all fours

skills in English i.e. reading, writing, listening and speaking rather than simply memorizing it (Patil, 2008). In Pakistan, the number of students learning English language is rapidly increasing day by day. It is because most of the institutions in the urban areas are using English as their medium of instruction and promoting English as a foreign language.

Previous researches showed that there is a significant impact of teaching methodologies on the academic performance of students. (Khurshid and Ansari, 2012) postulated that students, who are taught language with modern methodologies secure higher marks than those who are taught with outdated methods. Considering all these factors, this study will analyze the foreign language teaching methods used in some private schools of Lahore.

1.1 AIM OF THE STUDY

The aim of this research is to find, which method is more prevalent Grammar Translation Method or Direct Method to teach students of English language. Furthermore, this study aims to find why current teaching methods are used at higher secondary level in different private schools of Lahore.

1.2 RESEARCH QUESTIONS

- Q1. Which method is mostly used to teach English language at secondary level in private schools of Lahore?
- Q2. Does students of private schools in Lahore satisfied with the teaching methodology of their respective teachers?

1.3 RESEARCH OBJECTIVES

1. To determine the methods used to teach English language at secondary level in private schools of Lahore.
2. To discover students of private schools in Lahore satisfaction with the teaching methodology of their respective teachers.

1.4 SIGNIFICANCE OF THE STUDY

This study will not only help teachers know, which is the most suitable method to teach students enrolled in private schools of Lahore, it will also be useful for the students because they will directly benefit from the improved and effective teaching methods.

1.5 LIMITATIONS

Due to restrained time and scope, this research is limited to selected private schools in Lahore for the data collection, and similar research could be carried out to study the dominant teaching methods and their effectiveness in public schools of Lahore as well in order to have a broader view of the students' and teachers' perceptions.

2.0 LITERATURE REVIEW

2.1 IMPORTANCE OF COMMUNICATIVE LANGUAGE TEACHING

Miller and Aldred (2002) highlighted the importance of communicative practice in second language learning. They said language teaching classrooms must conduct a student-centered approach. The paper presented the findings of student and teachers' perception about communicative language teaching methods in the Hong Kong teaching/learning context. The research included 24 participants of B.A TESL students. In their first year of study both teachers and students had showed their proficiency with theoretical input in language program. While in second and third year their focus changed and moved towards the theory of TESL and

applied linguistics. The data were collected with the use of communicative language teaching (CLT) method. The main purpose of the research was to examine the practical use of CLT method. Researchers said that the tutor of secondary schools of Hong Kong usually used various presentation techniques, lecture delivery, demonstration, quiz, video viewing of technique and discussion with students about their own experience of education, this was the main point which researchers said that the combination of discussion and explanation of personal experience helped to convey the theory of method firmly in the classroom. The data was collected with the help of questionnaire prepared from a review of literature and discussion with students and teachers about CLT methods. The discussion consisted of three categories:

1. Chinese culture and the idea of the traditional role for learners and teachers in the classroom.
2. Pedagogical differences when teaching English and Chinese languages.
3. Appropriateness of CLT method and problems in using CLT methods in Hong Kong classrooms.

The study showed the value of communicative language teaching (CLT) method in second language classrooms. Discussion and explanation helped to build a strong background of theory of language learning and teaching.

2.2 USING DRAMA IN TEACHING

Moore (2004) examined to know about how teachers could make their teaching proficiency more effective, and how students could learn in more natural environment. The unique point was that research threw the light whether using drama in education was an effective teaching technique for teaching elementary students. Through traditional teaching students became bore and did not take interest in studies. It was important to encourage the creativity skills among students. Researcher said that he was not favoring drama as most effective teaching technique of all or discouraging other methods and techniques. It was a way to investigate that natural teaching environment helped the students to learn a foreign language in effective way. Drama was a natural, innate form of leaning for children. Human beings used drama in their lives to learn, explore and solve problems in difficult situations. Teachers should use drama to teach the students. The usage of drama in classrooms was a way to develop cognitive skills in students. It could be a way to teach all the subjects. There were many areas in teaching in which drama could be used for elementary classrooms. Through the use of drama students could develop to integrate the real meaning of words. It helped the students to participate actively in the classes and engage with other students. Researcher said that it was a teaching method which allowed the students to identify the importance of curriculum using many of Gardner's multiple intelligences. Researcher said that drama was an effective way to teach the students. The main reason of this research was to show the teacher who thought engaging the students was a difficult thing. Student learns in different ways, so a proficient teacher would use various teaching strategies in attempt to reach all of his/her students.

2.3 TEACHERS AND RESEARCHERS' CONCEPTION OF COMMUNICATIVE LANGUAGE TEACHING

Mangubhai, Marland, Dashwood, Bae Son (2005) investigated the differences and similarities between teachers' conception about CLT (communicative language teaching) and researchers' conception about CLT. Researcher involved the teachers who used CLT method in their classrooms. There were total six participants in the research in which 5 females and 1 male teacher was involved. Teachers said that they were using CLT method in their classrooms from 7 to 10 years. The group consisted of 1 secondary teacher of each of German and Chinese, two secondary teachers of Japanese and two primary teachers, one of Indonesian and the other of Japanese. These teachers had experience of teaching from 3 to 40 years. Data collection procedure included both in-depth interview of teachers and lesson videos of teacher's lecture

which were displayed in front of teachers to recall their techniques for using CLT. Then researcher made a questionnaire of key attributes of CLT method and compared it with other researchers' findings. Collected data showed disagreement between teachers and researchers' conception about CLT. There were 20 questionnaire items in which 3 of these teachers agreed with the researchers and the rest disagreed. Thus it had proved that CLT in the field of teaching had many techniques and strategies. It had become clear that teachers had small space of CLT in classrooms while researchers found CLT method in broad way. Teachers knew the various aspects of CLT but the researchers knew in depth information of CLT.

2.4 ACTIVE TEACHING TECHNIQUES

Hackathorn (2011) investigated the importance of four teaching techniques that were lecture, demonstration, discussions, and in-class activities in the classroom. Each technique had its own benefits and purposes. Each technique fulfilled the needs and demands of teachers and students. The main purpose of the study was to highlight the ranking of the importance of these four techniques. During a social psychology course, students' learning ability was assessed through six quizzes and four exams, and test was constructed on three of Bloom's theory. 1: Knowledge 2: Comprehension 3: Application. The total number of participants was 51 in which 18 men and 33 women were involved. In the procedure of the research the quizzes consisted of true/false, MCQS and short answers questions. Each quiz consisted of three questions based on Bloom's theory. During exams, students were awarded one extra credit point for completing their quiz. After exam they were graded by instructors. The result showed that lecture would be most effective for knowledge level assessments. Second, demonstration would be most effective for application level assessment. Third, discussions would be most effective for comprehension level and last thing In-active class activities would be most effective for comprehension and application level assessment. It showed that lectures methods ranked higher than any other teaching method whereas, In-active classroom methods ranked lowest overall scores than any other teaching methods.

2.5 EDUCATION AND TRAINING

Mwasalwiba (2012) identified the importance of entrepreneurship education. He said entrepreneurship played an inevitable role for educators and policy makers who were involved in setting or facilitating entrepreneurship educational programs. The writer had used five major questions for the data collection of research. 1: What are the perceived meaning, definition and objectives of entrepreneurship education? 2: What are the types, content and target audience of entrepreneurship education? 3: What are the most advocated teaching methods? 4: What role does entrepreneurship education play to local entrepreneurship local communities and society at large? What are the strategies used to achieve this? 5: How do trainers and researchers assess the impact? What indicators do they use? Six data excel extraction sheet were prepared for the purpose of collecting the information about author, common feature and indicator. For preparing a specific framework to collect the data researcher had reviewed 108 articles relevant to the teaching methods, target audience, entrepreneurship education and its impact indicators. These inputs were arranged in a single column so that it could give a percentage in relation to the number of articles, it has appeared in. This information found was beneficial for findings and discussion. The findings of the researcher were presented in statistical figure. Researcher said that they had reviewed article regarding and approximately 21 articles were based upon teaching methods. The article explained that there were 26 teaching methods in which 13 methods were found from 21 articles which were common in teaching of second language. And that particularly methods were known as "Passive methods" and "Active methods". The main objective of the study was to find out the different types of program teaching methods and its impact indicators. Mostly scholars wanted

more innovation and designing modules to be required in learning system so that learners could gain the knowledge in natural environment.

2.6 LEARNING STYLES AND TEACHING STRATEGIES

Tulbure (2012) identified the differences between the teaching strategies and students' learning styles of two educational groups which were "Educational Science" and "Economic Science". Researcher wanted to investigate the important thing that the most effective teaching strategy that could benefit for every learner's style and could fulfill the needs and demands of the learners. He said effective teaching demands variety, creativity and flexibility in order to provide an educational environment, and it helped the learners to question about their academic confusions. The university teachers were facing a problem about the matching of teaching strategies with learners' learning style. To know about this issue firstly researcher raised two questions before data collection, 1: Could it be that matching the teaching strategies with the students' learning style enhances their academic achievement? 2: How can we identify the most appropriate teaching strategies for each learning style? For data collection, first of all researcher knew the learning styles of learners through a questionnaire of self-report. Teachers were asked to teach the same course with different teaching strategies. At the end of each four hours interval, the students' academic achievement was evaluated through a summative assessment test. The total number of participants were 182 of pre-service teachers from Romanian University participated in the study. There were 85 education pre-service and 97 economic pre-service teachers, and the average age of teachers was about 18 to 51 years. The total number of students was divided into four categories 1: Assimilators 2: Converges 3: Diverges 4: Accommodators. After data collection, the result of study was about 26 students classified as Assimilators learners, 24 students as diverges learners, 20 students as Converges and 15 learners as accommodators. Whereas, in economic science 36 learners were classified as Converges, 24 learners as assimilators, 19 learners as diverges and 18 learners as accommodators. Briefly, this study showed that the aim of the research was to compare two groups of pre-service teachers of economic science and educational science. Researcher's main purpose was to investigate the possible differences between the academic achievements obtained by the two groups of students, when instructed with various teaching strategies. It hypothesized that the same teaching strategies would lead to different academic achievement across the students belonging to the two groups who had the same learning styles.

2.7 METHODS, APPROACHES AND STRATEGIES

ChutimalIntarapanich (2013) highlighted the EFL teaching methods, approaches and strategies in English as foreign language classrooms. The question of the research was which teaching approaches, methods and strategies were found in the foreign language classrooms? Research introduced every teaching method which used in EFL classrooms such as GTM, DM, TPR, and CLT and so on. For data collection researcher used two qualitative research methods 1: Direct observation 2: In-depth interviews. Total numbers of participants were 5 teachers who belonged to different schools, one primary school and two secondary schools. The duration of data collection was 3 weeks. The teachers' philosophy and thoughts were recorded during interviews. The research conducted at 3 public schools in Vientiane Municipality. Data were collected in the English, Thai and Lao languages depending on each teacher's preference and type of research tool. The results of the study showed that 3 methods seemed as most effective methods for foreign language classroom that were communicative language teaching, GTM, and TPR in Lao schools. During the interviews of teachers they believed that these methods helped them to fulfill the needs and demands of the students. They could learn a second language in a simple way. In short, an ideal EFL instructor should be active, friendly, caring, polite and adoptable. They thought teaching methods were easy way to teach a second language in effective manner.

2.8 IMPORTANCE OF TEACHING METHODS

Dorgu (2015) discussed some methods of teaching and investigated that how teaching methods could be helpful in changing framework of education. He talked about various methods like; discussion method, questioning method, role playing method, stimulation method, remind method, and inquiry/discovery method. His aim was to explain the importance of the teaching methods. He said teaching was a inevitable factor in an education system. Teaching could change the behavior of human beings and took them on a path of success. He said it was necessary to make teaching interesting and easy for the students. Teaching methods were helpful for the teachers to give right education to students. These methods proved a way of satisfaction for the students as well as for the teachers. There were a variety of teaching methods in education system. A teacher must be multi-talented as he/she had to use different teaching methods at one situation. It would help the teacher to engage the students in their learning. It also fulfilled the needs and demands of the students. He also explained the particular criteria for selecting teaching methods. In which the subject matter, Instructional objectives, the learners, the teacher, the time, Instructional material, the environment were included. These items of criteria helped the teachers to make the environment of the classroom more interactive. Teacher faced some barriers in teaching process because there were many students who had various knowledge background they could not adopt a new information until teacher connected it with previous knowledge.

2.9 MODERN APPROACHES AND METHODS

Deelip, Faruk, Gadilohar (2016) talked about the importance of new and modern approaches and methods in teaching English language. They said that teaching was a part of two major things: Sending 2: Receiving. Every teacher gave his best in teaching the students. Now, it had become compulsory for introducing new approaches and methods in teaching English language. New material of syllabus with old teaching methods would surely become a burden for students. Adoption of new technology in teaching would help to enhance the learning ability of students. Researcher emphasized on authentic and meaningful content. They focused on unsuccessful second language learning and teaching. Modern approaches and methods engaged more and more students in different activities. These activities presented student-center approach. Teacher used a variety of everyday use language of English and translation of English in the classroom. There was significant student teacher interaction inside and outside the classroom. Modern teaching strategies and approaches gave importance to CLT, DM, and TPR. Additionally teacher uses web based learning. It was the fastest way of teaching and learning a second language. Four language skills had become more interactive and easy for the students.

2.10 REQUIREMENTS AND BARRIERS

Bidabadi, Isfahani and Khalili (2016) investigated the effective teaching in higher education in Iran under the experience of best professors of country. They said that in spite of conducting the effective teaching planning in educational system, it could not provide ideal results in education. In order to collect the qualitative data researcher conducted the interview of teachers of Iran in which some teachers were local professors and some were best country professors. The number of professors were 10 and 3 of them were local professors and 7 of them were country professors. After taking interviews it could see that most of the teachers liked Mix method. Mix method means teacher used student centered approach as well as teacher centered approach. Whenever teacher used this method in classrooms they faced some barriers and requirement as well. Barriers in the sense of teachers' behavior in the classroom and needs or demands of the students. Whereas, requirements in the sense of using rules and regulations for using this method. It showed that most of the teachers were satisfied with mix method. They could convey a good education to the students. A good education motivated the students to question about their confusion in concepts. They could interact with second language in direct way. The nationally and

locally recognized professors were good leader in providing ideas, insight and the best strategies to educators who were passionate for effective teaching in the higher education. Finally, it was supposed that there was an important role for nationally and locally recognized professors in higher education to become more involved in the regulation of teaching rules.

3. RESEARCH METHODOLOGY

This section of the research will discuss methodology of the research at hand in detail. This research is quantitative in nature because of its techniques, procedure and method.

3.1 POPULATION

The population of this research was the selected private schools of Lahore to investigate which teaching method/s is/are more often used in schools to teach students and which method is more effective for the learners.

3.2 SAMPLING

The researcher opted for random sampling technique in order to give all the members of the population a non-zero chance of selection. Another reason for using random sampling was to draw valid results and conclusion. The size of the sample was 300 students and the researcher selected 3 schools from Lahore for data collection. Furthermore, 30 teachers were selected from these three schools teaching at secondary level. Researcher will also carry out in-depth interviews of the 9 randomly selected teachers (3 from each chosen school).

3.3 INSTRUMENT OF THE RESEARCH

In order to obtain data, the researcher used two questionnaires one for the students and one for the teachers. It is because questionnaires appeared to be the most efficient as well as effective way in order to obtain data in a comprehensive manner. The aim of using questionnaires was to find out different methods used to teach students at secondary level in Lahore city.

Two most recurring teaching approaches i.e. Direct Method (DM) and Grammar Translation Method are targeted during the making of the questionnaires. The questionnaire designed for the students were kept simple and easy because of their level and abilities to understand English. The items in the questionnaire were twelve and all the items were close-ended.

The second questionnaire, designed for the teachers had fifteen questions in total. All the items targeted focused on two primary methods being used in private schools of Lahore i.e. Grammar Translation Method and Direct Method. The researcher has deliberately chosen schools who offer both matriculation and o-levels. All the questions were close-ended. Third step of this research included in-depth interviews of the teachers teaching at selected schools of Lahore.

3.4 METHOD OF DATA COLLECTION

As mentioned above, the population of this research was the students of secondary level from the private schools of Lahore city. Both girls and boys were selected for this study. The method undertaken for this research is simple random sampling. 100 students were selected from each school in order to collect a comprehensive sample of 300 students from the students of 9th and 10th grade. The researcher personally visited each school and distributed questionnaire and guided students in case of need. Researcher followed same method while collecting data from the teachers. 10 questionnaires were distributed in each school to make a comprehensive sample of 30. Questionnaire had fifteen items; the first seven items focused on the GTM method and the next seven focused on DM and last question asked about their preference.

In the third step of data collection, the researcher carried out in-depth interviews of the teachers. The researcher asked 5 semi-structured questions from the teachers to know which teaching method is more suitable for the students and teachers.

4. FINDINGS AND DISCUSSION

4.1 INTRODUCTION

For the analysis of the data, the researcher used SPSS 17. The aim was to identify which method is more used in private schools of Lahore at secondary level. The researcher used percentage technique in order to analyze the results.

4.1.1 TABLE 1

The results displayed in the table below clearly reveal trends/preferences of the students for the teaching methods and materials. A detailed discussion follows the table:

N	Questions	Results	Percentage	Mean	St.D ev
1.	I translate my lessons from English to Urdu	Yes No	3 % 97%	9691	.172 71
2.	I think I may be able to understand better if taught in Urdu instead of English	Yes No	9% 91%	9271	.275 88
3.	I learn everything which my teacher suggests me to learn from helping books (Key books available in the market)	Yes No	17% 82 %	8521	.708 05
4.	I learn tenses and rules of English first in Urdu and then convert or translate them to English Language	Yes No	13% 87%	9182	.275 98
5.	I like filling in the blanks which have been extracted from the text books of English language	Yes No	82% 18%	8102	.382 81
6.	I always ask questions during lectures of English	Yes No	80% 20%	7781	.415 32
7.	I like taking lessons in English instead of Urdu	Yes No	80% 20%	7781	.415 32
8.	I speak in English with both my teachers and class fellows in school	Yes No	79.9% 22.1%	2208	.415 55
9.	I learn the lessons in a better way when they are taught in English language by the teacher instead of Urdu	Yes No	78.9% 21.1%	5104	.500 66
10.	I like to acting on dialogues during communication skills	Yes No	77.1% 22.9%	5827	.493 97
11.	I prefer creative writing tasks over stories and essays which can be memorized from the text books	Yes No	79% 21%	7899	.408 62
12.	Are you satisfied with the present teaching style and get to understand your teacher?	Yes No	95.8% 4.2%	.9686	.199 42

4.1.2 INTERPRETATION

Results drawn from the percentage suggest that only 3 percent of the students prefer to translate their lesson from English to Urdu while 97% of the students learn their lessons from English only. In response to the second question only 9% of the students agreed that they would be able to learn their lesson in a better way if it was taught in Urdu language instead of English and 91% of the students disagreed with this idea. It suggests that there is a higher propensity of learning language in Urdu with the help of direct method. In response to the third question only 17% students agreed to the idea that they take help for English lessons from key books or helping books and 82% of the students disagreed. This suggests that students in private schools of Lahore are more comfortable learning English themselves instead of relying on helping books. In response to the fourth questionnaire item, only 13% of the students agreed that they convert English to Urdu first for better understanding and 87% of the students disagreed. In response to the fifth questionnaire item, 82% of the students agreed that they like filling blanks in English language from their textbooks and only 18% students disagreed, which suggests that 18% students like unseen material for their learning and 82% students like seen material for learning English language.

The sixth item in the questionnaire was about asking questions in the classroom and 80% of the students agreed that they are active and like to ask questions in the class while 20% of the students disagreed to this question, which suggested that some students are not very active in their classrooms. In response to the seventh questions 80% of the students agreed to this that they liked taking their lessons in English language instead of Urdu and only 20% of the students disagreed to it. In the 8th item, 79.9% of the students agreed that they like to talk to their teachers and class fellows in English language instead of Urdu while only 22.1% of the students disagreed. In the ninth item, 78.9% of the students agreed that they learn lesson in a better way if taught in English language while only 21.1% of the students disagreed. In the tenth item 77.1% of the students agreed that they like acting on dialogues during communication skills while only 22.9% of the students disagreed. In the eleventh item, 79% of the students said that they preferred creative writing tasks and 21% of the students disagreed to it.

The last item of the questionnaire was very important because it focused on the issue that if the students were satisfied with the contemporary teaching styles. 95.8% of the students were satisfied with the teaching styles and only 4.2% were not satisfied.

4.1.3 TABLE 2

Second questionnaire was designed to collect data from the teachers to evaluate the methods which are prevalent in private schools of Lahore city. The researcher designed 15 questions for teachers.

The results displayed in the table below clearly reveal trends/preferences of the teachers for the teaching methods and materials. A detailed discussion follows the table:

No	Questions	Results	%age	Mean	St. Dev
1	I am familiar with different methods of teaching English	Yes No	97% 3%	.9001	.30512
2	At secondary school level, GTM is more suitable according to DGK	No Yes	96.7% 3.3%	.9664	.18251
3	GTM can easily be used to teach abstract ideas	No Yes	80% 20%	.7332	.44976
4	English Pronunciation of students can be improved through GTM	No Yes	94% 6%	.6321	.49019
5	The habit of cramming is developed through GTM	No Yes	9% 91%	.2669	.44987
6	GTM is suitable for large classes	No Yes	13.3% 86.7%	.8666	.34576
7	GTM is more compatible with the social setting	No Yes	79.9% 21.1%	.7332	.44977
8	GTM helps creative writing in English	No Yes	80% 20%	.7001	.46608
9	DM helps in the development of fluency in speaking the target language	Yes No	90% 10%	.9001	.30512
10	DM improves English pronunciation	Yes No	80% 20%	.8001	.40684
11	DM helps students remain active in the class	Yes No	76% 24%	.5332	.50741
12	DM can be used to teach all kinds of concepts	Yes No	66.7% 33.3%	.3332	.47945
13	Fluency in spoken is developed through DM	Yes No	90% 10%	.9001	.30512
14	Student's comprehension capacity is improved through DM	Yes No	46.7% 53.3%	.5332	.50742
15	Which method do you use more in the classroom?	DM GTM	95.6% 4.4%	1.2000	.40694

4.1.4 INTERPRETATION

While responding to the first question, 97% teachers said that they were familiar with various methods of teaching English. However, 3% said that they were not familiar with multiple methods, but relied only upon one or two. When asked if GTM was suitable for teaching at secondary level, 96.7% teachers said that it was not. 3.3%, however, said reluctantly that it could work for such remote areas as DGK etc., but not in other urban centers. The third question was whether or not GTM was a suitable method for delivering various abstract ideas. Only 20 percent of the teachers said that it was. While the rest 80 percent said that GTM was not a suitable method for conveying abstract ideas, and additional or altogether different methods were required to do so. The fourth question targeted the issue of English pronunciation and enquired the teachers about their opinions pertaining to the role of GTM in improving students' English pronunciation. Only 6 percent were of the view that GTM was a proper method of improving pronunciation. The overwhelming majority, 94 percent, held onto contrary views and denied the role of GTM for improving pronunciation. When asked in the fifth question if GTM was a reason for developing the habit of cramming among students, only 9 percent of the teachers answered in negative. The rest, 91%, said that GTM was a reason for developing the habit of cramming. The 6th question was about the suitability of the GTM method for large classrooms. 13.3 percent teachers said it was not, while 86.7 percent said it worked properly with the larger classrooms. The question number seven was about the compatibility of GTM with the social setting of the students. 79.9 percent teachers said that it was not compatible with the social setting of the student, while 21.1 percent said that it was. In responding to question 8, 80 percent of the teachers said that it did not help students in creative writing, while only 20 percent opposed this idea. The latter said that GTM actually helped in creative writing. The question number 9 asked if GTM helped students improve their fluency. 90 percent of the teachers said that 'yes', it actually did improve fluency, while the rest 10 percent held onto the opposing idea. 76 percent of the teachers, while responding to question 11, said that GTM helped students remain active in the classroom, while the rest 24 percent said it did not. While responding to the next question if GTM was a proper method for teaching various concepts, 66.7 percent teachers said that it was. 33.3% were, however, against the idea, and said that there were various concepts which could not be effectively conveyed through GTM. The last question was whether or not GTM improved students over all capacity for comprehending texts in English; 46.7% teachers were of the opinion that it actually did improve students' capacity for comprehending, while the majority, 53.3%, negated this opinion and said that it did not build students' capacity for comprehending English texts, and other methods needed to be used to meet the desired results. Last question is very important because it reveals that 95.6% of the teachers in the private schools use direct method of teaching instead of grammar teaching method which is used by only 4.4% of the teachers.

4.1.5 TABLE 3

IN-DEPTH INTERVIEWS OF TEACHERS

Teachers were requested to share their experience of teaching. For this purpose, a structured interview was prepared which consisted of five questions. All the questions were related to the teaching and teaching methods. Given below are the responses of the teachers in response to these five questions.

Q#1: What teaching methods and approaches do you prefer and why?

Teacher 1: There are many methods that exist in teaching process. It is difficult to prefer one specific method in teaching. Every method has its own benefit and advantage in itself. Teacher 1 answered communicative and direct method is mostly used. Communicative and direct method focuses on student's accuracy and pronunciation. It makes the teaching process easy and gives a free environment to students for learning.

Teacher 2: Proficient teachers never stick to a single method. They try to show flexibility in class to keep students engaged. According to the teacher 2 direct method and eclectic approach helps to teach the students with different level of knowledge and keeps them away from confusion.

Teacher 3: Experience with all main teaching methods, including explanation, learning by teaching and demonstration is useful. Teacher 3 prepares lesson plans and thinks carefully about choosing the method for making lesson plan effective. Teacher 3 always tries to mix it up so the lesson is not bore for the student. Teacher 3 tries to make lesson plans to be fun and interactive. Teacher 3 mostly uses teacher centered approach because he wants to monitor the students. Teacher 3 wants to correct the students where they make mistakes.

Teacher 4: The teacher mostly uses direct method because she organizes the classroom in which students are involved in various activities. Teacher 4 thinks that with the help of different activities students fully engage in learning process and backup with positive reinforcement of what the teacher expects from the students in terms of behavior and the struggle they are putting into their work. Teacher 4 also prefers eclectic approach and encourages a classroom in which both teacher and students are involved.

Teacher 5: prefers direct method for teaching the students. Teacher 5 always organizes the lesson plan in which only target language is used in classroom. Teacher 5 says that there are some students with learning disabilities they cannot get the point. So teacher has to give students a natural environment in which students can speak in target language without any confusion and hesitation. Teacher's aim is to provide a classroom to the students in which activities are based upon teacher centered approach because teacher has to act as a model to the children to act. According to the teacher, allowing students to feel good about what they have done is a great ability to make sure they make the right decision in terms of their behavior.

Teacher 6: Most teachers like direct method because their aim is to motivate the students to speak in target language during the lecture. Teacher 6 uses real-life situations and instructs the students to speak and acts like it. Students do according to the teacher's instruction. Teacher acts according to the requirements of activities in front of the students. Teacher 6 also appreciates the students when they perform well in the class. Teacher believes that when a student gets appreciation by the teacher his/her motivational level increases and prepares the students for next activity.

Teacher 7: says presentation of lesson plan should be attractive and easy to understand. Visual aids and direct method help to keep students engage in the classroom and develop a sense of interest in their subject.

Teacher 8: To prepare a good lesson plan teacher must have a comprehensive understanding of student's needs. So, same method should not be repeated. Method should be decided according to the topic. Most of the lessons follow direct method because teachers want the students to involve in those activities in which they can perform and grammar translation method becomes outdated which are why direct method is good.

Teacher 9: uses direct method in the classroom. Direct method helps to create an environment in which students are instructed to use only target language in the class. It helps the students to understand the meaning. Teacher wants that student make a direct association between the target

language and meaning. Teacher also follows the students centered approach because teacher 9 wants the students actively participate in activities.

Q#2: Do you think teaching methods make your teaching process easy?

Teacher 1: says teaching methods used for teaching purpose are understandable by every student. Teaching methods always help the students to question about their misconceptions in the subject and motivate them to learn new things.

Teacher 2: Teaching methods help the teachers to prepare the students according to the requirements of the activities. Teacher says there are many barriers and requirements in teaching process which teacher has to face every day. So, teaching methods have inevitable role in teaching and learning process. They help the teachers to know the strengths and weaknesses of their students as well.

Teacher 3: Teaching methods make lesson plan fun and interesting. Sometimes it seems that a particular method is not working and the students are still confused. That time it becomes a difficult task to change the teaching method on the spur of the moment. A proficient teacher accepts the situation and changes the teaching method effectively.

Teacher 4: With the help of teaching methods students interact with second language without getting bore. Teacher says a combination of different teaching methods develop the interest of students in learning and enhance their level of knowledge.

Teacher 5: Teaching methods make teaching process a platform through which students can reach at higher level of understanding.

Teacher 6: Teaching methods help the teacher to create a free environment which is not bound around a specific approach. Teaching methods allow the teachers to adopt the techniques and strategies of their own will.

Teacher 7: Says in recent decades there is a shift from traditional methods to new digital methods. Traditional methods bore student's interest in studies and shutter their level of motivation.

Teacher 8: Teaching methods make the teaching process easy because modern pedagogy takes the students in the vast sea of knowledge and teaches them in a better way. These teaching methods play an important role for the enhancement and development of the teacher's teaching and educational expertise.

Teacher 9: Use of teaching methods is a way to set the level and standard of teaching. Effective teaching is an aim of every teacher and to provide a standard education.

Q#3: What would you do if a student is complaining about an assignment you have given?

Teacher 1: Sometimes, it seems that everything is going smoothly in the classroom. Every student has clarity about concepts and does not face any ambiguity in learning process. If a student does not complain in the class but when he/she complains about assignment teacher should always encourage that kind of students and clear their confusions in very courteous way.

Teacher 2: It is fact that a class is a combination of intelligent students and students with learning disabilities. Students who face problem to understand the concepts quickly, they do work effectively but they lose their confident in doing their homework. Teacher says that it is a duty of teacher to use the strategy to handle the students with low learning abilities and teach them in a simplified way.

Teacher 3: A proficient teacher knows about students with learning disabilities of the class. They need more explicit instruction and guidance for their homework.

Teacher 4: When students complain about their ambiguity in assignment and say they could not solve it as they have much confusion. Teacher interacts with the students and repeats instruction again and again until students understands.

Teacher 5: A teacher motivates and appreciates their ability of questioning whenever they have confusion. Teacher completes the assignment in front of them and guides them when students need instruction.

Teacher 6: whenever students complain about assignment teacher again delivers the lecture with more explicit instructions and makes things easier and understandable for the students.

Teacher 7: Teacher accepts the reality that there is a bundle of instructions in textbooks, worksheet, lectures and activities. Students often get confuse and cannot understand the real meaning. So, the teacher guides the students with comprehensive instructions.

Teacher 8: Teacher does not taunt any student if he/she complains about homework. They always help the students according to their level of knowledge and guide them with the use of real-life examples.

Teacher 9: when students complain about assignment teacher help those students after the lecture and guides them separately.

Q#4: Does teacher make the lesson plan according to the demand of institution?

Teacher 1: Yes every institution sets its goals and objectives to give standard education to students. Teachers are allowed to organize the lesson plan according to the need and demands of students as well as institution.

Teacher 2: It is a responsibility of teacher to teach the students according to the level of institution because parents believe upon the institution and institution believe upon its staff. So, teacher designs the lesson plan to provide good positive outcomes.

Teacher 3: Institution guides the teachers how they should set their standard of teaching. They do the work according to the demand of the institution but are not bound to choose same teaching method every day. They are free to do work according to their requirement.

Teacher 4: It is reality that teachers are asked to teach according to needs of the students. Students have right to receive a standard education within the facilities provided by the institution. So, teacher always plans to organize the class with the help of instructions provided by the institution.

Teacher 5: Yes ever teacher apply teaching strategies according to the demand of the institution because it is responsibility of educational institution to convey real meaning of education.

Teacher 6: Teacher says that institution makes clear in teachers' mind that which teaching strategies to adopt. So, they do work according to the expectations of the institution.

Teacher 7: Teacher says that as far as lesson plans are concerned institution does not bind the teachers. Teachers are free to organize the activities in the classroom because they wants good results from their students.

Teacher 8: Institution allows the teachers to make the lesson plan according to their own will they know that parents want their children to make progress in every field of life. So, teachers feel free and create learning environment for the sake to fulfill the needs and demands of the students.

Teacher 9: A proficient teacher always creates lesson plan according to the level and knowledge of the students. Institution encourages the teacher and provides them the basic needs and

materials in the classroom. So, teacher does not feel any kind of restriction from institution in order to make lesson plan.

Q#5: What do you think about using technology in the classroom and how have you integrated it into your lesson?

Teacher 1: The importance to use technology in the classrooms cannot be denied. It has inevitable role in teaching process. Use of technology in the classroom must be a part of the lesson plans in the form of computer, projector etc. It keeps the student's interest in the studies also, they shows their skills of creativity.

Teacher 2: Today's world is the world of science and technology. It has become need of the time use technology. Teacher uses them to deliver lectures and presentations.

Teacher 3: Teachers observes that use of technology in classrooms helps them to motivate the students for creative learning. Students do not feel bore though it enhances their level of knowledge in an effective way.

Teacher 4: The use of technology is important in education because it is a medium of instruction that bridges the instruction of the teacher to their students. Teacher uses projector, laptop for classroom and teacher makes group on social media for homework and assignments discussions.

Teacher 5: Teacher believes with the use of technology students engage in learning outside the classroom. Teacher usually assigns a particular topic to the students and asks them to gather information from different online websites.

Teacher 6: Teacher says use of technology enhances the creativity skills of student. It motivates the students and provides various learning tools.

Teacher 7: Teacher says technology helps to encourage the students to do creativity and to think beyond the boundary of traditional education. It has become a necessity to train the children how to use technology and to prepare them for the competition with international students.

Teacher 8: Today children show their interest in the field of technology. Now a day's many people have shown their skills in this area. Teacher says use of technology is also cost effective. It helps to teach students without any expensive materials and prepares students for future.

Teacher 9: Using technology in classroom is a way to teach the students in quite effective and interesting way. Teacher uses smart board and projector to increase the motivational level of students and gives them opportunity to meet with advance learning skills.

5. DISCUSSION

As the above given data and its analysis show, most of the students learn better while being taught through Direct Method. The students do not like rote learning, and if given proper impetus, prefer creative writing over cramming. Most of the students also do not like to rely upon secondary sources, and want to do their work in creative ways. They want to read essays and stories, but they do not want to reproduce the answers exactly as they are taught. If encouraged and given proper settings, they like interactive classes where they can ask questions; this kind of classroom keeps them active and interested. In the current socio-domestic environment, a large number of English vocabulary and day to day sentences come naturally to most of the students. This is also more compatible with Direct Method, as students can use what they learn from the classroom in their social settings and vice versa. The results also show that most of the teachers are also not comfortable with the Grammar Translation Method. They do not like to translate each and everything for their students, without conveying the ideas. However, there are a sizeable number of students, especially from remote areas, who cannot be taught through Direct Method alone. Their struggle is multi-fold, as in some cases they have to learn both Urdu and English as

well. Resultantly, teachers opt for mixed methods to accommodate the diverse needs of the students. Another difference is of prior schooling: at higher secondary level, some of the students come from O levels, while other comes after completing their Metric from some government school. While it is more convenient to deploy one method for one group, and the second for the other group, a more practical approach for a teacher is to go for mixed methods of teaching. This is the only way teachers can cater with maximum needs of their students. All of this shows that DM is more compatible with the needs of the students at the higher secondary level, and can meet with the needs of the students in a better way as compared to GTM.

Some of the questions were about the most suitable method for areas like DGK etc. the results yielded by answers to these questions were different than the questions linked to the schools in Lahore. It was obvious that the students from those areas were more comfortable with the GTM method of teaching instead of Direct Method. Also, the teachers teaching in those areas and interacting with those students thought that GTM was better suited to those conditions than Direct Method. The reason being that most of the students in those areas come from Saraiki or Punjabi background, and their first struggle is to learn Urdu. So, it becomes very difficult for them to tackle with both languages at the same time. While understanding English, they usually first translate it to their own languages and then Urdu; Direct Method creates unnecessary hindrances for them. Also, almost with without any exception, the students in those areas do not come from O Levels, so it is very convenient for them to do simple translations, rote learning and cramming. They are also more hesitant to ask questions and do not want the classrooms to be interactive, but rather lecture oriented. So, GTM is a more suitable choice for those students and classrooms.

6. RECOMMENDATIONS

Teachers should take into account the fact that different students have different capabilities, and if they are best suited with the Direct Method of teaching, then other methods should be used. School administrations should make sure that the students use English language as a tool of communication on campus.

REFERENCES

- Awan, Abdul Ghafoor & Abdul Aziz Hiraj, (2016). "Teaching English as a Second Language in Pakistan at secondary level" *Science international*, Vol 28 (4).
- Shejbalová, (2006). "Methods and Approaches in vocabulary teaching and their influence on students' acquisition.pdf."
- Qing-xue&Jin-fang (2007). "An Analysis of Language Teaching Approaches and Methods- Effectiveness and Weakness", *US-China Education Review*, 4 (1).
- Kazi&Iqbal, (2011). "Use of Language Learning Strategies by Students at Higher Secondary Level in Pakistan", *International Journal of Social Sciences and Education* Vol. 1 (4).
- Chang, C., & Liu, S. & Lee, Y, (2011). "A study of language learning strategies used by College EFL learners in Taiwan".
- Mondal, K.N, (2012). "English language learning through the combination of grammar translation method and communicative language teaching" *Academia Arena*, 4(6):20-24.
- Dagiliené, I, (2012). "Translation as a learning method in English language teaching", ISSN 1648-2824, *Walia*. "Traditional teaching method vs. CLT: a case study". *Journal of Literature*,

- HidayetTok, (2010) TEFL textbook evaluation: From teachers' perspective, *Educational Research and Review* Vol. 5 (9), pp. 508-517.
- Bryd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M. Celce-Murcia (Ed.) *Teaching English as a second or a foreign language* (3rd ed.), pp. 415-427.
- Guarentio, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347-359. <http://dx.doi.org/10.1093/elt/55.4.347>
- Kayapinar, U. (2009). Coursebook evaluation by English teachers. *Inonu University Journal of the Faculty of Education*, 10(1), 69-78.
- Litz, D. R. A. (2005). Textbook evaluation and ELT management: A South Korean case study (Doctoral Desertaion). Retrieved from http://www.asian-efl-journal.com/Litz_thesis.pdf
- McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT: A teacher's guide*. Oxford, UK: Blackwell.
- Ranalli, J. C. (2002). *An evaluation of New Headway Upper-Intermediate*. University of Birmingham.