



## Comparison of Grammar Translation Method and Direct Method of Teaching in English at the Secondary Level in Pishin

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### Abstract

The purpose of this study was to analyze the comparison of the Grammar Translation Method (GTM) and Direct Method (DM) of Teaching English at the government girls' high school Level in Pishin city of Balochistan province. Data was collected from students of government girls' high school. Results shows the significant differences between the Grammar Translation Method and Direct Method of Teaching in English learning. Moreover, results showed that the GTM method has larger effect than the DM.

**Keywords:** Grammar Translation Method, Direct Method, Government girl's high school

### 1. Introduction

The importance of English as the global language is growing with each passing day. Shamim (2011) emphasizes that learning English ensures a bright future and a position in the government system in addition to the fact that it is a lingua franca. Without strong language abilities, meaningful education is not feasible. The persons who are involved in trade, commerce, business, and the media all speak it. Today, practically all educational institutions use it as their primary language. This language is essential to both our academic and professional development. A person who struggles with the English language will fall behind in practically every area of life.

Language is a mean of communication thoughts, ideas, and feelings. It has vital role and person uses his language to many various purposes. As Bolinger (2021) says "Languages specify the species" All languages follow Grammar, and grammar plays essential role because suitability and comprehensibility both in Writing and speech depend on the currently followed basic, rules, ideas and standard of grammar. Researchers define , grammar set rules by which words change their formation and are join into sentences(Larsen-Freeman & DeCarrico, 2019). Grammar is a frame work to describe Language. whenever people learn language they have to learn grammar (Dashtipour et al., 2020; Saito & Plonsky, 2019). The debate is how to teach grammar to students. Many approaches have been invented for teaching grammar these approaches are very helpful because teacher takes an idea for teaching grammar. Grammar is a complex process it consists of lot of rules and regulations and teacher teaches their students by different rules. In Pakistan, English is considered a fascinating and prestigious language, often associated with high status. However, it is important to note that learning a language is not a miraculous process and requires dedicated effort and practice. The growing need and significance of English language as the important requirement for today students In our country there are two types of schools such as English medium schools and Urdu medium schools (Kazmi, 2022). Both the school's teacher teach grammar with different methods and approaches. The question is, how to teach grammar. Few studies have experimentally compared the GTM and DM approaches to teaching English at the elementary level (Bhatti & Mukhtar, 2017). Awan and Nawaz (2015) compared the GTM and DM approaches to teaching English qualitatively. Consequently, the purpose of the study is to identify the differences between the DM and the GTM empirically in the government schools of Pishin Baluchistan and determine which way is beneficial for efficient learning. This study provides facts and findings to the teachers and policy makers' different teaching methods of English such as GTM and DM and encouraging teachers to use teaching strategies that enhances the English language learning capabilities of students.

### 2. Grammar Translation Method and Direct Method of Teaching in English

When the traditional methods fails to improve the deficiency of students, new ones began to emerge. Since then, an interesting and varied range of methods for teaching foreign languages have emerged. When a learner wishes to acquire a second language, they must also understand the acquisition element of the foreign language (García-Carbonell, Rising, Montero, & Watts, 2001; Getie, 2020). A person learning a foreign language must get familiar with its psychological and sociological uniqueness. According to Larsen-Freeman (2011), linguists promoted students' active involvement in the language acquisition process and acknowledge that numerous techniques and methodologies developed specifically for that reason. According to them, repetition is one of the recommended practises for enhancing the language that is supplied through conducting activities. In this sense, GTM was the first technique used in the 19th century. The most important component of this technique of teaching is thought to be the written form. The Grammar Translation Method is more teacher-cantered, where the teacher plays a leading role, while the Direct Method is more student-cantered, where the teacher plays a recessive role. In one way, a teacher plays a leading role, whilst in the other, they play a recessive role. We must imitate the superpowers, which are none other than the English-speaking nations, because we are a developing nation. Even though English is crucial, Quaid-e Azam (1947) proclaimed that Urdu would be the official language at the inaugural All Pakistan

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Educational Conference. English language usage and importance have been emphasised in national policies, strategies, and procedures. The National Education Commission (1959) came to the conclusion that English would endure because it is the only practical and efficient way to communicate with people around the globe and the most sophisticated way to learn about the most recent advances in science and technology.

While the GTM is a useful tool for teaching vocabulary and grammar, it has been criticized for not being effective in developing communication skills and fluency in speaking and listening (Richards & Rodgers, 2014). Additionally, some scholars argue that it does not align with the principles of communicative language teaching and may result in rote memorization without actual understanding or communication (Larsen-Freeman, 2011; Larsen-Freeman & DeCarrico, 2019). Despite its limitations, the GTM remains a valuable tool for certain contexts and purposes, such as learning a language for academic or translation purposes (Fish, 1980; Spahiu & Kryeziu, 2021).

The main objective of the DM is to promote the use of English as the primary language of instruction, with a strong focus on oral communication and intensive speaking practice. In the Direct Method, translation is avoided as much as possible and grammar is taught through demonstration, context, and practice. Vocabulary is taught through visual aids, gestures, and real-life situations (Cevik & Spahiu, 2015; Spahiu & Kryeziu, 2021). By providing a contrastive study of the target language and the learners' first language, students gain a better understanding of the structure of both languages, and the process of translating a number of phrases is an essential aspect of this method. Unlike the grammar translation method, the DM avoids using the learners' first language and encourages direct engagement with the target language (Spahiu & Kryeziu, 2021; Gatt-Rutter, 1973; Saylag, 2012).

According to Mart (2013), the Grammar Translation Method places more emphasis on the L1, and therefore, the students may have limited exposure to the target language. However, it can still increase the understanding of both languages' cultures and enhance the students' grasp of grammatical structures and vocabulary. While the GTM focuses on translating words and phrases from the target language to the learners' first language, the DM aims to establish a direct link between experience and expression by encouraging learners to think primarily in the target language. According to Damiani et al. (2003), this approach allows teachers to communicate to their students at their cognitive level, unlike other methods that require teachers to use simpler language so that students can understand. The Direct Method emphasizes the use of the target language primarily and places a strong emphasis on oral language and intense speech practice. Vocabulary is taught through a variety of selected word lists, and the structure of tenses is taught through method rules. Additionally, the Direct Method avoids translating into the learners' local tongue and connects them directly with the target language. By avoiding translation into the learners' native language, the DM aims to connect them directly with the target language, as noted by Spahiu and Kryeziu (2021) and Mart, (2013).

Moreover, there should be no L1 involvement in the process, therefore this notion tries to provide learners an innately positive sense of language (Ansary & Babaii, 2002; Rozhanets, Dlu, Danchev, & Val'dman, 1983). These approaches are frequently employed in educational settings. The GTM may be effective for learning vocabulary and grammar rules, but it may not lead to fluency in the target language. On the other hand, the DM focuses on oral language and provides more exposure to the target language, which may lead to greater fluency in the long run.

Hypothesis: There is significant differences on students English language improvement taught using GTM and DM

### 3. SAMPLE & PROCEDURE

Researchers gathered information from female students of one government girl's high school of Pishin City (Baluchistan). We divided the students in two groups. GTM was used to teach one set of students, while DM was used to teach the other group. The researcher administered the grammar test to both groups of students at the beginning of the course to establish a baseline for their grammar knowledge. Then, after the completion of the course, the same test was administered to the students to assess their progress and compare the results between the two groups. The grammar test likely included questions on various grammar rules and structures, such as verb conjugation, sentence structure, and noun cases, among others. The test results were likely scored and analyzed statistically to determine the effectiveness of each teaching method in improving students' grammar proficiency:

- Pre-testing: The researcher administered a test to 75 students from each group.
- Putting the treatment into practice: After 03 month, the researcher provided various approaches for every group. DM for the DM group and GTM for the GTM group.
- Using the identical protocols as the pre-test, the researcher administered the posttest following the treatments and 75 students from each group took the follow-up exam.
- Scoring: The participants' accurate responses were used to determine the score. 100 was a perfect score.
- Understanding the result: To identify the significant difference, the researcher utilized a paired sample t-test.

#### 4. Analysis and Discussion

SPSS (Statistical package for social sciences) is employed for testing the proposed hypothesis of the study. The sample consisted of two groups. Group one was allocated for the GTM and group two was for the DM. Data was collected from the female students for both groups. The percentage of family income and family groups are given in table 01.

**Table 1: Participants' Demographic Information**

		Group01: Grammar Translation Method		Group02: Direct Method	
		Frequency	Percent	Frequency	Percent
Gender	Male	0	0%	0	0%
	Female	75	100%	75	100%
Family Income	below 25000	20	26.7	13	17.35%
	26000-30000	27	36.0	40	53.3%
	31000-35000	11	14.7	11	14.7%
	35000-40000	11	14.7	9	12.0%
	above 45000	6	8.0	2	2.7%
Family Members	less than 5 family members	4	5.3	4	5.3%
	6-10 family members	35	46.7	29	38.7%
	More than 10 family members	36	48.0	42	56.0%

In this study paired sample test was used to test the proposed hypothesis of the study. The hypothesis states that there is significant differences in students's English language improvement taught using GTM and DM. The results show that there exist significant differences in the complexity of GTM group pre-test and post- test such as pre -test score ( $M = 42.560$ ,  $SD = 12.41$ ) to post -test ( $M = 72.960$ ,  $SD = 9.75$ ),  $t = -20.346$ ,  $p = 0.000$  (two-tailed). The mean difference in two scores was -30.400 with a 95% confidence interval ranging from -33.377 to -27.422. The eta squared statistic 0.84 indicated a large effect size. The results are given table 02 & 03.

**Table 2: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreGTM	42.560	75	12.415	1.433
	PostGTM	72.960	75	9.754	1.126
Pair 2	PreDM	56.640	75	10.131	1.169
	PostDM	68.160	75	7.203	.832

Similarly, The results show that there exist significant differences in the complexity of DM group pre-test and post- test such as pre -test score ( $M = 56.640$ ,  $SD = 10.131$ ) to post -test ( $M = 68.160$ ,  $SD = 7.203$ ),  $t = -8.86$ ,  $p = 0.000$  (two-tailed). The mean difference in two scores was -11.520 with a 95% confidence interval ranging from -4.703 to -2.976. The eta squared statistic 0.514 indicated a large effect size. The results are given in table 02&03.

**Table 3: Paired Samples Test**

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PreGTM - PostGTM	-30.400	12.939	1.494	-33.377	-27.422	-20.346	74	.000
Pair 2	PreDM - PostDM	-11.520	11.257	1.299	-14.110	-8.929	-8.862	74	.000

On the basis of the mean score, we can say that there is large mean difference between the pre-test and post- test of GTM group than the mean differences of DM. Moreover, the eta squared statistics of GTM group is greater than the DM group. So, it is clear that GTM method is playing vital role in the learning of the students than the DM. various researchers have stated that GTM method is very useful where the local language is very prominent. Such as Baluchistan where education standard is low as compare to others provinces in Pakistan. There are very less educational resources in the Baluchistan province. People of Baluchistan do not properly understand the

English due to weak base of the education. They do not get the high quality studies and instructors that is why it is difficult for them to properly learn the English by using DM. The understanding by the grammar translation is necessary because the functional requirement of education is based on the understanding of grammar structure. Student will be able to get the complete context of understanding which can be implemented with the structure of the education system in Pakistan. The research analysis of the complete functional domain is necessary according to the initialization of the domain which can be managed by making the complete understanding with the students where they can be able to interact with their instructors without any language barriers.

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