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## COMPARISON OF GTM AND DIRECT METHOD OF TEACHING ENGLISH AT ELEMENTARY LEVEL IN PAKISTAN

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### ABSTRACT

*In past GTM (Grammar Translation Method) has dominated the other translation methods and it was considered the remarkable method of English language teaching methods. Reading and writing both are very important in language teaching and has also brought change in education system but a little effective to the learners and teachers. On the other hand, direct method deals with listening and speaking, reading and writing. Both methods concerned with the syntactical structures, grammatical rules and vocabulary.*

*The objective of this paper is to compare the effectiveness of GTM and Direct method in teaching of English language at elementary level in Pakistan. For this purpose, we have developed a questionnaire and selected twenty elementary schools as a sample of our study and get filled these questionnaires from 200 teachers randomly. We analyzed data and found that direct method is the most effective for teaching English language. It has brought revolution in listening, speaking and writing. It appears most useful and effective in teaching English language. We also found that GTM is incomplete to provide all instruments of English language teaching. Thus, our study suggest that Direct method must be followed in teaching English language at elementary level.*

**Key Words:** Direct Method, GTM, Education system, Target Language. Problem of learning.

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### 1. INTRODUCTION

Comparative study of GTM and direct method is a research for the second language learners so this leads us that how learners come learn the second language using first language in short time or most of the time. The research is the way of the analysis of the methods in the class room. Besides that how can we remove traditional, methods and can improve the education system in Pakistan at elementary level. This research shows learns weakness, problem of

learning , anxiety , lack of motivation , listening, speaking , reading and writing as well as unskilled teachers and teachings. After finding the problem of learning and teaching at elementary level in Pakistan , this research remove problems of learning , providing materials, classroom adaptation , using of Direct Method instead of GTM ( grammar translation method) and teaching techniques for language teaching . The above mentioned points can guide and developed the students and teachers but also can improve the whole education system at elementary in Pakistan.

### **1.1 Background of study:**

Many of the linguists are of the view that G T M is the effective than the other teaching methods. Specialist of language Richard and Rodgers say that Grammar Translation Method has no theory and it has no literature that may provide justification that can try to relate it to the issues of linguistics, psychology and theories of education.

### **1.2 Main research problem:**

No doubt English language teaching has made progress throughout the world but there are a lot of problems in the field being faced by both students and the teachers especially at elementary level in Pakistan. Although some students have some understanding of English language and its structure at elementary level in Pakistan yet majority is not clear and aware of the language and its use as function and structure as well.

Such as the concept of foreign language learning is not still clear and transparent for the students and teachers. English language, language teaching methods is not dealing betterly with the concept of different teaching methods.s

These of cope with curriculum provided by the government traditional methodology merely at elementary level in Pakistan schools. Here the issue is to use teaching method which may make students eager to learn and understand the English language properly. The problem of the study here is which of the method should be used to make students more eager to learn English language G T M or Direct Method.

### **1.3 Problem statement:**

Comparison of G T M and Direct Method of teaching English at Elementary Level in Pakistan.

### **1.4 Scope of the study:**

In fact, in Pakistan English is taught to the students at elementary level as a foreign language in the presence of their motherly and second language. So, the research topic of comparison between G T M and Direct Method awares us of how learners learn their second or foreign

language in the presence of their first or mother language in short span of time or most of the time.

The research is the way of the analysis of methods in the classroom. It provides us guide lines that how can we remove old and traditional methods and can work for the improvement of our system of education system in Pakistan at elementary level. This study indicates learner's problems he is facing in the process. These problems can be anxiety, lack of motivation, reading, writing, speaking, listening unskilled teachers.

After finding the problem of learning and teaching at elementary level this research will remove problems of teaching and learning at elementary level in Pakistan providing materials, classroom adaptation, use of Direct Method instead of G T M and different techniques for teaching a language.

All the above given guide lines can be helpful to develop the students and teachers and the whole education system as well.

## **2. LITERATURE REVIEW**

Many people think that second language learning is a need for getting better results from the second language acquisition process researcher work to make strategies and introduce methods to make the process easy for the teacher and the learner as well. If we have the historical review of the topic, we see that there are some linguists who worked in the field: In this concern Howatt and Widdoson (2004) say that near about over the last hundred years the history provides a great deal of teaching methods which respond to educational, social and political reasons. In the western world Latin was dominant force that was permanently studied as a first language. So it was the model for the study of all other languages and this continued till 19<sup>th</sup> century. Austin (2003) says that I as a teacher like to use Grammar Translation Method.

“A succession of methods came up each on for uneffectiveness rejected as a new one took its place. The past century therefore shows an interesting and varied picture of interpretations of the best methods to teach foreign language “Brown (2001-14)

Falk (2004) says that whenever a learner wants to learn the second language he/she must also get the acquisitional aspect of the foreign language. The learner of a foreign language must learn the psychological and sociological aspect of that language.

In this regard the first method in the 19<sup>th</sup> century was G.T.M (Grammar Translation Method) in this method the written form is considered most important aspect of teaching methodology. Harmer (2009) Says that there came series of methods after Grammar Translation Method .In

this series there came Direct Method .According Falk the Direct Method gives students the real soul of the language.

Larson Freeman (2000-121) says linguists advocated for the active participation of students in the language learning process and he admits that there emerged many approaches and methods for the very purpose.Larson Freeman (2000-17) tells that in methods reading and oral communication is presented through guided exercises and the repetition is the part of the given practice for reinforcement of the language.

### **2.1 Distinction of the Study**

This work is different from other works in the sense that almost all the other works have advised either GTM or Direct method to teach English language but this study has traced out some pluses of both of the methods on the basis of the analysis of available data which is, one can neither ignore GTM nor Direct method to teach English as a foreign language to the Elementary School students in Pakistani schools.

## **3. CONCEPTUAL FRAMEWORK**

Several decades in the past show that the Grammar Translation Method of teaching English has dominated the other teaching methods. Both the reading and writing skills are very important in language teaching and they have also brought change in the education system but little effective to the teachers and especially the learners. On the other hand, the Direct Method deals with listening and speaking, reading and writing skills. Both the methods have their concern with syntactical structures grammatical rules and vocabulary. But the Grammar Translation Method cannot fully provide all the equipments of English Language teaching.

It brought revolution in the field of teaching and it changed the phenomenon of the classroom especially in teaching English as a foreign language at elementary level in Pakistan.

### **3.1 The Classical Approach of teaching Language**

We find the traditional and classical approach behind this method. It was considered that target language can be achieved proficiency with old ways of language teaching as the ancients learnt Greek or Latin. But the question arises what the purpose of learning those languages was in those days. These languages have become dead for many centuries. Nobody spoke them anymore. The answer of the above question is that those languages were taught academically only and learning them was considered a very good training for mind. Since these languages had been dead long ago. Their conversational form was not present and the focus was mainly on its grammatical structure or translation of literary texts in the target language. But the matter about learning English or Japanese now-a-days is different. Commonly the student of target language today wants to communicate it and he wants to be

more proficient in a listening and speaking skill in the target language than reading and writing skills of these languages. Whereas classical or traditional approach gives little importance to this need.

### **3.2 The Grammar-Translation Method**

Let us suppose that we are not in an English class where the teacher is using Grammar Translation Method to teach the students. What actually happens is as follows.

The teacher will enter the class and greet the students. He will talk with the students in mother tongue and ask them to open the text books and check the given homework for the students. After that he will teach them next lesson. He will translate it in mother tongue or L1. Where ever the students find new or difficult words the teacher will translate them particularly and students will note down their meaning in L1. In the end the teacher will ask the students to note down the translation of the taught text and remember it. The students will know some new words in this way by translation. Translation may be followed by some comprehension questions in L1. There is no modern conversational style while teaching. Finally, the teacher may write a model construction

### **3.3 The Natural Approach of Teaching Language**

There is another approach to language learning quite different from classical or traditional approach. It was not astonishing that it rose as a reaction against the strict mental fetter of classical approach resulted as resulting G T M. In its parallel we find the romantic approach towards literature where focus was given on the words.” Return to Nature “Romantic Movement emphasized the natural style in literature. In the same way, the natural approach focused that child first learns to speak the language in a natural way. So the spoken skill of the target language should be taught and learnt first and reading and writing skills of the target language should be taught later.

### **3.4 The Direct Method**

Now, almost we all understand that some approach to education gives room to the new method to rise and come of the surface and the natural approach was bound to be introduced. The main principles of the natural approach to language teaching also gave birth to a natural method of teaching a foreign language known as the direct method. So, the Grammar Translation Method was replaced gradually not overnight by the Direct Method. Even today the G T M is not rejected totally by the language teachers and it has its own place in the system.

The direct method seeks its birth in the general classification with the Grammar Translation Method of teaching. It is also called the Natural and Reform Method because it came on the

surface due to the reforms in language teaching methodology that focuses on the Natural Language learning principles. This method claims to teach a foreign language without the use of mother tongue. It is based on the natural approach that learning a foreign language is the same as learning the mother tongue naturally without any kind written rules.

#### **4. RESEARCH METHODOLOGY**

In this section we will try to know what kind of methods and techniques a researcher uses to compare and analyze two different methods of teaching. Because, the research is comparative one therefore, all the analytical and comparative techniques which are essential to collect data will be discussed to collect data in the chapter.

The researcher has given the sample of the study with almost all the sources and devices used to collect data, from different areas. These analytical sources and devices are close reading of the text, content analysis, assessment data and sources of data, types of data, argumentation, logical reasoning and different techniques for comparison.

##### **4.2 Sample of the study**

Sample of this study for data collection consists of the elementary school teachers. We gathered data for our research from the English teachers because the Grammar Translation Method and Direct Method of teaching are being used by the teachers to teach the students English as a second or foreign language in Pakistani schools.

In this concern we got data from the elementary school teachers providing our questionnaire to them to answer the question given in questionnaire.

##### **4.2.1 Sample size**

We have gathered data for our research study from 200 elementary school teachers and we have included 20 schools in this study. In this way we have 200 teachers to answer our questions in the questionnaire.

##### **4.3 Types of Data**

This is a quantitative research, so we are bound to collect hard data, which describes quantity of things. Simply we can say, the information collected by words and sentences is soft data. In this research study we use soft data because it is gathered from communicative sources and it is anecdotal one.

#### **5. DATA ANALYSIS**

we have analyzed data in tabular form. We first give statement in the form of questions and then show the answers in the form of numerical results in the tables. Now we explain question-wise results as under: -

- Do you think that method plays a vital role in teaching-learning process?

The answer has been shown in Table 1

Table 1 Role of method in teaching-learning process

Sr. No	Response		Percentage
1	Yes	200	100%
2	No	0	0%

Table 1 shows that 100% teachers are well aware of the role of a teaching method in teaching – learning process.

- Do you know about G T M and Direct Method of teaching English language?

The answers of the respondents are shown in Table 2

Table 2 Knowledge of GTM and Direct Method

Sr.No	Response	Frequency	Percentage
1	Yes	188	94 %
2	No	12	6 %

This table shows that 188 out of 200 teachers are aware of the G T M and Direct Method of teaching.

- Is GTM of teaching or direct method is suitable?

The response of sampling population is shown in table 3.

Table 3 Which method is suitable: GTM or Direct Method

Sr.No	Response	Frequency	Percentage
1	G T M	192	96%
2	Direct Method	04	4%

This table shows the higher level of the teachers are in favour of G T M

Do you agree that the Direct Method improves communicative competence?

The answers are shown in Table 4

Table 4 Is Direct Method more effective?

Sr.No	Response	Frequency	Percentage
1	Yes	162	81%
2	No	38	19%

Table 4 shows that 81% teachers are agreed that Direct Method is more effective and it should be used in teaching of English language.

- Do you think that the second language should be taught through G T M? The views of respondents have shown in Table 5.

Table 5 Teaching of second language through GTM

Sr.No	Response	Frequency	Percentage
1	Yes	94	47%
2	No	106	53%

Table 5 shows that second language should be taught through Direct Method.

- Do students like to be taught through Direct Method?

Table 6 Liking of students of direct method

Sr.No	Response	Frequency	Percentage
1	Yes	102	51%
2	No	98	49%

In table 6 we see that 51% teachers are in favour of the statement and 49% teachers are disagreed with the statement.

- Should teachers use both GTM and Direct Methods as per requirement of situation?

The answers of the respondents are shown in Table 7.

Table 7 Use of both methods as per requirement of situation

Sr.No	Response	Frequency	Percentage
1	Yes	108	54%
2	No	92	46%

Table 7 shows the higher level of agreement of the teachers on this statement. Majority of teachers is in the favour of the statement.

- Does G T M enable the students only to pass the examinations?

The results are shown in Table 8.

Table 8 GTM is used only for passing examinations

Sr.No	Response	Frequency	Percentage
1	Yes	140	70%
2	No	60	30%

Table 9 shows the higher level of agreement of the teachers on this statement.

- Do you agree that translation of English text is essential for students at elementary level?

The answers are shown in Table 9.

Table 9 Necessity of translation for students.

Sr.No	Response	Frequency	Percentage
1	Yes	120	60%
2	No	80	40%

Table 9 shows the higher level of agreement of the teachers on the point that the students must learn translation of language.

- Do students easily understand the lecture delivered by you through Direct Method?

The answers are shown in Table 10.

Table 10 Understanding of lecture through Direct Method.

Sr.No	Response	Frequency	Percentage
1	Yes	116	58%
2	No	84	42%

Table 10 shows higher level of disagreement of the teachers on the statement.

- Do you feel boring when you are teaching through Direct Method?

Table 11 Feeling of boring during teaching through direct method

Sr.No	Response	Frequency	Percentage
1	Yes	104	52%
2	No	96	48%

Table 11 shows the higher level of agreement of the teachers on the statement.

- Should English lesson be explained in English only?

The answers of the respondents are given in Table 12.

Table 12 Explanation of lesson in English language.

Sr.No	Response	Frequency	Percentage
1	Yes	118	59%
2	No	82	41%

Table 12 shows that most of the teachers say that English lesson should not be explained in English only.

- Do you agree that the students cannot understand abstract ideas through Direct Method?

The answer of the question is given in Table 13.

Table 13 Understanding of abstract ideas by students.

Sr.No	Response	Frequency	Percentage
1	Yes	114	57%
2	No	86	43%

Table 13 indicates that the majority of the teachers is in favour of the statement.

- Does Direct Method improve pronunciation?

The response is given in Table 14.

Table 14 Improvement of pronunciation through direct method.

Sr.No	Response	Frequency	Percentage
1	Yes	150	75%
2	No	50	25%

Table 14 shows the higher level of agreement of the teachers on the statement.

- Is GTM helpful for fluency in speaking?

The response is shown in table 15.

Table 15 Speaking fluency through GTM

Sr. No	Response	Frequency	Percentage
1	Yes	94	47%
2	No	106	53%

Table 15 shows that majority of the teachers is of the opinion that G T M is not suitable to improve fluency.

- Are the students like to be taught through Direct Method of teaching?

The answer is given in Table 16.

Table 16 Participation of students in learning t

Sr.No	Response	Frequency	Percentage
1	Yes	124	62%
2	No	76	38%

Table 16 shows that the students remain active during the teaching process through Direct Method.

- Does GTM develop habit of cramming in students?

The answer of the question is shown in Table 17.

Table 17 Developing habit of cramming among students through GTM

Sr.No	Response	Frequency	Percentage
1	Yes	96	48%
2	No	104	52%

Table 17 shows the higher level of disagreement of the teachers on the statement

- Is GTM easy to use in Elementary class?

The response of respondents is shown in Table 18.

Table 18 Use of GTM in elementary classes

Sr.No	Response	Frequency	Percentage
1	Yes	150	75%

2	NO	50	25%
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Table 18 shows that the majority of teachers is in favour of the statement and their opinion clears that G T M is easy to use in Elementary class.

- Should English Language student think in English?

The response of sampling population is given in Table 19.

Table 19 Thinking of English language in English

Sr.No	Response	Frequency	Percentage
1	Yes	100	50
2	No	100	50

Table 19 shows equality in agreement and disagreement of the teachers on the statement.

- Which method you strongly suggest for teaching at elementary level in Pakistan?

The response of the respondents is shown in Table 20.

Table 20 Suggestion of method for teaching at elementary level in Pakistan

Sr.No	Response	Frequency	Percentage
1	G T M	192	96%
2	Direct Method	8	4%

This table shows that 96% of the teachers are in favour of G T M while 4% of the teachers showed disagreement on the statement.

## 6.FINDINGS AND RESULTS

This research study is the comparison of two teaching methods of English as a foreign language. The authors made all of their efforts to provide knowledge to the teachers about the suitability of the both methods. So, that they may use suitable one to get good results from the whole teaching learning process. In response to the twenty questions in the questionnaire asked from teachers working in different elementary schools especially to the teacher who were teaching English language classes. We gathered data as a raw material and after the analysis of the collected data we got results from it.

There were two types of questions: -

General statement

Specific statement

Through the general statements we tried to know the general knowledge of the English teachers and through specific statement, we investigated which of the both G T M and Direct Method is the best one to teach English to the elementary school students.

On the basis of the analysis, we found that there were some teachers who were unaware of even G T M and Direct Method although they were using both of the methods unconsciously. Almost, all of the teachers returned 100% questionnaire after marking tick on given options. After analyzing the binary scale questionnaire, we took percentage of the responses against every question. We noted that 49% teachers wanted to use G T M and 51% teachers were in favour of Direct Method to teach English language at elementary level in Pakistani schools. We summarized the findings our study.

GTM is mostly used as teaching method in Pakistani schools. Direct method requires AV aids that a not available in our schools. Instead of the frequent use of GTM, direct method has got favour from most of the elementary school teachers. Almost 10% of the elementary school teachers are unaware of GTM and direct method.

## **7.CONCLUSIONS**

In Pakistan English is taught to the students almost at all levels as a second language but in fact, in our country English is not a second language because our national language Urdu is not learnt or spoken as a first language by all of the students. Honestly speaking, Urdu is our second language and Punjabi, Sindhi, Balochy and Pushto are our mother languages for our students. So, in this respect English comes at number three and it is taught by the teachers as foreign language to students at elementary level in Pakistan.

In the present phenomena we are bound to discuss the teaching methodology. So, that we may find the best of the two major language teaching methods which are regularly used by our elementary schools' teachers consciously or unconsciously.

If we study the history of these methods, we will find that GTM has its valid place in the field. In history, in most of the cases GTM is being used to teach a foreign language by the language teachers permanently. Advocates of this method argue that language is best learnt through knowing its grammatical rules. They are of the opinion that a student of a foreign language has already know his/her mother tongue and it is inevitable for the student to learn the sentence structure and the translation of the foreign language so that he may understand and speak it in correct way.

On the other hand, some the linguists are in favour of Direct Method saying that the main purpose of language learning is to speak it fluently. They stress on the spoken language rather than on the written shape of it. They are not in favour of teaching boresome grammatical rules of a language and give importance to teach it directly by showing the student an object in the classroom.

Our research study has its concern with the best method which can help the teachers to teach English to the students at elementary level easily and effectively. So, during the research we focus on the issue and we have worked honestly to create a piece of knowledge in the discipline of humanity. We have traced out a teaching method which will help Pakistani teachers to teach English as a foreign language to the students at elementary level. This study provides deep insight to the reader to explore a method of teaching English. Although GTM and direct method are going parallel on the way but both have some characteristics which make them different from each other. But the results of our research study show that direct method is the best one in teaching English language to the students at elementary level in Pakistan.

## **8.RECOMMENDATIONS**

On the basis of aforesaid discussion, we would like to make following recommendations: -

Following are some recommendations on the basics of analysis:

- Teacher should use text to involve the students.
- Teachers should select the teaching method according to topic and student's need.
- Teachers should use AV Aids for the effectiveness of their teaching.
- Teachers should use both the methods (GTM and Direct methods) where these are needed.
- Teachers should enable themselves to use technological devices in the language teaching classroom.

## **9.LIMITATIONS OF STUDY**

We selected 20 elementary school from District Khanewal. Duration of this research work was short otherwise results would be different. Sample size of this study was 200 teachers. The sample size could not be enlarged due to time and resources constraints.

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