
Evaluation of English Language Teaching and Learning Skills at Secondary Level With Reference to Teaching Methods

Ijaz Asghar

Assistant Professor of English, University of Sargodha

Shahid Abbas

Assistant Professor of English, University of Sargodha

***Naveed Nawaz Ahmad**

PhD Scholar, Air University Islamabad.

*Email of the corresponding author: navednwz@gmail.com

ABSTRACT

For the global perspectives, the importance and worth of English language, this particular study aimed to evaluate teaching methods at SSC level from the perspective of teachers. It is an admitted fact that English has become an international language, link language and the language of science and technology. For this purpose 20 teachers belonged to different schools of district Sargodha were evaluated through a well framed questionnaire regarding teaching methods. The questionnaire was framed to evaluate teaching methods. Teachers were evaluated through a questionnaire. The data were quantitative and data were analyzed by using SPSS through descriptive statistics. The findings of the study indicated that teachers focused more on grammar translation method and due to this approach they paid less attention to listening and speaking skill. They paid attention to reading skill less than the writing skill but greater than the listening and speaking skill. Teachers focused too much on grammar translation method. Direct method, communicative language teaching method and eclectic approach of teaching was not properly used.

Keywords: Communicative, Teaching, Language, Grammar, Methods, English.

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INTRODUCTION

English language teaching at SSC (Secondary School Certificate) with reference to teaching methods is evaluated in the present research. For the purpose of evaluation the researcher has selected different public schools both male and female of Sargodha district in the province of Punjab. Pakistani national education ministry laid great focus and emphasis on teaching and learning of English because of the importance, worth and dynamic nature of English language. The researcher has considered the effects of English on the globe and ever changing system of language teaching. The researcher has practical experience of Pakistani public schools being an English teacher. The researcher is well aware of different pros and cons of teaching and learning of English language, when it is taught as a second language. It is an established fact that nowadays English language has tremendous growth across the globe. It

is a link language so it is focused hence the status of Urdu and other regional languages were also kept in view.

The researcher has also considered the context, environmental and ground conditions of the public schools. The objectives, questions and limitations of the research were also considered seriously before conducting this research. In the process of evaluation obtained data determine the application and modification regarding teaching and learning methods. Through the process of evaluation we can find out those areas where we are lacking in teaching and learning of English regarding teaching and learning methods.

The role of teachers and learners is very vital and without evaluating their role it is difficult to give the process of evaluation a smooth flow. The researcher aimed to find out which language skills are focused more on the expense of ignoring other language skills and which teaching methods are focused more on the expense of ignoring other teaching and learning methods.

The evaluation process identifies certain gaps and flaws regarding the implementation and application of teaching and learning methods and the desired results. The researcher aimed to find out the weak areas and in this regard the researcher collected data from the concerning party (teachers) engaged in the process of teaching the second language.

In order to carry out the process of evaluation, the researcher made use of quantitative data and a questionnaire was framed under the kind supervision of his supervisor and experts. The questionnaire was about the evaluation of the teaching and learning methods from the perspectives of teachers. The purpose of this evaluation was to develop and implement the importance of different teaching and learning methods.

The major area of evaluation was teaching and learning methods. Data were collected from 20 teachers of different schools of district Sargodha who were teaching English language at SSC level. A questionnaire was framed for teachers. A questionnaire was framed for evaluating teaching and learning methods. The researcher visited the schools and distributed the questionnaire to the teachers. The questionnaire was framed by using five point scales with different questionnaire items regarding teaching and learning methods. The researcher guided the teachers how to fill up the questionnaire.

Research Objectives

1. To identify the problematic areas of teaching English as a second language by public School Secondary level learners.
2. To investigate the methods used by English teachers at SSC level to teach English.

Delimitations of the study

The study was delimited to Government secondary schools for boys of district Sargodha and 20 English teachers were selected as the participants for the study to respond on questionnaire.

REVIEW OF LITERATURE

According to Crystal (2003) the global and unique role, value and importance of English language is considered very vital in all the countries of the world English is regarded as a link language and is a tool of a communication in this rapidly growing social, political and economic circles of the world it is the best available tool of communication. Behind this rapid and fast growth of English language, there are many social, political, historical, cultural and geographical factors. Crystal (2003). Now in the present era English language is enjoying the

status of semi official language in large number of newly formed independent states of the world.

Pennycook (1994) pointed out the number of people who speak English is in between 700million and 1billion world-wide. According to an Indian linguistic Kachru (1986, 1997) nowadays having expertise in English language is considered to have the facility of having the famous Allah din's lamp. English is a gateway to global business, science and technology. The scholars are continuously debating the wide spread dominance, importance and presence of English language. Sharifian (2009) stated that "For better or worse, by choice or force, English has 'traveled' to many parts of the world and has been used to serve various purposes. The phenomenon has created positive interactions as well as tensions between global and local forces and has serious linguistic, ideological, sociocultural, political and pedagogical implications" (p. 1).

Phillipson (1992) suggested that political and military power did cause promotion of English language and now the English language is enjoying a commanding and respectable status mainly because of its people, power, economy and politics. English serves many fold purposes nowadays. Trudgill (2001) also categorized English language using countries into three categories. Hence, Hoffmann (2011) suggested that this categorization is not valid and stable by giving the example of Switzerland where English has gained the status of second language by replacing the status of English as an international lingua franca.

Singh (2002) suggested that the countries like USA and UK utilized their immense resources to maintain and legitimate the supremacy of English language across the world. They have devised and used different tactics through their active participation in the global market to sustain the dominance of English language. Bourdieu (1991) pointed out that the currency for education is language and language itself serves many fold purposes and those different purposes can be realized in the domains of trade and business. Language is a driving force behind many useful activities and its benefits are multidimensional.

According to Kirkpatrick (2007), English language has native speakers and the number of native speakers of English language is in great majority. Hence the number of people for whom English is second language is growing rapidly with the passage of time. In some countries English is used as an official language but still it is not the main or primary language of the country. Mansoor (1993) stated that the British authorities declared English language as a prerequisite to enter into govt. services. This act of the British authority put the interests of a large number of people at stake. The people were made to learn English irrespective of their liking or disliking. They were made to modify and behave according to aspirations of the British authorities.

According to Behlol and Anwar (2011) grammar translation method remained very dear and vital in the teaching and learning process and the learners were made to cram certain grammatical rules and in spite of enhancing quality of learning. Graves (2008) suggested that learning of language is a unique phenomenon in which the teachers, learners, teaching and learning materials, environmental conditions and ground realities play a significant role. It is an uphill task. Every component should be given its due share and proper attention and care is necessary for getting better results.

According to Tomlinson (2008), the learner can be actively engaged by making the learning materials lucrative and making them feel the worth and value of their entity as a human being. Being human is a unique and valuable phenomenon and learning materials need to provide an inside to the learners. The learners need to have the feelings of comfort and satisfaction when they came in to contact with their product (text materials). Active participation and involvement of learners in language learning process is one of the fundamental elements of success.

METHODOLOGY AND DESIGN OF STUDY

Through questionnaire the responses were gathered in a standardized way. So questionnaire was more objective than interviews. Generally it was relatively quick to collect information using a questionnaire. However in some situations the researcher took a long time not only to design but also to apply and analyze. Potentially information can be collected from a large portion of a group. This potential is not often realized, as returns from questionnaire are usually low. However return rates can be dramatically improved if the questionnaire is delivered and responded to in class time.

Population

Government schools of District Sargodha, Punjab, Pakistan.

Sample of the Study

The samples were collected randomly from the population. A total of 20 English teachers of relevant schools were selected.

Tools of the Study

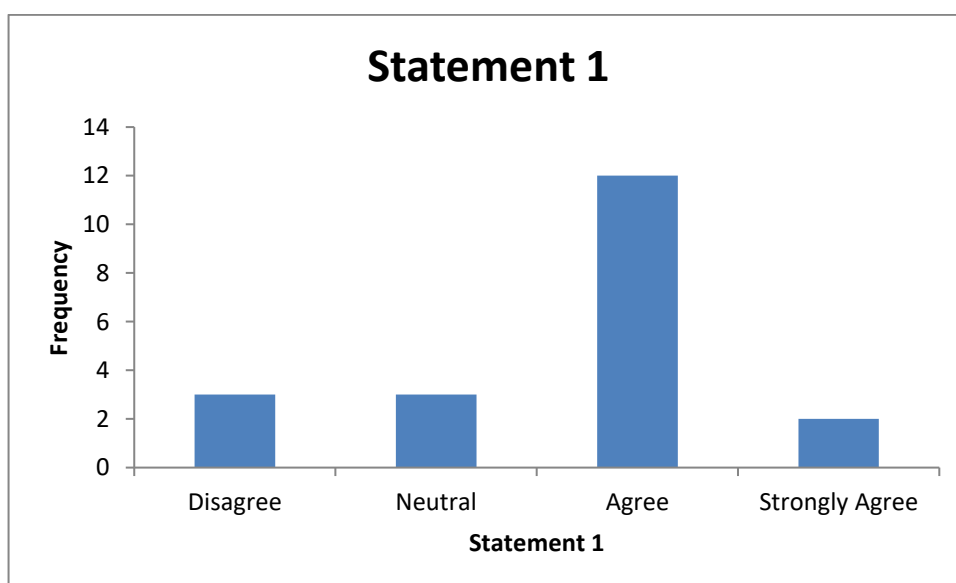
In questionnaire it was ensured to maintain the element of objectivity to the highest possible level. The researcher wanted not to make the teachers follow his thinking rather they were asked to respond to each question freely.

1. Data was collected with the help of questionnaire from English teachers.
2. As the statement or data item on the scale has equal attitudinal value, importance or weight in terms of reflecting an attitude towards the issue in question. Therefore five point Likert scale was used in Questionnaire. It showed the respondents view with respect to others.

DATA ANALYSIS AND DISCUSSION

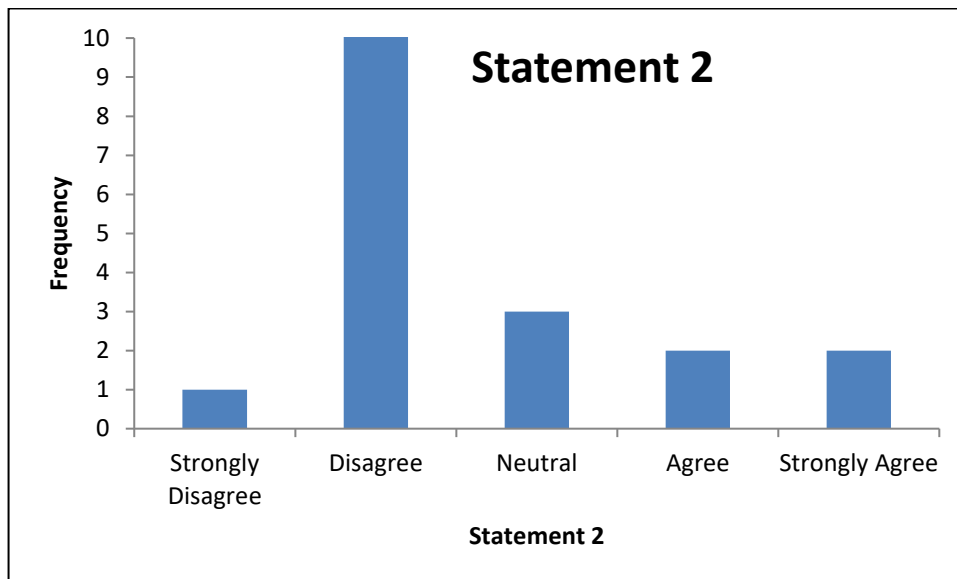
The data was analyzed using SPSS (with the help of descriptive statistics) for evaluating the hypothesis through descriptive method. Through this tool the frequency, percentage, valid percentage and cumulative percentage were measured to know the opinions of the respondents like strongly disagree, disagree, neutral, agree and strongly agree.

Statement 1: Grammar Translation method is widely used by teachers at SSC level



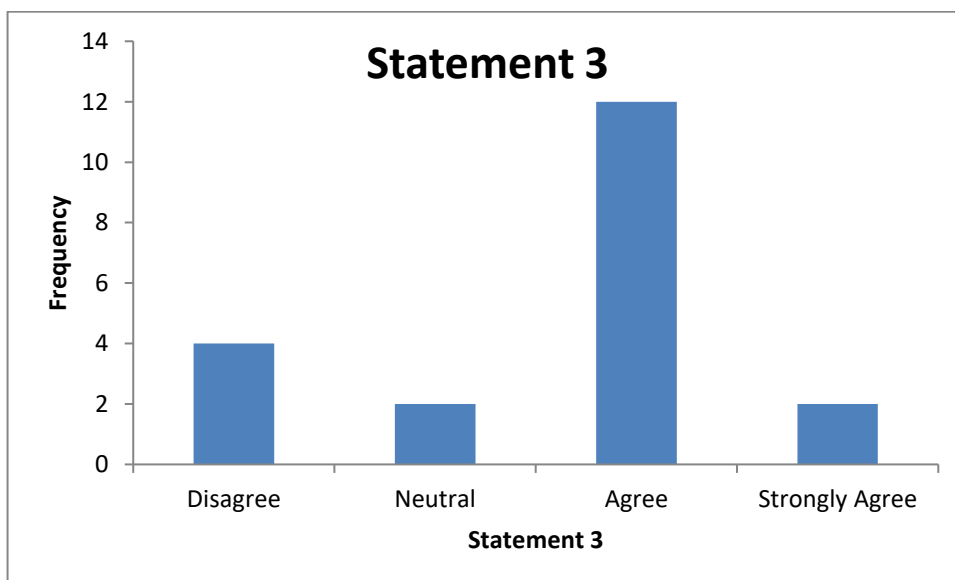
The results of the study showed that grammar translation method was still order of the day. The teachers remained stick to teach rules of a language instead of teaching language itself. Majority of the teachers at SSC level used grammar translation method because according to them grammar of the language is more important and it is through grammar that the child understand the nature of the message. The results showed that 0% teachers were strongly disagree, 15% teachers were disagree, 15% teachers were neutral, 60% teachers were agree and 10% teachers were Strongly agree.

Statement 2: Grammar Translation method improves all language skills.



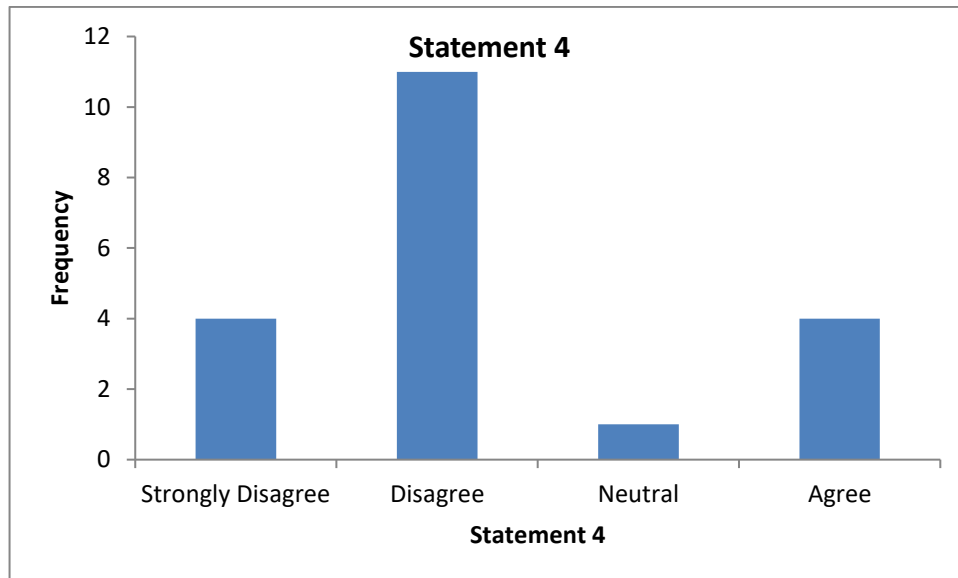
The results of the study showed that teachers were unable to focus on all language skills equally by using grammar translation method. Grammar translation method was primarily introduced to focus on improving the writing skill and focus of attention was to make students cram certain grammatical rule. The results showed that 5% teachers were strongly disagree, 60% teachers were disagree, 15% teachers were neutral, 10% teachers were agree and 10% teachers were Strongly agree. Majority of the teachers did not focus on all language skills equally. Teachers did not pay equal attention to all language skills because they were using grammar translation method to teach English. By using this method the listening and speaking skill cannot be improved.

Statement 3: Application of direct method at SSC level is very rare.



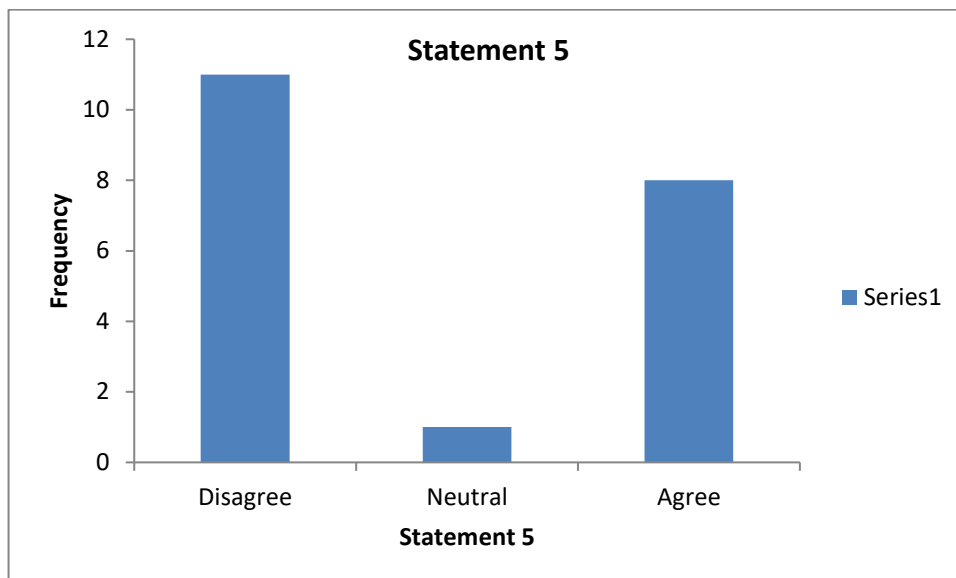
The results of the study showed that teachers were reluctant and hesitate to use direct method to teach English language at SSC level because they were unable to communicate by using English language. They preferred their native language to communicate with their students . At SSC level majority of the teachers did not use the direct method to teach English because in this method there is a direct association between the object and the language symbol. The teachers at SSC level avoided this method because of its spoken elements. The results showed that 0% teachers were strongly disagree, 20% teachers were disagree, 10% teachers were neutral, 60% teachers were agree and 10% teachers were Strongly agree.

Statement 4: Teachers at SSC level are keen to use audio visual aids during teaching.



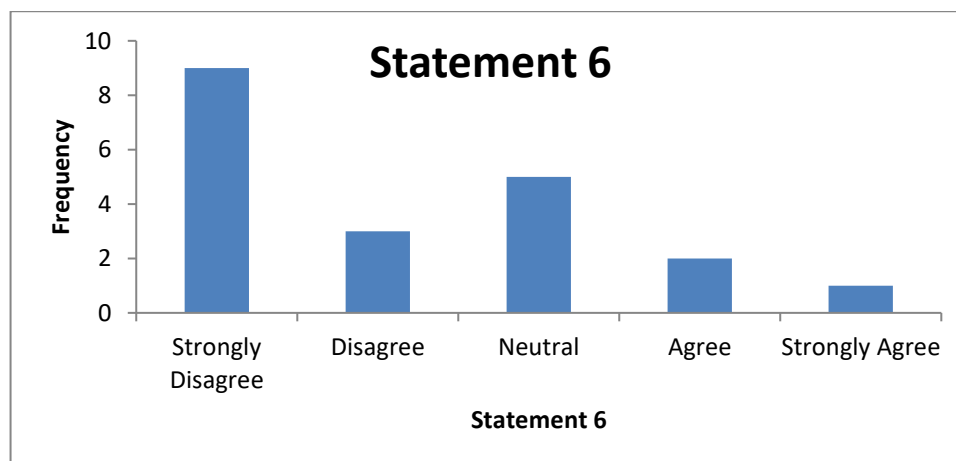
The results of the study showed that teachers at SSC level did not use audio visual aids to make their lessons attractive and charming. They were unable to captivate the due attention of their students. Majority of the teachers at SSC level did not use audio visual aids in the classroom to make their students active participants and to make the atmosphere of the classroom attractive. The results showed that 20% teachers were strongly disagree, 55% teachers were disagree, 5% teachers were neutral, 20% teachers were agree and 0% teachers were Strongly agree.

Statement 5: Grammar translation method is order of the day at SSC level in maximum schools.



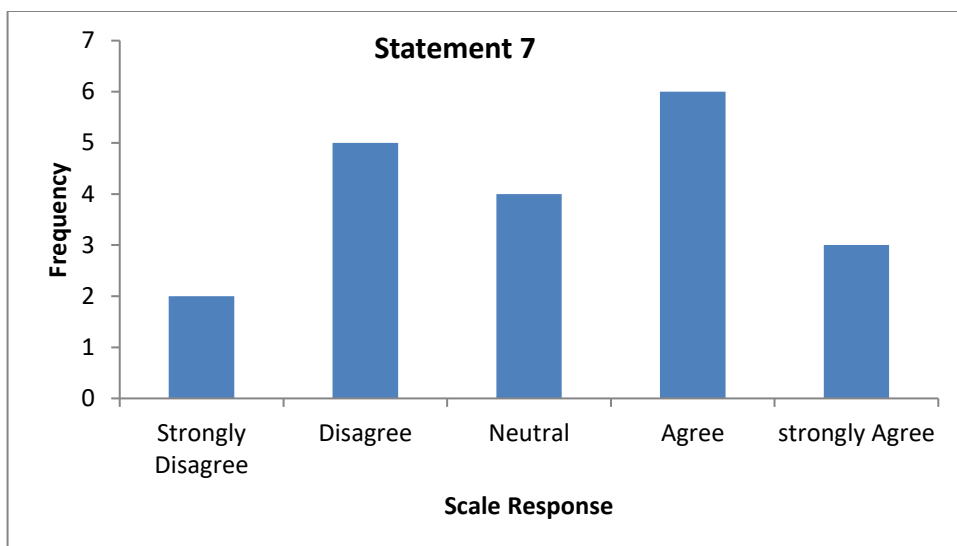
The results of the study showed that grammar translation method was still having core importance so far as majority of the teachers are concerned. The teachers were bound to use this method because of many factors. Majority of the teachers at SSC level were of the view that it is the most appropriate and suitable method of teaching English because according to them in this method we proceed from unknown to known. That is the reason mostly teachers used grammar translation method. The results showed that 55% teachers were disagree, 5% teachers were neutral, 40% teachers were agree.

Statement 6: Analytic approach of teaching is properly used by the teachers at SSC level.



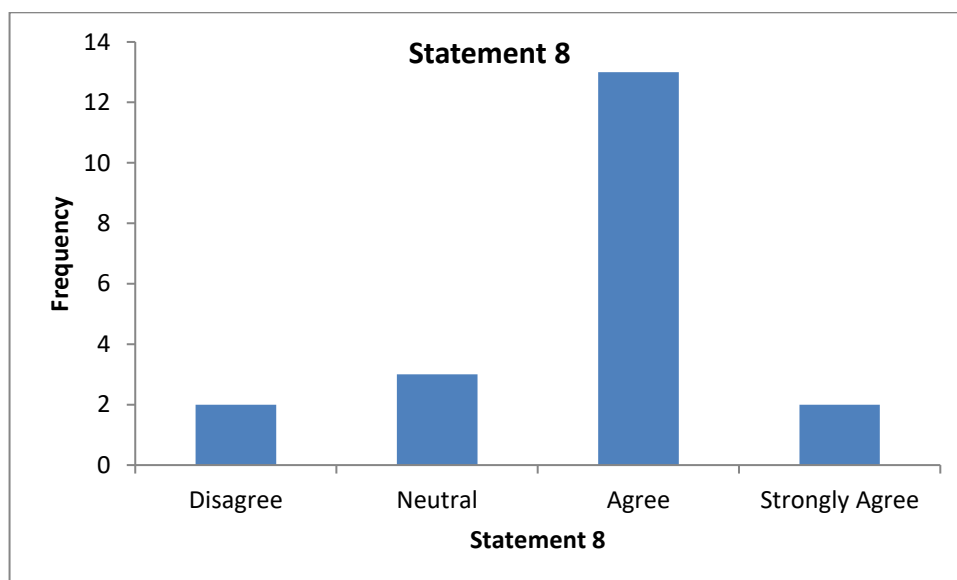
The result of the study showed that teachers were unable to provide the appropriate knowledge about the topics they are going to discuss. As a result they were unable to make the students to take active role in the process of learning. The results showed that 45% teachers were strongly disagree, 15% teachers were disagree, 25% teachers were neutral, 10% teachers were agree and 5% teachers were Strongly agree. Teachers at SSC level are unaware and majority of the teachers did not know the importance of imparting appropriate knowledge of topic under discussion.

Statement 7: Teachers at SSC level maintain balance among different teaching methods



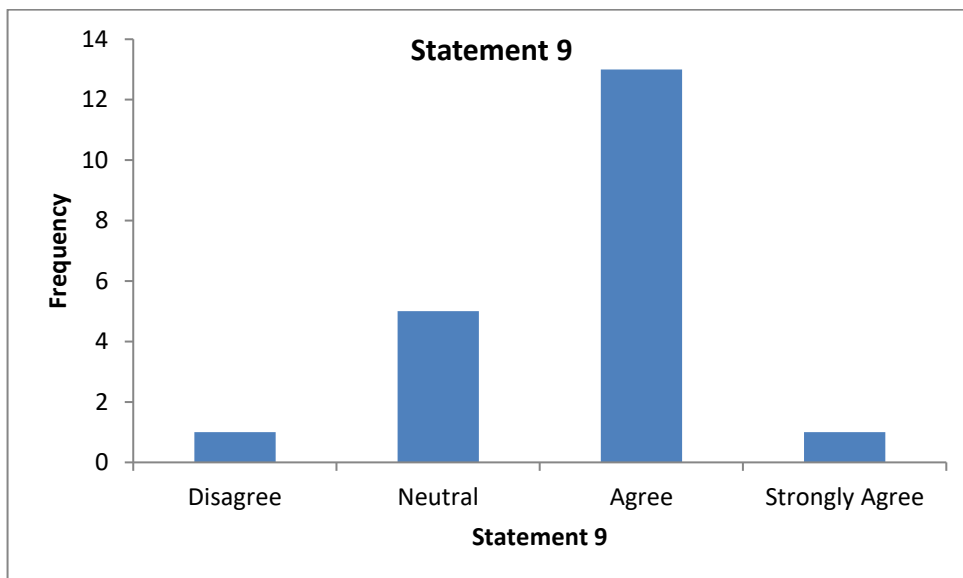
The results of the study showed that teachers were quite aware about the importance of different teaching methods but in spite of knowing this fact their approach towards teaching of English remained traditional. They used grammar translation method to a large extent at the expense of ignoring other methods. Most of the teachers at SSC level were aware of the importance of different teaching methods hence they failed to implement a teaching method according to global needs because of their primitive and traditional thinking. The results showed that 9.5% teachers were strongly disagree, 23.8% teachers were disagree, 19% teachers were neutral, 28.6% teachers were agree and 14.3% teachers were Strongly agree.

Statement 8: Teachers at SSC level take result oriented advantages from grammar translation method.



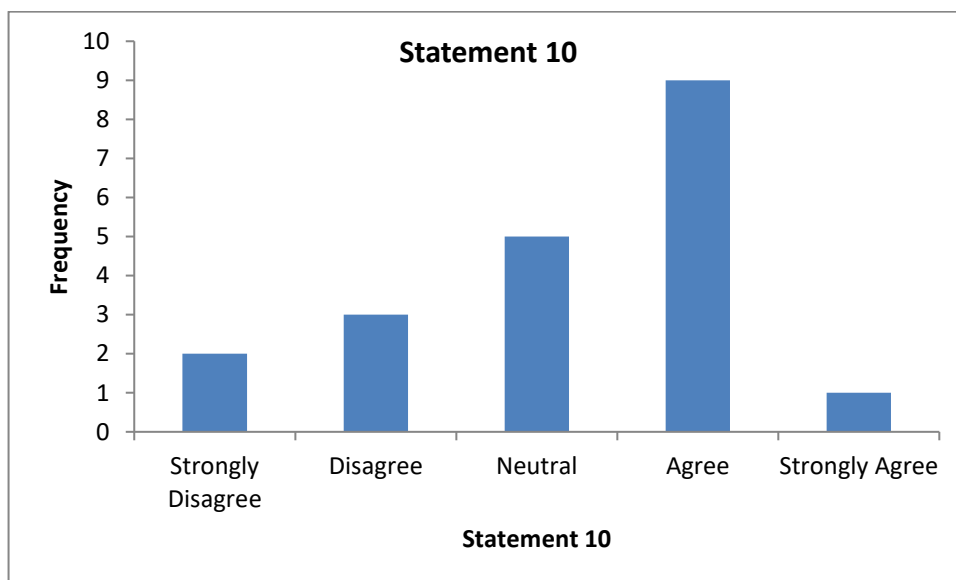
The results of the study showed that teachers at SSC level used grammar translation method because they were aware of its merits according to results teachers used this method mainly to get better results in exam. The teachers were aware that get good grades in examination system there is a very little spoke for listening and speaking so they opted to make their students learn grammatical rules, cram certain components of language an Majority of the teachers at SSC level used grammar translation method and they were well aware of the merits of grammar translation on method. This method was suiting them because they were focusing on grammar and they did not pay any special attention to improve the listening and speaking skill of their students. The results showed that 10% teachers were disagree, 15% teachers were neutral, 65% teachers were agree and 10% teachers were Strongly agree.

Statement 9: Teachers at SSC level use grammar translation method in spite of its serious draw backs.



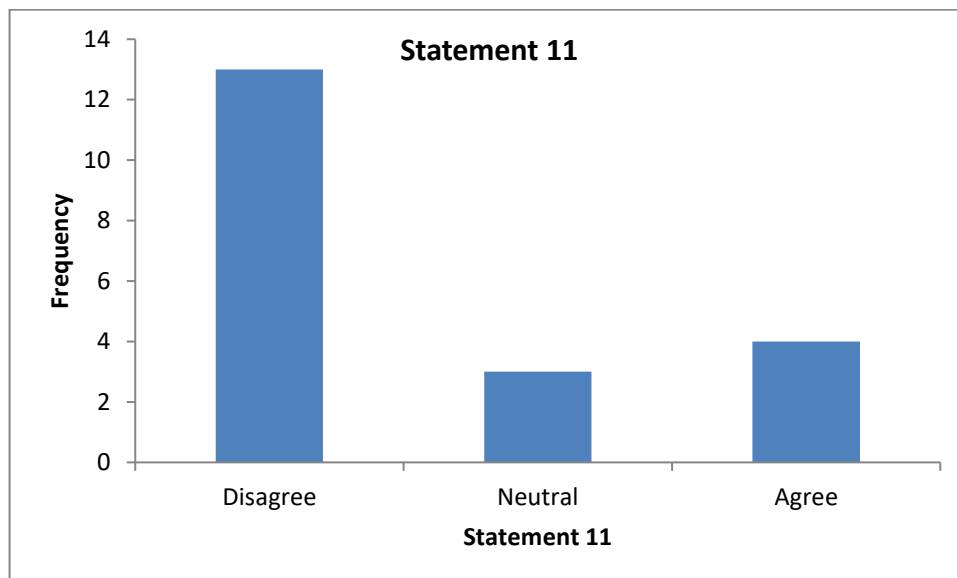
Majority of the teachers at SSC level used grammar translation method and they were well aware of the demerits of grammar translation method. This method was suiting them because they were focusing on grammar and they did not pay any special attention to improve the listening and speaking skill of their students. The results showed that 0% teachers were strongly disagree, 5% teachers were disagree, 25% teachers were neutral, 65% teachers were agree and 5% teachers were Strongly agree. The teachers at SSC level used grammar translation method in spite of knowing its demerits. The teachers were interested to make their students to pass the examination. The teachers used to teach keeping in view the existing examination system and paper pattern. The skills of listening and speaking were not the part of paper pattern so teachers did not pay any particular attention towards these skills.

Statement 10: Teachers at SSC level rely on result based teaching methods.



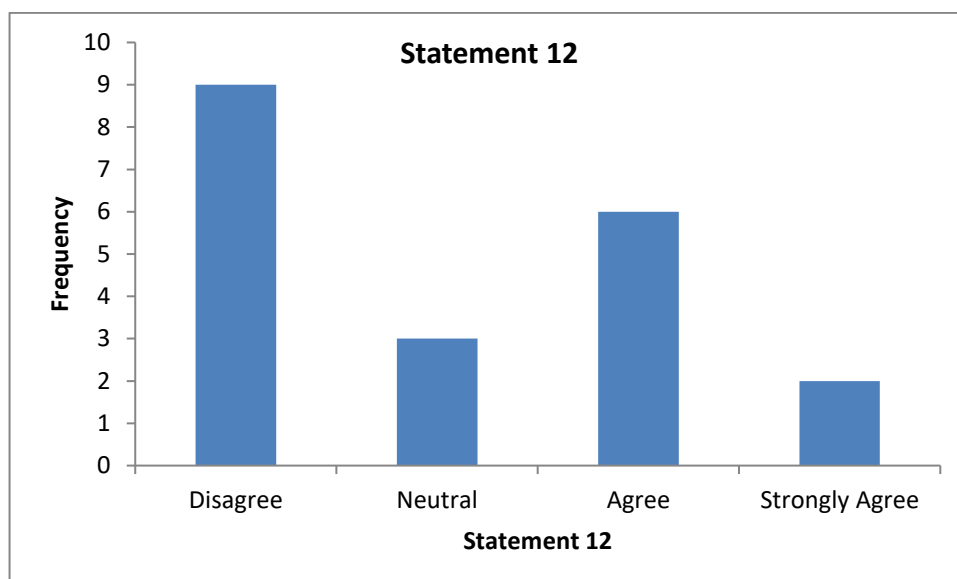
The results of the study showed that teachers at SSC level were inclined to use the methods bearing quantitative better results. They did not pay any special attention towards the quality of teaching and learning because according to them their prime objective was to make their students to get through the examination. Quality of education did not matter. Most of the teachers used the method bearing quantitative good results. 50% teachers were agreed to use the method which help them to get maximum passing percentage. The number of teachers who remained neutral was also quite sufficient.

Statement 11: Communicative language teaching method is properly focused by the teachers at SSC level.



The results showed that teachers at SSC level used to avoid to speak English language. They used their native language. They did not make their students to speak English and as a result they themselves were not good speaker of English as well as their students. Most of the teachers at SSC level used to avoid the communicative language teaching method. They did not use this method to avoid communication with their students. They were shy of speaking English with their students and they were hesitant to speak English to the maximum. The results showed that 65% teachers were disagree, 15% teachers were neutral, 20% teachers were agree.

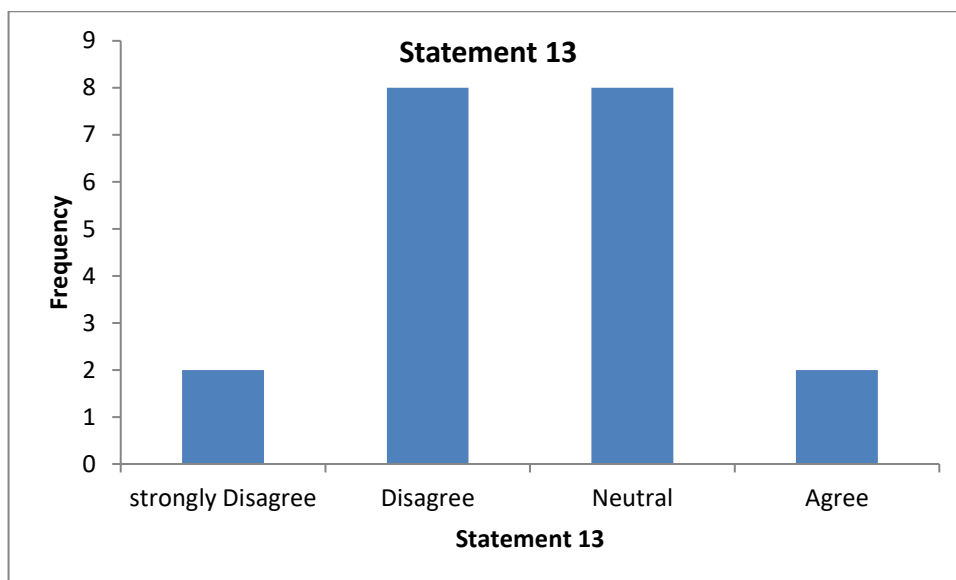
Statement 12: The merits of communicative language teaching methods are properly utilized by the teachers at SSC level.



The teachers who were aware of the merits of communicative language teaching method were quite significant in numbers but they did not use this method due to their ordinary approach towards the teaching of English language. Hence it was also observed that most of the teachers were not aware of the merits of the communicative language teaching method. Most of the teachers at SSC level used to avoid the communicative language teaching method. They did not use this method to avoid communication with their student. They were shy of speaking English with students and they were hesitant to speak English to the maximum. The results

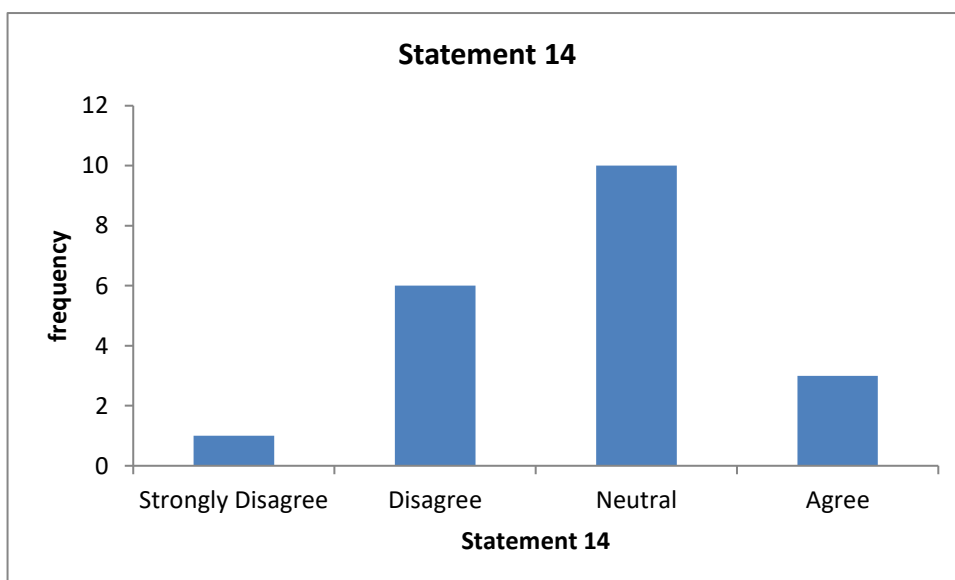
showed that 45% teachers were disagree, 15% teachers were neutral, 30% teachers were agree and 10% teachers were Strongly agree.

Statement 13: Eclectic approach of teaching to teach students at SSC level is sought very rarely.



The results showed that teachers at SSC level were not using eclectic approach to teach their students. It was because of their primitive and traditional thinking. The number of teachers who remained neutral were also significant. It showed the lack of interest on the part of teachers. They were not innovative. They did not use this approach to get fruitful results. The results showed that 10% teachers were strongly disagree, 40% teachers were disagree, 40% teachers were neutral, 10% teachers were agree.

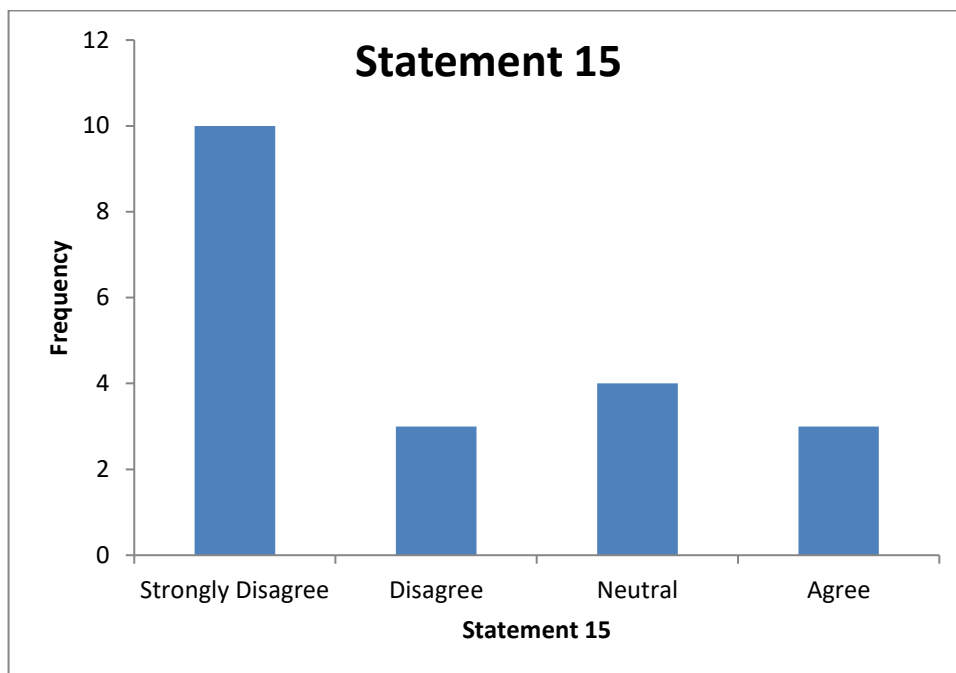
Statement 14: Teachers at SSC level are aware of the merits of eclectic approach.



The teachers showed their lack of interest and innovation. They did not keep in view the merits of eclectic approach. The number of teachers who were disagree or neutral was quite significant and confirmed their lack of interest and innovation. They were prone to think rather than to act according to existing realities to teach English as a language according to modern trends and merits. Most of the teachers at SSC level were disagree or neutral, so far as the usage of eclectic approach of teaching was concerned. They did not use this approach to teach English language. They were not aware of its merits and demerits. The results

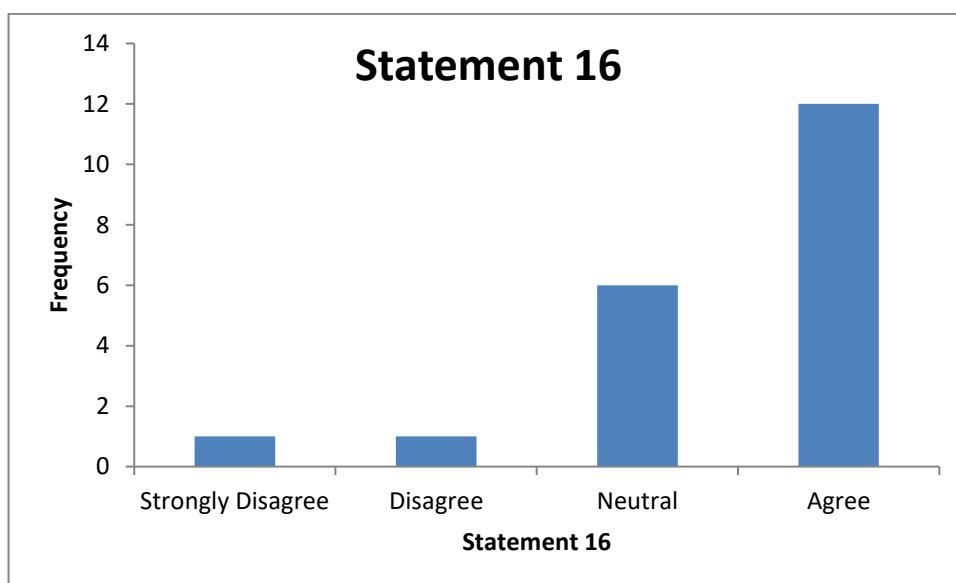
showed that 5% teachers were strongly disagree, 30% teachers were disagree, 50% teachers were neutral, 15% teachers were agree.

Statement 15: Eclectic approach of teaching motivates students to develop self study habits.



The results showed that teachers at SSC level were unable to use eclectic approach of teaching and as a result they were unable to make their students to develop self study habits by using this approach. They did used their energy hence they did not used their energy in the right direction. Majority of the teachers at SSC level did not motivate the students to develop self study habits by using eclectic approach of teaching to enhance their interest in the studies. The results showed that 50% teachers were strongly disagree, 15% teachers were disagree, 20% teachers were neutral, 15% teachers were agree.

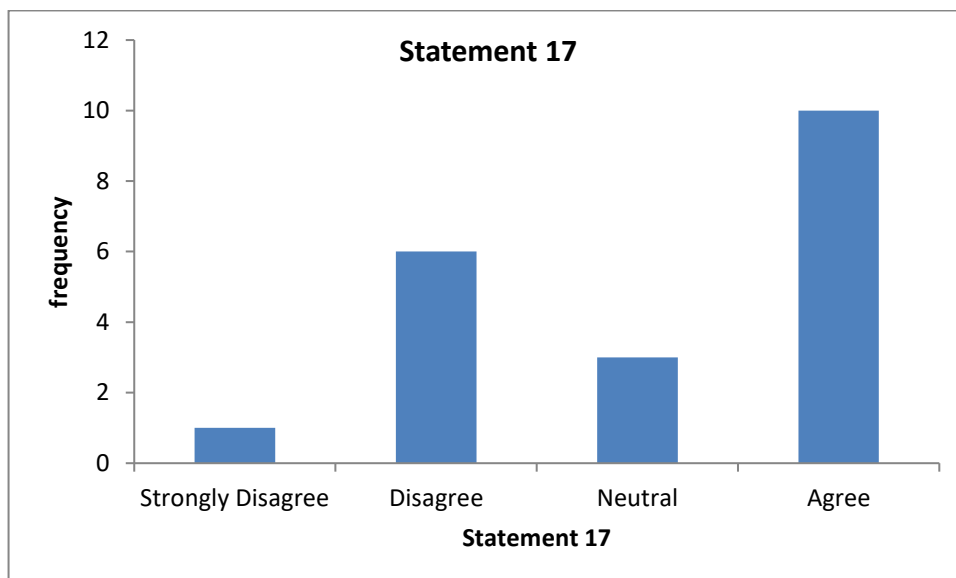
Statement 16: Traditional method of learning English is still practiced to a large extent in spite of its draw backs.



According to results of the study teachers at SSC level were bound to use traditional method of teaching English in spite of the fact that they were quite aware of many draw backs and pit falls. It showed their state of inertia. This primitive and ordinary approach of teachers made their students to follow and practice these ordinary methods. As a result the students were unable to learn English according to modern and latest trends. The results showed that 60%

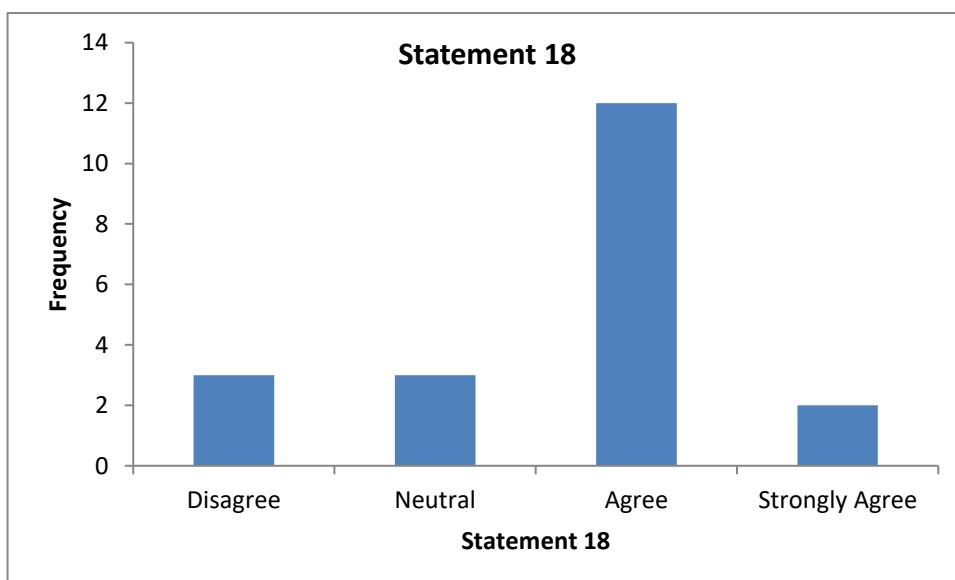
teachers agreed that they did use ordinary methods to teach English. The number of teachers who remained neutral were 30%. It also signified lack of interest on the part of teachers.

Statement 17: Activity based learning enhances the engagement of students at SSC level.



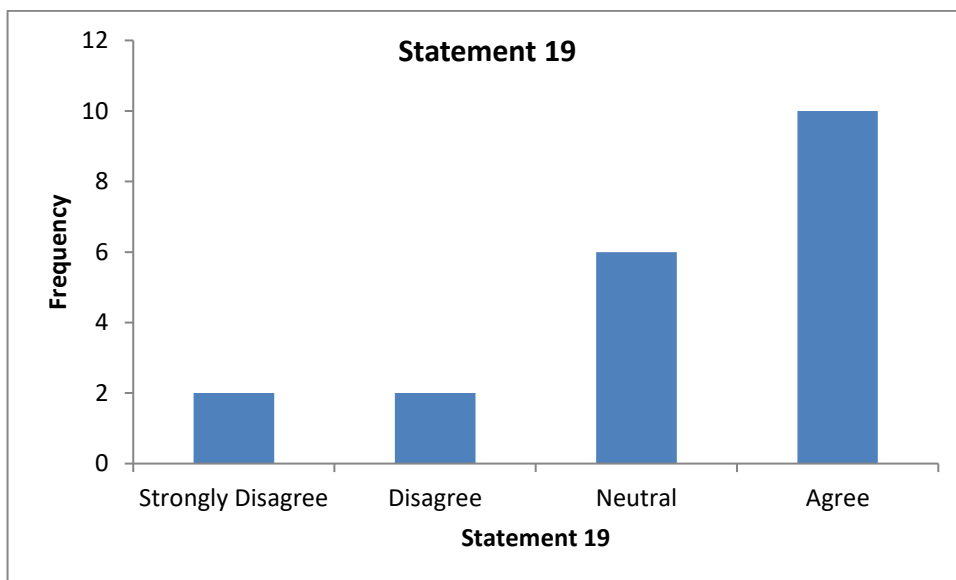
According to the findings of the study teachers at SSC level made their students to consider activity based learning very vital in order to enhance and improve their various abilities. The number of teachers who did not respond positively were also significant hence the final output was positive because majority of the teachers at SSC level engaged their students in activity based learning to enhance their interest and personal participation in learning. The results showed that 5% teachers were strongly disagree, 30% teachers were disagree, 15% teachers were neutral, 50% teachers were agree.

Statement 18: Direct method enhances comprehension skills of students at SSC level.



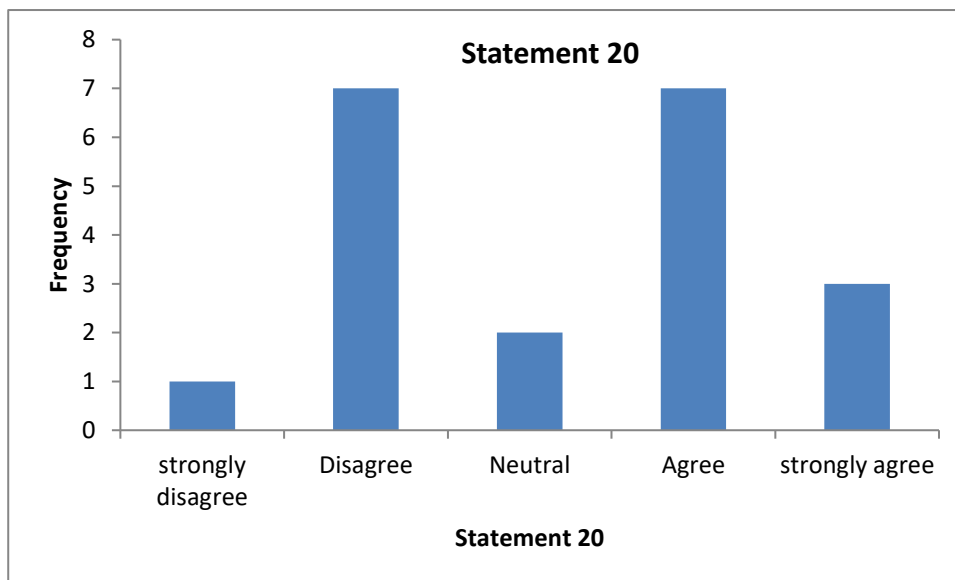
According to the findings of the study teachers at SSC level who helped their students to enhance their comprehension skills were quite reasonable and justified. Majority of the teachers helped their students to enhance their comprehension skills particularly the skills of reading and writing. They did not give due importance to enhance comprehension in listening and speaking skills. The results showed that 15% teachers were disagree, 15% teachers were neutral, 60% teachers were agree and 10% teachers were Strongly agree.

Statement 19: Teachers at SSC level use task oriented methods.



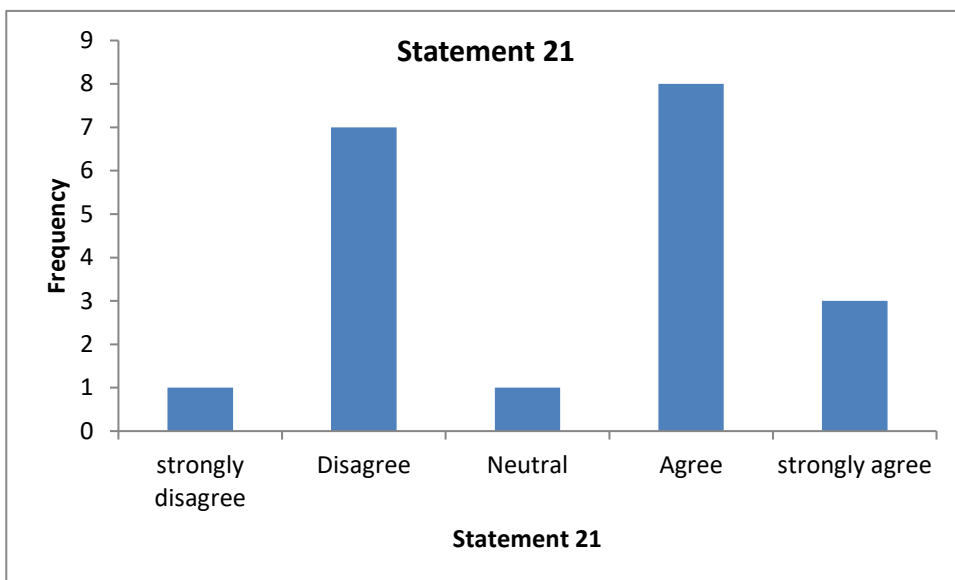
The findings of the study showed that the number of teachers who were making their students to learn through various tasks were quite significant and justified. The number of teachers who remained neutral were also need to be considered quite seriously. The results showed that 10% teachers were strongly disagree, 10% teachers were disagree, 30% teachers were neutral, 50% teachers were agree. Most of the teachers used task oriented methods to teach English language. But their task orientation remained limited to reading and writing. They did not use any task oriented method to enhance the listening and speaking skill of their students.

Statement 20: Teachers at SSC level focus on conduction of pre reading activities through activity based learning.



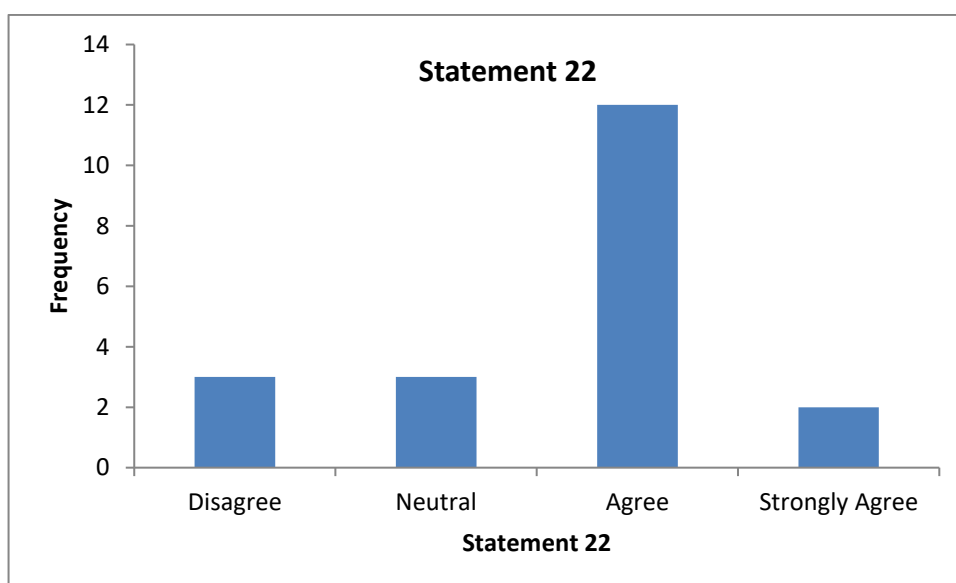
According to the findings of the studies teachers at SSC level made their students to conduct pre reading activities in order to enhance and improve their ability of reading. Hence the number of those teachers who did not make the students to conduct these activities were also quite impressive. Majority of the teachers were agreed that they used to conduct rereading activities to make the students active readers and to improve their reading skill as well as to make them participate actively during the class. The results showed that 5% teachers were strongly disagree, 35% teachers were disagree, 10% teachers were neutral, 35% teachers were agree and 15% teachers were Strongly agree.

Statement 21: Teachers at SSC level motivate the students to conduct pre reading activities.



Most of the teachers agreed that they motivate their students to conduct prereading activities. In this way most of the teachers wanted to enhance the reading skill of their students and they also motivate them to improve their ability of readings. The results showed that 5% teachers were strongly disagree, 35% teachers were disagree, 5% teachers were neutral, 40% teachers were agree and 15% teachers were Strongly agree. According to the findings of the studies teachers at SSC level made their students to conduct pre reading activities in order to enhance and improve their ability of reading. Hence the number of those teachers who did not make the students to conduct these activities were also quite significant and were difficult to ignore.

Statement 22: Teachers at SSC level pay more attention to Grammar translation method than any other method to teach English to get better results.



The findings of the study showed that teachers at SSC level worked very hard to improve the writing skill of their students. It was obvious that they paid more attention to use grammar translation method in order to improve the writing ability of the students. They did not use other methods because their primary aim was to get maximum passing percentage in examination. That was why the teachers who were in favor of using grammar translation method were 70%, only 15% teachers were neutral and 15 % teachers were disagreed.

CONCLUSION

It is observed that teachers used grammar translation method and it is still the focus of attention to teach English as a second language because this method suited them and it was according to the required criteria of examination. For teaching a language the usage of grammar translation method is still in practice. The teachers remained focused on teaching grammar. Their approach remained primitive and traditional. They used direct method of teaching very rarely because they did not want to focus on improving the speaking skill. The teachers at SSC level did not take help from audio visual aids to make their lessons interesting and appealing. They did not try to make the teaching learning process attractive by using audio visual aids. It was observed that the teachers at SSC level were well aware of the importance, merits and demerits of different teaching techniques and methods but they remained in a state of inertia and kept on focusing the traditional method of teaching English. They did not use direct method, communicative language teaching method and eclectic approach of teaching in the real sense. They did not make their students fully equipped in the acquisition of the English language. It was concluded that majority of the teachers focused on quantitative results rather than the quality of teaching of English language.

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