
ANALYSIS OF TEACHING METHODS OF ENGLISH LANGUAGE AT GOVERNMENT SECONDARY SCHOOL LEVEL IN D.G. KHAN CITY- PAKISTAN.

Prof. Dr. Abdul Ghafoor Awan

Dean, Faculty of Management and Social Sciences,
Institute of Southern Punjab, Multan-Pakistan.
drabdulghafoorawan@gmail.com. Cell # +923136015051.

Mehvish Shafi

M.Phil English Scholar, Department of English,
Institute of Southern Punjab, Multan-Pakistan.
mahveshshafi01@gmail.com Cell # +923338113353.

ABSTRACT

There are two basic purposes to conduct this study in D.G Khan area i.e. to evaluate the methodology for teaching English language at secondary level in government school and to take the perspective from the students about the present teaching methodology of their teachers. For this purpose, we have selected six out of nine government secondary schools of both girls and boys three from each. We have used simple random sampling technique for the collection of data and used inferential, descriptive and one tailed test for the analysis of the data. Total 300 students of both girls and boys Schools are included in the sample and thirty teachers at secondary level are included. Two questionnaires: one for teachers and the other for students were developed for data collection. These questionnaires were distributed personally along with the permission letter so that we do not face any kind of difficulty for collecting data. Results were analyzed SPSS software. The finding of our study is that GTM is liked by the students of D.G Khan and 80 percent of teachers are using in the classes, which means this method is more convenient and popular among the teachers and the students.

Key words: GTM Method, DM Dialogue Practices, Direct Method.

1- INTRODUCTION

1.1 Role of English as a second language in Pakistan:

In Pakistan English language enjoys a role of second language not as a foreign language. Due to political, decisions or official policies in Pakistan English has been taught as a second language in our schools, Colleges and Universities. It has become the language for television, newspapers, mass media and radio. English language plays a vital role for giving standard education in institutions of elite. It is also the language for industrial organizations. This small detail highlights the facts that developing countries like Pakistan; the one who has command over English language may have a permit for the socio-economic prosperity. As the increasing demand of this language had also increased the demand for competent students. It is foremost important for the Pakistani students to have a command over this language. The students who had a strong competency over English language then they had a chance to make high achievements in their education career. Students with good English medium background may have a chance to attain a satisfactory status in the society as well.

1.2.English as a second language in Pakistan

Acquisition of any language is a skill, but method of teaching the English language has not generated preferred objectives. It is sad fact that Pakistani learners who are studying from 8-10 years can't communicate easily particularly students from rural areas for whom English language stands as a third or fourth language. L3 lacks all the four basic skills; reading, writing, listening and speaking. Truthfully, Pakistani teachers go through with such methods that do not meet the requirement of generating creative power among the students. Grammar translation method is still being used especially in rural areas. The translation method hinders the acquisition of copied structures in that it depends profoundly on inaccessible parts. Parts of grammar, ignoring the context and prosodic features, in which the sentences are sentenced by the native English speakers. Translation is just an imitation and imitation cannot generate innovative and creative thinking [1].

1.3 Factors under which English is being taught

Second language acquisition research describes that audio visual aids such as flash cards, charts, pictures, models, films, scripts, tape recorders, computers and overhead projectors facilitate successful acquisition of a second language. But classrooms in Pakistan are not being facilitated

with such materials. Another factor is the use of inapt text books in Pakistan. Text books are not written in properly designed methods and the material in the books are not sufficient. In Pakistan we do not pay a lot of attention to the selection and upgradation of the text books. Many developed countries keep the ESL in their mind while making the syllabus material for their students. Another factor under which English is being taught is that teachers for primary level in Pakistan are not subject specialist. They are supposed to teach all the subjects in that way students lack the competency in the English language. Our examination system in Pakistan are not knowledge-oriented and it is result and marks-oriented. It is subjective in setting and covers only the skills of reading and writing.

Precisely over all the teaching methodologies of the teachers are affected by these factors under which the teachers are forced to teach the students by using common methods. This is the reason that our students particularly belonging to rural areas are not creative.

1.4 Types of teaching methods in English language

Many methods have been introduced for teaching English language. Each method represents the negation of the former method of teaching practice. Some of them are given below:

1. Grammar translation method.
2. Direct method.
3. Audio-visual method.
4. The silent way.
5. Suggestopedia.
6. Community language learning.
7. Total physical response.
8. Communicative approach.

1.4.1 Grammar translation method

Grammar translation method is not the new method for the language teachers. Its other name is classical method of language teaching. This was the method which was used to teach classical languages like Greek and Latin. Mostly it had been taught the students in reading the literature of foreign language. This was also the major aspect of grammar translation method that while having this method student were able to have the grammatical concepts of their own native language and also had the familiarity of the grammatical concepts of foreign language. This method increased

the intellectual and comprehension ability of the students. This method is implemented in the large class.

1.4.1.1 Advantage of Grammar Translation Method

This method has some advantage which a language teachers adopt in their teaching.

- The basic purpose about the use of grammar translation method is that it is helpful for the students to read about the literature and culture of the target language.
- It helps the students to translate the native language into target language or vice versa.
- It increases the ability of reading comprehension of students.
- The teachers provide the correct answer if one or two students give unsatisfactory response to the teacher.
- Students would get a chance to increase their vocabulary by providing the list of vocabulary in target language.
- Students can translate the new words from target language into native language.
- Students find out the similarities and differences about the target language and native language.
- Students are able to know about the forms or structure of the target language.
- Explicit grammatical rules are taught in this method.
Students know about the conscious grammatical rules of the target language.
- Form a habit of memorizing grammatical rules.

1.4.1.2 Techniques of Grammar Translation Method:

Every language method has its own techniques. Some of them are given below:

- Translation of literary passage.
- Reading comprehension question,
- Antonyms/synonyms.
- Cognates.
- Deductive application of rules.
- Fill in the blanks.
- Memorization.
- Use of words in sentences.
- Composition

1.4.2 Direct Method

Direct method was introduced to oppose to Grammar translation method. Grammar translation method basically focuses on the comprehension of the students' ability but direct method concentrates on the communicative abilities of students in the learning of foreign language. The most important rule for direct method is that no 'translation.' Direct method means to communicate with the students in the target language directly without having the interaction with the students in their native language. No rules for grammatical concepts had been given importance. No cramming was given importance. Basic purpose of this method is to communicate with the students in target language only. This method is suitable for the class of thirty students.

1.4.2.1 Advantage of Direct Method

There is some advantage of direct method which a teacher should keep in mind while teaching Students

- Reading aloud practice of the text.
- Students understand the meanings of the objects in the classroom present environment.
- Teachers and students used target language instead of native language.
- Teachers demonstrate the questions instead of explaining the question.
- Develop the students' ability to think in the target language.
- Vocabulary is acquired through natural way instead of providing the list of vocabulary.
- Develop the ability of having communication in the target language.
- Improve the pronunciation of the students.
- Students themselves correct their grammatical mistakes.
- Dialogue practice is encouraged in this method.
- Grammatical concepts taught by using inductive method.
- Creative writing is the most important part of this method.
- Situation based syllabus is designed not on the grammar based.
- Students learn and practice the target language naturally.

1.4.2.2 Techniques of Direct Method

There are some techniques for direct method which are discussed below.

- Reading aloud
- Question and answers exercise.

-
- Getting students to self-correct.
 - Conversation practice.
 - Fill in the blanks exercise.
 - Dictation.
 - Map drawing.
 - Paragraph writing.

1.5 Main Research Question

The main research questions of this study are the followings: -

- Which method is the most suitable for the students of secondary level in government school of D.G Khan City: GTM or DM?
- Do all the concepts can be taught through Direct Method?
- Are the students of the government schools satisfied with the teaching methodology of their language teachers?
- Which method for teaching of English is being used mostly?

1.6 Hypothesis

H₁: GTM is not appropriate for teaching English language.

D₂: M is more appropriate than GTM.

1.7. Objectives of the study

- (I). To evaluate the methodology and approach of teaching English language in government schools in D.G Khan.
- (ii). To find out true perspective of the teachers and students for the evaluation of teaching methodologies.
- (iii). To make suggestions for the teachers to overcome those areas in their teaching which are playing a hindrance for their students to take knowledge from them.

2. LITERATURE REVIEW

Many studies have been conducted on the area of using Grammar-Translation and other methods in teaching of English as a second language. These studies have contributed a lot to the expansion of the discipline of language teaching. Numerous studies try to prove that translation is one of the most effective pedagogies applicable to the L2 teachers.

Shejbalová used two approaches GTM and CLT to see the acquisition of students in learning of second language of pre-intermediate level. In his methodology the results of experimental groups are that CLT shows better performance in acquisition of language learning [2]. Jin fang and Qing-Xue analyzed which method is more useful for teaching English language learning. The analysis shows that each method has its own merits and practitioner should use it according to the contextual background and need of a learner [3]. Kazi and Iqbal conducted a research on the use of language learning strategies at higher secondary level in Pakistan. They use Multivariate Analysis of Variance (MANOVA)

to measure the effects of the different strategies on different academic backgrounds. The results show that mostly teachers follow the meta-cognitive strategies and students also have low understanding of English. They are less proficient in speaking English. Questionnaire technique has been used for data collection [4]. Chang (2011) conducted a research in which she finds that grammar translation method is the most useful method for teaching foreign language in Taiwan rather than CLT. It is the experimental research [5]. Mondal used a survey method for collection of data from the teachers and finds that Grammar Translation Method is the best one for the students of Bangladesh [6]. Dagieliene also used a survey method for collection of data from the university students to check whether translation method is useful or not. It has been suggested that translation method is the effective method for foreign language learning [7]. Walia has made comparison between the CLT and GTM. The survey method is applied and questionnaire has been filled by the teachers of Rajhasthan College. The results show that mix approach of both CLT and GTM is more useful then to use just one method [8]. Rahman analyzed about teaching method being used in Bangladesh. She does an internship in a school and adopts different methodologies related to GTM. She finds that GTM is the best method for the students of Bangladesh [9]. Awan & Yasmin said that memorizing is the first step used by teachers and mothers to get memorize words and sentences to the child while generating creativity through different ways is the second step [10]. Awan & Yahya content that text repeated revision is the best method to get memorize the lesson to the students while commentary on text or verse are the one way to generate creativity among the students [11]. Awan et al conducted textual analysis of editorial and concluded that reading of newspapers and specific articles also enhance creativity.

2.1 Distinction of this study

The distinction of this study is that it has evaluated best teaching methodology of teaching English as a second language at secondary level. It has examined whether GTM or DM is the best from the perspective of students and also from the point of view of teachers. We applied quantitative measures and presented data in a tabular form. This study is restricted to D.G Khan City, the remote area of Southern Punjab, Pakistan. Its distinction is that it is the first one in this area.

3. RESEARCH METHODOLOG

3.1 Random Sampling

We have used simple random sampling technique to collect the data from target population. It is deliberate method to select subjects for observations which enables the researcher to draw valid conclusion on the basis of observations and conclusion.

3.2. Sample size of Students' data

The size of the sample is 300 for collecting the data from the students. This sample size represents the whole population of the D.G Khan students at secondary school level.

3.3. Sample size of Teachers' data

The size of the sample is 30 for collecting the data from the teachers. This sample size represents the whole population of the teachers in D.G Khan who are teaching at secondary school level.

To get the clear picture for collecting data two questionnaires were structured for collection of data from teachers and students. Questionnaire technique appear to be the most efficient and effective way to record comprehensive response of respondents and to find out the language approaches being used at secondary school level in D.G Khan City.

3.4 Data Collection Method

The target population of the study is the students of secondary level from government schools of D.G Khan City. Both boys and girls are selected for the study. The method is chosen for the selection of the sample is simple random sampling. Firstly, list of the boys and girls secondary schools are taken from the Board of intermediate and secondary education of D.G Khan. Through simple random sampling technique three boys and three girls government secondary schools were selected. The number of students in government schools are greater than the private schools. In each school total five sections are there for 9th and 10th classes. So the questionnaires are equally distributed among the students. Total sample of the students were 300, so fifty questionnaires were distributed in each school. Out of fifty, five questionnaires were distributed in each section of the 9th and 10th students. The authors personally visited selected schools and distributed the

questionnaire among the students and got filled them. The Same method was used while collecting data from teachers. five questionnaires are distributed in each school in that way total thirty samples are taken from the teachers which are representing the total population of the teachers at secondary schools of D.G Khan City.

3.5 Types of Questionnaires

Two teaching approaches are taken Grammar Translation Method (GTM) and Direct Method (DM) for taking the response from the teachers and students. The questionnaire which are taken from the students of secondary level in D.G Khan city are specially designed for students' level and keeping the abilities of students of government schools. Choice of language are simple and less use of technical terms so that students may give proper answers of the questions which were asked from them. Total twelve questions are asked from the students. All questions were close ended. They have to give response from the choices which has been given in the options.

First questionnaire was specially designed for the students of secondary level. First five questions were designed to get the students' perception about their likeness of GTM next six questions are designed to get their perception about their likeness of DM Last question was meant to take the response of their satisfaction level for the present teaching style of their teachers.

The second questionnaire which are taken from the teachers of secondary school level of D.G Khan city are designed to take their response for teaching approach towards GTM and DM. Total fifteen questions are specially designed by keeping in mind the methods which are currently using in the remote areas for teaching English at secondary level. All questions are close ended and teachers have to response from the choices which are given in the questionnaire. First seven questions were designed to get their perception about their likeness of GTM and next seven questions are designed to get their response about their likeness of DM. The last fifteenth question were asked about the present method, which they are using in their class room.

4. DATA ANALYSIS

For analyzing the data, we use SPSS (statistical program for social science) for providing a comprehensive analysis of the collected data for the study. It is helpful to take out the results in a statistical way. In order to determine which approach is preferred by the students of secondary level in D.G Khan City. We use the percentage technique to check the statistical analysis of the results.

4.1 Descriptive analysis of survey taken from students.

The results are displayed in the table 1 which indicates that 96.9% students have favored translating text from English to Urdu while 3.1% students did not like this methodology. In the second question 85.5% students were liked to translate Urdu sentences into English while rest of the 14.5% students did not like it. In the third question 91.7% students understand the lesson which their teachers teach them in Urdu language while 8.3% students did not understand well when their teachers teach them in Urdu. In the fourth question 82.4% students were in favor of learning essays and stories from any helping book while 17.2% students did not like to learn stories and essays. In the fifth question 81% students liked to fill the blanks which has been given from the books while 19% students did not like to fill the blanks. In the sixth question 77.9% students liked to ask questions during the lesson from the teachers while 22.1% did not like to ask the questions. In the seventh question 48.6% students preferred to take lesson in English language while 51.4% students were reluctant to take lesson in this language. In eighth question 22.1% students would like to speak English with their teachers and friends' while 77.9% students were hesitated to speak English language with their teachers and friends. This means the students lack spoken power of English language. In the ninth question 51% students were better understand the lesson when their teachers teach them in English language instead of Urdu while 49% students don't understand the lesson. The result of ninth question shows that students has the capacity or ability to take lessons in English language. In the tenth question 58.3% students would liked to perform on oral communication skills like dialogues while 41.7% students don't like to perform dialogues. The authors observed during data collection that students were hesitant to speak English due lack of exposure. In the eleventh question 79% students would like to do creative writing tasks instead of memorizing the stories and essays while 21% were not in favour of doing creative writing practice. In short, our results The results show that mostly students were in the favor of GTM but results of some questions like question number six, nine, ten and eleven also show their inclination towards English language. These results are given in Table 1.

Table.1 Results of students' survey

Sr.	Questions	Results	%ages	Mean	St. Deviation
1	I translate the text of lesson from English to Urdu.	Yes No	96.9% 3.1%	9690	.17371

2	I learn English grammar tense rules in Urdu and then convert the sentences in to English.	Yes No	85.5% 14.5%	8552	.35254
3	I understand the lesson when my teacher teach me in Urdu.	Yes No	91.7% 8.3%	9172	.27599
4	I learn the essays or stories which my teacher told me to learn from helping book.	Yes No	82.4% 17.2%	8621	.70706
5	I like to fill in the blanks which are taken from the text.	Yes No	81% 19%	8103	.39271
6	I ask question during period.	Yes No	77.9% 22.1%	7793	.41543
7	I take lesson in English language instead of Urdu.	Yes No	48.6% 51.4%	4862	.50067
8	I speak in English language with my teacher and my friends.	Yes No	22.1% 77.9%	2207	.41543
9	I can better understand the lesson when my teacher teaches me in English language instead of Urdu.	Yes No	51% 49%	5103	.50076
10	I like to act on dialogues during communication skills.	Yes No	58.3% 41.7%	5828	.49396
11	I prefer to creative writing tasks in writing skills instead of memorizing essays or stories.	Yes No	79% 21%	7897	.40826

4.2. Analysis of Students' satisfaction about teaching methodology:

In the twelfth question 95.9% students were satisfied with the present teaching methodology of their teachers while 4.1% showed their dissatisfaction about it. Results are shown in Table 2.

Table 2. Students' opinion regarding teachers' methodology.

Sr.	Question	Results	%age	Mean	St. Deviation
12	Are you satisfied with the present teaching style of your teacher of English subject?	Yes	95.9%	.9586	.19951
		No	4.1%		

4.3 Analysis of Teachers' survey

The second questionnaire which were designed to ask questions from teachers to evaluate the approaches of the teaching of English language at secondary level in D.G Khan City. The author designed fifteen questions for teachers. The statistical analysis of response is shown in Table 3.

4.4 Descriptive analysis of teachers' survey

In the first question 90% teachers had the knowledge of different teaching methods of English while 10% teachers didn't know about teaching method. In the second question 96.7% teachers were agreed that GTM was suitable teaching method in the perspective of remote areas like D.G Khan while 3.3% didn't think so. In the third question 73.3% teachers agreed that abstract ideas were easily taught in GTM while 26.7% thought that abstract ideas did not teach easily by using DM. In the fourth question 63.3% teachers were agreed that GTM is useful to improve the pronunciation of the students in English language while 36.7% didn't think so. In the fifth question 26.7% teachers were agreed that GTM develops the habit of cramming things while 73.3% think that GTM did not develop such habit of learning. In the sixth question 86.7% teachers were agreed that GTM was suitable to teach in large classes while 13.3% did not agreed. In the seventh question 73.3% were agreed that our social environment was supportive for GTM while 26.7% were disagreed. In the eighth question, 70% teachers were agreed that DM was helpful for creative writing in English while 30% were not agreed. In the ninth question, 90% of the teachers were agreed that DM develops the speaking power in target language while 10% did not think so. In the tenth question, 80% were agreed that DM improves the pronunciation of students in English while 20% didn't think so. In the eleventh question, 53.3% teachers were agreed that students remain active in the DM while 46.1% did not agree. In the twelfth question, 33.3% teachers think that all the concepts were easily taught in DM while 66.7% teachers think that all the concepts could not be taught through GTM. In the thirteenth question, 90% teachers were agreed that DM develops

spoken fluency while 10% did not think so. In the fourteenth question 53.3% teachers were agreed that DM develops the students' comprehension skills while 46.7% teachers reject this statement.

4.5 Discussion of the Results

In the above discussion the survey which had been taken from the teachers showed that most of the teachers were agreed that GTM was most suitable method for the students but they also agreed that DM had the capacity to lead their students towards the today's demand of language. Mix results had been found from the teachers' survey. The results are shown in Table 3.

Table.3 Results of Teachers survey

Sr. #	Questions	Results	%age	Mean	St. Deviation
1	I have the knowledge of various teaching methods of English.	Yes No	90% 10%	.9000	.30513
2	GTM is suitable in the perspective of DGK at secondary school level.	Yes No	96.7% 3.3%	.9667	.18257
3	Abstract ideas can easily be taught by using GTM.	Yes No	73.3% 26.7%	.7333	.44978
4	GTM able to improve English pronunciation of students.	Yes No	63.3% 36.7%	.6333	.49013
5	GTM develops the habit of cramming without understanding.	Yes No	26.7% 73.3%	.2667	.44978
6	GTM is easy to use in large classes.	Yes No	86.7% 13.3%	.8667	.34575
7	Our social environment is supportive for GTM.	Yes No	73.3% 26.7%	.7333	.44978
8	DM is helpful for creative writing in English.	Yes No	70% 30%	.7000	.46609
9	DM develops fluency in speaking the target language.	Yes No	90% 10%	.9000	.30513
10	DM of teaching English improves the pronunciation of students.	Yes No	80% 20%	.8000	.40684

11	Students remain active in DM of teaching English.	Yes No	53.3% 46.1%	.5333	.50742
12	All the concepts can easily be explained to the students by using DM.	Yes No	33.3% 66.7%	.3333	.47946
13	DM develops spoken fluency.	Yes No	90% 10%	.9000	.30513
14	DM of teaching English improves comprehension of students.	Yes No	53.3% 46.7%	.5333	.50742

4.6 Opinion of teachers regarding their Teaching Methodology

In the last fifteenth question another table had been made to ask the present methodology which they are using in the classroom. In that survey 80% of the teachers were using GTM in their classroom while 20% teachers were not using GTM however they were using DM in their classrooms. This showed that most of the teachers were using GTM and preferred to have GTM in their classes rather D.M. according to the teachers' opinion GTM was suitable for the students of rural area like D.G Khan due to their language differences. Results was shown in table 4.

Table 4 Result of teachers' opinion regarding their present teaching methodology.

Sr. No.	Question	Results	%age	Mean	St. Deviation
15	presently which method you are using in the class room	GTM DM	80% 20%	1.2000	.40684

4.7 Hypothesis Testing

Hypothesis testing had been used for the validation of the results. One tailed test had been applied to check the validity of sample over the population of D.G Khan City. In proportion $H_0: P \leq 0.70$ and $H_1: P \geq 0.70$. We found that how many responses were significant and which method students were liked to have in their teaching second language at their secondary level. The same one tailed test was also applied to the teachers' data.

4.7.1 Students one tailed test

First five questions had been asked from the students to record their opinion about GTM and from Q.7 to Q.11 had been asked to take their response about DM. Q.6 had been related to a response

for both methods. In second table responses had been taken from teachers. The same first seven questions were asked to take their response about GTM and DM. The results of hypothesis testing are given in Table 5.

Table 5 Students' one tail test results

Sr.No.	Questions	One-tailed test	One tailed data
1	I translate the text of lesson from English to Urdu.	Sig.	16.564
2	I learn English grammar tense rules in Urdu and then convert the sentences in to English.	Sig.	2.665
3	I understand the lesson when my teacher teach me in Urdu.	Sig.	7.234
4	I learn the essays or stories which my teacher told me to learn from helping book.	Sig.	1.495
5	I like to fill in the blanks which are taken from the text.	Sig.	.4449
6	I ask question during period.	Sig.	-.848
7	I take lesson in English language instead of Urdu.	Insig.	-10.673
8	I speak in English language with my teacher and my friends.	Insig.	-23.747
9	I can better understand the lesson when my teacher teach me in English language instead of Urdu.	Insig.	-9.850
10	I like to act on dialogues during communication skills.	Insig.	-7.490
11	I prefer to creative writing tasks in writing skills instead of memorizing essays or stories.	Insig.	-.432

The results of the hypothesis testing clearly proves that GTM is more significant than DM because the students have showed their interest more in GTM than DM.

4.6.2 Teachers' One Tailed Tests:

The results of teachers' survey of one-tailed hypothesis test was given in Table 6

Table.6 Results of Teachers' one-tailed test.

Sr. No.	Questions	One tailed sample test	One tailed data
1	I have the knowledge of various teaching methods of English.	Sig.	1.795
2	GTM is suitable in the perspective of DGK at secondary school level.	Sig.	5.000
3	Abstract ideas can easily be taught by using GTM.	Insig.	-.812
4	GTM able to improve English pronunciation of students.	Insig.	-1.862
5	GTM develops the habit of cramming without understanding.	Insig.	-6.495
6	GTM is easy to use in large classes.	Sig.	1.056
7	Our social environment is supportive for GTM.	Insig.	-.812
8	DM is helpful for creative writing in English.	Insig.	-1.175
9	DM develops fluency in speaking the target language.	Sig.	1.795
10	DM of teaching English improves the pronunciation of students.	Insig.	.000
11	Students remain active in DM of teaching English.	Insig.	-2.878
12	All the concepts can easily be explained to the students by using DM.	Insig.	-5.331
13	DM develops spoken fluency.	Sig.	1.795
14	DM of teaching English improves comprehension of students.	Insig.	-2.878

5. CONCLUSIONS

Most of the students show their interest and preferences to get learning from Grammar Translation Method. The results of our findings show that mostly students are interested to take lessons in Urdu language instead of English. They would like to learn essays and stories instead of doing creative writing. They do not ask questions rather to prefer lecture method. They would like to communicate with their friends in Urdu instead in English. All these results show that they want to study English at their secondary level to have a Grammar Translation Method. Mostly students belong to rural areas and their mother tongue is Saraiki or Punjabi or Urdu and when they get admission in school they have to learn Urdu as well as acquire English. The other finding of the study is related to evaluate the teaching methodologies from the perspective of teachers who are teaching at secondary school level in government schools of D.G Khan. According to the findings most of the teachers teach their students by using Grammar Translation Method instead Direct Method. They are in the favour of GTM because it is most suitable and effective method for teaching English language.

REFERENCES

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

Languages and Linguistics, Vol.6, 2015.

- [9]. Rahman, Abdul. “Grammar translation: an effective and feasible method in Bangladeshi context”, 2012.,
- [10].Awan,Abdul Ghafoor, Khalida,Yasmin” New Trends in Modern Poetry” Journal of Literature, Languages and Linguistics, Vol.13:63- 72,2015.
- [11]. Awan,Abdul Ghafoor, Muhammad Yahya. “Critical Discourse Analysis of Ahmad Ali’s Novel “Twilight in Dehli”, Science International, Vol.28(2)”2047-2052,2016.
- [12].Awan,Abdul Ghafoor,Mohammad Tariq Ayub,Ghulam Abbas. ‘Textual Analysis of Print Media Text Discourse”, New Media and Mass Communication, Vol.50:15-20,2016.