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EFFECTS OF TEACHING METHODOLOGIES ON ENGLISH LANGUAGE SKILLS AT SECONDARY LEVEL IN MULTAN

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ABSTRACT

English is taken as the international medium of communication. It is learned at all stages in Pakistan. In southern Punjab, District Multan is the most developed city. National as well as international curricula are taught in institutes to enhance linguistics competence. It can be observed that many English medium institutions are being established to promote linguistic competence. This statistic study shows that in Multan, the teachers of English do a great deal in developing linguistic competence enhancement of students of District Multan. The study reveals that the contents and the methodologies which are used while enhancing linguistic competence need to be reviewed. Teachers still use old methodologies which are only helpful in enhancing writing and reading skills. It requires the new trends in evaluation system and inclusion of speaking and listening contents in English language curriculum which will further require CLT and Direct Method to enhance language skills.

INTRODUCTION

English (Old English) is known as the language of Anglo-Saxons who were Germans and brought it to Britain after their occupation in 5th century. When it became the official language of Britain, it was considered their own language from 5th century (David Daiches, 1960). English is used in all the seven continents; is an official language in more than 100 countries today; and also, is an official language of 85% international organizations (David Crystal, 2000).

English came into the Indian subcontinent after the arrival of the English people as traders in the shape of East-India Company in 1600. In 1858, after gaining power, this company ruled all over the subcontinent. During the period of British Raj from 1765 to 1947, English became the medium of administration and education throughout the subcontinent. A recognized turning point were minutes written by Thomas Macaulay in 1835 which proposed English educational system in India. After the establishment of universities of Bombay, Calcutta and madras in 1857, English became the primary medium of instruction (Crystal, 2000).

In Pakistan, it is considered as an official language. It has no official status in other countries of South Asia but throughout the reign, and elsewhere in the world, it is used as the medium of international communication. In Pakistan, it is used as a second language (Bihari Kachru, 1986). Although it has been placed as second language in Pakistan but its significance is still more than any other language here.

Southern Punjab is considered as an important part of the Punjab province of Pakistan and Multan is known as its heart. In Multan, education ratio is also much high and English language is given special status. English is taught in almost every institute of Multan to enhance the linguistic competence in order to meet the standards of English language at world level.

English has got much significance in the world. It carries a huge store of knowledge, ideas and theories. It is known as the language of engineering, medicine, commerce, trade and international communication. Because of the language of developed countries, many scientific books have been written in this language. Scientific terms, models and practice instruments are given names mostly in English language.

For the sake of producing language skills in learners, different methodologies have been originated. Communicative Language Teaching (CLT), Grammar Translation Method (GTM), Direct Method (DM) and Audio-Visual (AV) method are very famous in this regard. CLT assists in producing linguistic competence in order to make the learner speak well. GTM special concern is with developing cognition of abstract ideas. DM provides assistance in developing native concepts about language. AV method is mostly beneficial in developing listening and speaking skills. It is part of CLT approach for the use of language. In the current study, GTM and CLT for linguistics competence at secondary level are analyzed.

Grammar Translation Method

GTM was designed to the faculty psychology approach which was very popular during the 18th and 19th centuries. It contented that “mental discipline was essential for strengthen the powers of mind”. The way to do this was through learning classical literature of the Greeks and Romans. Different techniques are used in this phenomenon (Mohammed Rhalmi, 2009)

METHODS

- Use of mother tongue
- Vocabulary items are taught in the form of words lists
- Elaborate explanations of Grammar
- Focus on the morphology and syntax
- Reading of difficult texts early in the course
- Practice focuses on exercises translating sentences

Advantages

- Translation is the easiest and shortest way of explaining meaning of words and phrases
- Learners have no difficulties in understanding the lesson as it is carried out in the mother tongue
- It is a labor-saving method as the teacher carries out everything in mother tongue

Criticism

This method is teaching about the language, not teaching the language

Students lack an active role in classroom

Speaking or any kind of spontaneous creative output is missing

Very little attention is paid to communication

Very little attention is paid to content

Translation is sometimes misleading

GTM is still in use because of some advantages as translation is the easiest and shortest way of explaining meanings of the words and phrases. In mother tongue, a learner learns with more efficiency. It is labor saving method. (Rhalmis, 2009)

Direct Method

Direct Method should be connected directly with target language without translation into native language. The aim is to provide language learners with a practically useful way to know the communication. To understand the communication, it is good to mention something. Rather than translating the teaching material, the teacher is accepted to directly use the target language in class because a language can best be taught by DM actively in the classroom. The teacher should not explain but associate the meaning through action and demonstration. This time, learners who are learning about the particular subject are induced with grammar rules through illustration and demonstration. This method circles around the teacher-student and student-student activities. Correct pronunciation is given careful attention in this method and new vocabulary is taught by using known words.

Advantages of Direct Method

1. Power of the gestures and expression
2. Interest in English language and relationship in meaning and words
3. Involve all the people engaged in an activity

4. Direct Method can depend on low to high class of employees

Disadvantages Of Direct Method

1. It ignores the systematic written work that is done with a fixed plan in a thorough and efficient way.
2. It is much expensive as it is based upon the costly aids
3. This method is helpful in early stage. It does not do good work in the higher classes

Guideline for Teaching Oral Language

1. Do not speak fast
2. Do not speak slowly
3. Do not speak loudly
4. Never be irritated
5. Do not use the books
6. Never speak the only single word

Communicative Language Teaching

Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method. CLT is an approach to the teaching of a foreign language that emphasizes on the interaction and use of language in communication. It is a broad term rather than GTM. Its main focus is on use of language from classroom practice to society (Anwar Rahim, 2010).

Features of Communicative Language Teaching

Richardson described following features of CLT with reference to Finocchiaro and Brumfit, (1983):

- Communicative language teaching is paramount
- Dialogue, if used, center around the communicative functions and is normally contextualized
- Language learning is learning to communicate
- Effective communication is sought
- Drilling may occur but peripherally
- Comprehensive pronunciation is sought
- Any device which helps the learning is accepted, varying according to the learners' age, interests etc.
- Attempt to communicate may be encouraged from the very beginning
- Judicious use of native language is acceptable, where feasible
- Translation may be used where students need or benefit from it
- Reading and writing can be started from the first day, if desired
- The target linguistic system will be learned best through the process of struggling to communicate

- Communicative competence is the desired goal
- Linguistic variation is the central concept in material and methodology
- Sequencing is determined by any consideration of content, function or meaning which maintains interest
- Teachers help learners in any way that motivates them to work with the language
- Language is created by the individual often through trial and error
- Fluency and acceptable language are the primary goals: accuracy is judged not in the abstract but in context
- Students are expected to interact with the other people, either in the flesh, through peer and group work, or in their writings
- The teacher cannot know exactly what language the students will use
- Intrinsic motivation will spring from an interest in what is being communicated by the language

Classroom Activities

Rahim (2010) suggests the following activities to be performed in classroom in communicative language teaching.

- Role play
- Interviews
- Information gap
- Language exchanges
- Surveys
- Pair work

Statement of the Problem

The study was conducted to compare the methods of teaching English at secondary level. This study also has teacher's perceptions about teaching methodology and contents. What are the views of teachers about methodology, implementation and outcomes working within the curriculums?

Objectives of the Study

This work is taken to compare different methodologies regarding:

- I. To compare CLT and GTM for linguistics competence at secondary level in Multan.
- II. To know about the views of teachers regarding teaching methodology who are teaching English in different curriculums.

Significance of the Study

The study focused on the teaching methods used by secondary school teachers of English. The aim was to collect data on the methods used and their relation, if any, on the acquisition of English language skills. The effectiveness of each method was analyzed and the most effective method in acquisition in the

English language skill was highlighted. The findings of the study are meant to give feedback to curriculum developers on the appropriateness of the present teaching methods; their effectiveness for the four skills in English namely; listening, speaking, reading and writing. The study would also give feedback to the Ministry of Education for the enforcement of teaching methodologies in public secondary schools. This study would go a long way in the diagnosis of the problem of acquisition of the English language skills among students and the youth. It recommended appropriate mitigation for improved acquisition of English language skills.

LITERATURE REVIEW

Zeshan (2016) conducted a study “Pakistani Government Secondary Student’s Attitude towards Communicative Language Teaching and Grammar Translation in Quetta, Baluchistan”. The aim of the study was to measure the attitude of Pakistani students towards communicative language teaching and grammar translation. A survey study was conducted and 102 students were interviewed. The result of the study showed that mostly students showed favorable attitude towards communicative language teaching. The study suggested that the policy makers would give preference to communicative language teaching method in English language teaching.

Mazher, Ahmad and Aslam, (2015) conducted the study “Grammar Translation Method in ELT: Hindering Development of Communicative Skill at Secondary Level”. The purpose of the study was to evaluate the English language skills of those students who were taught by GTM. The data was collected through a questionnaire. The results of the study show that emphasis is given on memorization of words, phrases and sentences and very least focus is given to pronunciation and language skills.

Mahmood and Ghani (2012) made research on “Communicative Skills of Student Teachers in Pakistan”. The purpose of the study was to highlight the significance of the communicative language teaching in teacher training programs. The study in nature was quantitative and questionnaire of 65 questions was put before 350 student teachers. The study showed that the student teachers after the training course did not apply communicative skills and even did not speak English among each other. They are not given chance to use communicative language teaching method because of the contents and environment.

Ismail (2015) conducted a study “Comparative Study of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) in Language Teaching Methodology. The aim of the study was the comparative study of GTM and CLT. The study described “the method of teaching is selected for good delivering of the contents. No one is only suitable method for language teaching but a teacher has to use the method according to his choice. As the GTM is out dated but is widely used but CLT with highly recommendations is not widely used in delivering the contents”.

Ahmad (2013) describes the study “Difficulties and Challenges in Teaching English as the Second Language and Foreign Language”. The study tells that

English language is given much importance all over the world. People have become closer due to the Global Language. English language is given much significance in higher education but the teachers of English language have to face many difficulties and challenges in English language teaching in various institutes. They have to face problems in teaching pronunciation, homophonic words, spelling, vocabulary teaching and in grammar teaching. The study suggested that there would be real base cultural classrooms during English Language teaching process.

Wang made research on “A study of Teacher and Student Perception Concerning Grammar-Translation Method and Communicative Language Teaching”. The purpose of the study was to investigate the perception. The data was collected by two questionnaires from teachers and students about the perception. After analyzing the data, it was concluded that students and teachers had different perceptions regarding teaching methodologies. The results described that student had different perception because of their linguistic learning and proficiency development attitude towards CLT. On the other hand, teachers had to pay great attention towards GTM because of requirement of course contents. The students feel more comfortable in language learning through CLT because of enhancement of language proficiency. The study also described that the contents of learning would be revised and there would be CLT based language learning basis.

Rahman made a study “A Case for Authentic Materials in Language Teaching” in Peshawar Pakistan. It is described that communicative language approach has changed the attitude of teachers towards language teaching methodologies. It is stated that English syllabus till Bachelor level is only learnt only for the purpose of passing the grade. There would be authentic material in the syllabus so that the communicative skills of the students must be enhanced.

Nawab Ali (2012) made the study “Is the way to teach language? English Language Teaching in Rural Pakistan”. The topic itself described the investigation of the problem. The researcher observed the classroom teaching process and teaching methodology. It was concluded that grammar translation method is more dominant than any other method. GTM is given more concern because of the most suitable method of delivering the contents of secondary level. The study suggested that the teachers of English Language should teach English language unlike other subjects.

RESEARCH METHODOLOGY

The current study is quantitative in its nature and the data is collected through questionnaire from twenty teachers of public and private schools’ teachers of District Multan who are teaching at Secondary level. The obtained data is processed through SPSS software to know the significance of the hypothesis and relations of the teaching methodologies. Five rating scale is proposed in the study: strongly agree, agree, undefined, disagree and strongly disagree. The results have been discussed by the mean value and co-relation of the hypothesis. However, the main three research questions are as follow:

Research Questions

1. Which Method is appropriate for teaching English language at Secondary level in Multan?
2. Do the teachers use language teaching methodologies according to the contents?
3. Is the curriculum of English Language helpful in developing English language skills at Secondary level?

Analysis and Interpretation of Data**Table No. 1**

Question	Opinion		SA	A	U	D	SDA	Mean	S.D(S)	S.D (P)	S. E
Question No.1	English Language learning is given more importance than any other language.	Frequency	9	6	2	2	1	4.000	3.391	3.033	0.358
		Percentage	45	30	10	10	5				
Question No.2	Students focus on use of language than rules of memorization.	Frequency	4	11	1	3	1	3.700	4.123	3.688	0.435
		Percentage	20	55	5	15	5				
Question No.3	Students deserve use of language than only writing skill of language.	Frequency	5	10	2	2	1	3.800	3.674	3.286	0.388
		Percentage	25	50	10	10	5				
Question No.4	Grammar Translation Method is more used than Communicative Language Teaching.	Frequency	7	6	2	4	1	3.700	2.550	2.280	0.269
		Percentage	35	30	10	20	5				
Question No.5	Grammar Translation Method helps in understanding abstract ideas.	Frequency	2	13	1	2	2	3.550	5.050	4.517	0.533
		Percentage	10	65	5	10	10				
Question No.6	Grammar Translation Method helps in only reading and writing.	Frequency	6	3	2	4	5	3.050	1.581	1.414	0.167
		Percentage	30	15	10	20	25				
Question No.7	Students get more understanding by Grammar Translation Method than Direct Method.	Frequency	5	2	4	3	6	2.850	1.581	1.414	0.167
		Percentage	25	10	20	15	30				
Question No.8	Direct Method is more applicable in English medium course.	Frequency	11	4	2	2	1	4.100	4.062	3.633	0.429
		Percentage	55	20	10	10	5				
Question No.9	Communicative Language Teaching develops language proficiency.	Frequency	10	6	2	1	1	4.150	3.937	3.521	0.416
		Percentage	50	30	10	5	5				
Question No.10	Communicative Language Teaching develops more language proficiency than GTM.	Frequency	8	7	2	2	1	3.950	3.240	2.898	0.342
		Percentage	40	35	10	10	5				
Question	Teacher training is very	Frequency	6	9	2	2	1	3.850	3.391	3.033	0.358

No.11	much necessary for Communicative Language Teaching.	Percentage	30	45	10	10	5				
Question No.12	Teachers are well trained in language teaching with all methodologies.	Frequency	7	4	2	2	5	3.300	2.121	1.897	0.224
		Percentage	35	20	10	10	25				
Question No.13	Teachers use methodologies according to the contents.	Frequency	8	2	3	6	1	3.500	2.915	2.608	0.308
		Percentage	40	10	15	30	5				
Question No.14	Teachers teach the language skills with fully preparation.	Frequency	8	2	2	6	2	3.400	2.828	2.530	0.299
		Percentage	40	10	10	30	10				
Question No.15	Course contents help to develop speaking and listening skills.	Frequency	10	1	1	2	6	3.350	3.937	3.521	0.416
		Percentage	50	5	5	10	30				
Question No.16	Course contents must consist of speaking and listening material.	Frequency	4	12	1	2	1	3.800	4.637	4.147	0.490
		Percentage	20	60	5	10	5				
Question No.17	Classroom facilities are helpful in English Language Teaching.	Frequency	7	4	1	6	2	3.400	2.550	2.280	0.269
		Percentage	35	20	5	30	10				
Question No.18	The grades would be awarded to students on the basis of language skills.	Frequency	10	6	2	1	1	4.150	3.937	3.521	0.416
		Percentage	50	30	10	5	5				
Question No.19	There would be additional exercises for listening and speaking skills.	Frequency	12	4	1	2	1	4.200	4.637	4.147	0.490
		Percentage	60	20	5	10	5				
Question No.20	There would be more English language practice opportunities for English Language Teaching.	Frequency	11	4	2	1	2	4.050	4.062	3.633	0.429
		Percentage	55	20	10	5	10				

Data Analysis

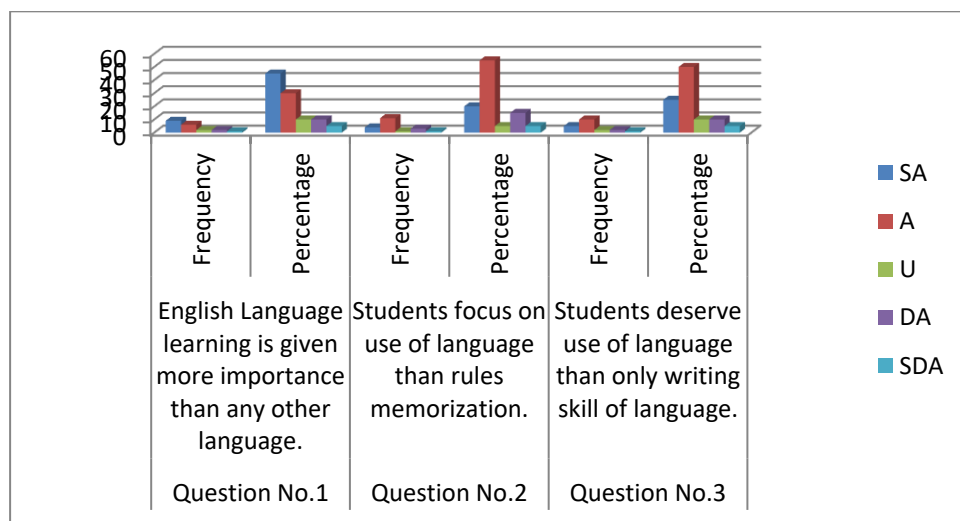


Figure No. 1

Table No.1 and the figure No.1 show that in Pakistan, English language learning is given more importance than any other language. 45% people have strong belief that there would be more learning phenomenon of English language in Pakistan. 30% people also favor the idea. On the other hand, 10% people do not think that English language is given more importance than any other language and 5% people also think the same. Only 10% teachers remain neutral. The mean value shows that English language is significant before the teachers. Question No. 2 is about the thinking of students regarding the use of language. As the teacher observes the class keenly, so 20% teachers strongly believe that students focus on language use and 55% teachers also have mentioned the same idea. In contrast, 15% teachers have to face such students who focus on memorization than language use and 5% teachers also have to deal such students. Only 5% teachers remain undefined against the question. The mean value suggests that most of the students focus on use of language than memorization. Question No. 3 is asked to the teachers of English language. 50% teachers think that there would be enhancement of other skills than only writing and 25% teachers strongly have such recommendations. 10 % teachers have to face weak writing students so they are in contrast with the idea and same idea is possessed by 5% other teachers. Only 10% teachers do not have any specific idea.

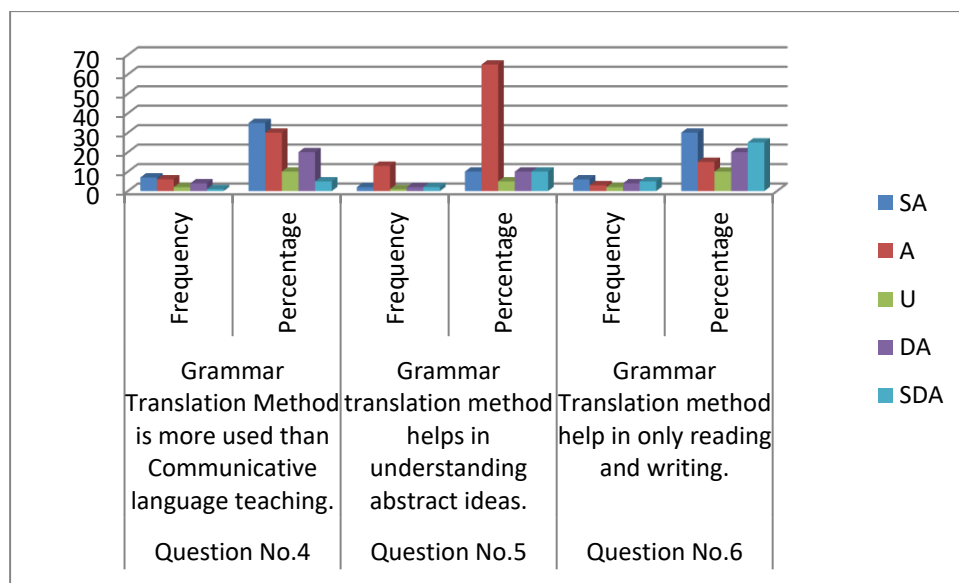


Figure No. 2

Table No. 1 and Figure No.2 show the results of Question No.4 that GTM is mostly used during teaching than CLT. 65% teachers have to face such phenomenon. 25% teachers do not have such idea of specification and only 10% people remain undefined. The results of Question No. 5 show that GTM is very useful in understanding the abstract ideas of language. 75% teachers think the same and in contrast, 20% teachers do not think as such and 5% teachers remain undefined. The mean value shows that GTM use is more significant. The results of Question No.6 as shown in the Table and Figure No. 2 describe that 45% teachers think that GTM is only helpful in reading and

writing skills enhancement but 45% teachers do not think that only GTM is helpful in reading and writing and 10% teachers remain neutral in this regard.

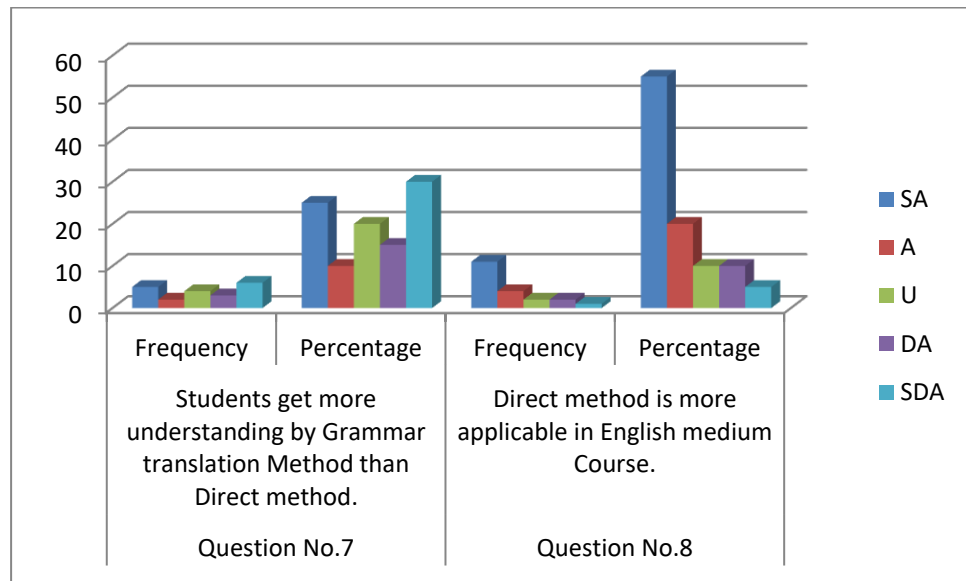


Figure No. 3

The results of Question No. 7 as shown in Table No. 1 and Figure No. 3 describe that in Pakistan, 35% teachers think that students get more understanding by GTM because of contents but 45% teachers are also in contrast with the idea. 20% people remain undefined. The results of Question no. 8 show that 75% teachers think that DM of teaching is more applicable in English only in English Medium Schools but 15% teachers do not think so and 10% teachers remain neutral.

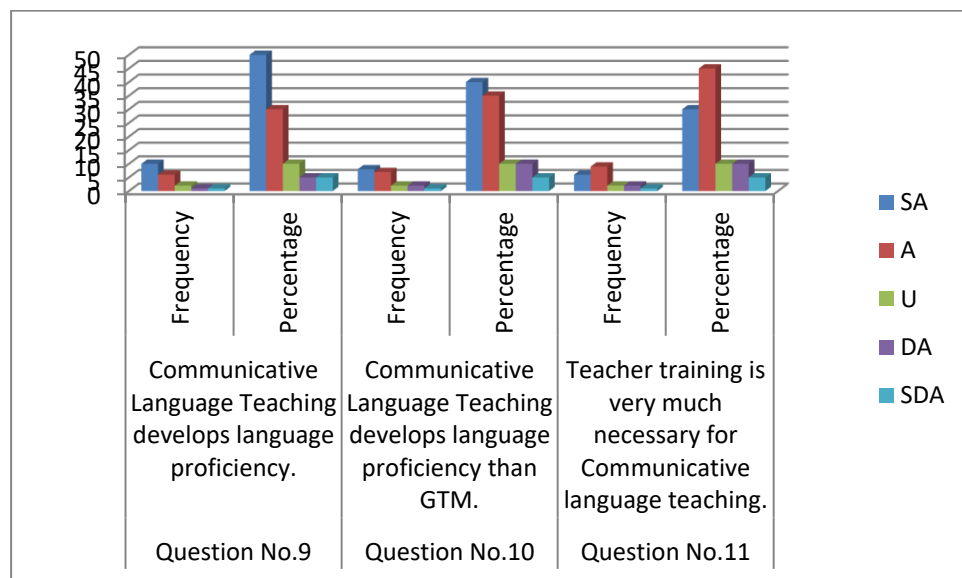


Figure No. 4

The results of Question No. 9 as shown in the Table No. 1 and Figure No. 4 show that 80% teachers say that CLT creates language proficiency in students. In contrast, 10% people do not think so and 10% people have no specific idea. The results of Question No. 10 show that CLT can produce more language proficiency than GTM and this is proposed by 75% teachers of Multan. In opposition to this, 15% teachers do not think so and 10% teachers remain neutral. The results of Question No. 11 shows that 75% teachers think that CLT needs teacher training courses and in the different opinion there are 15% teachers. Only 10% teachers remain neutral.

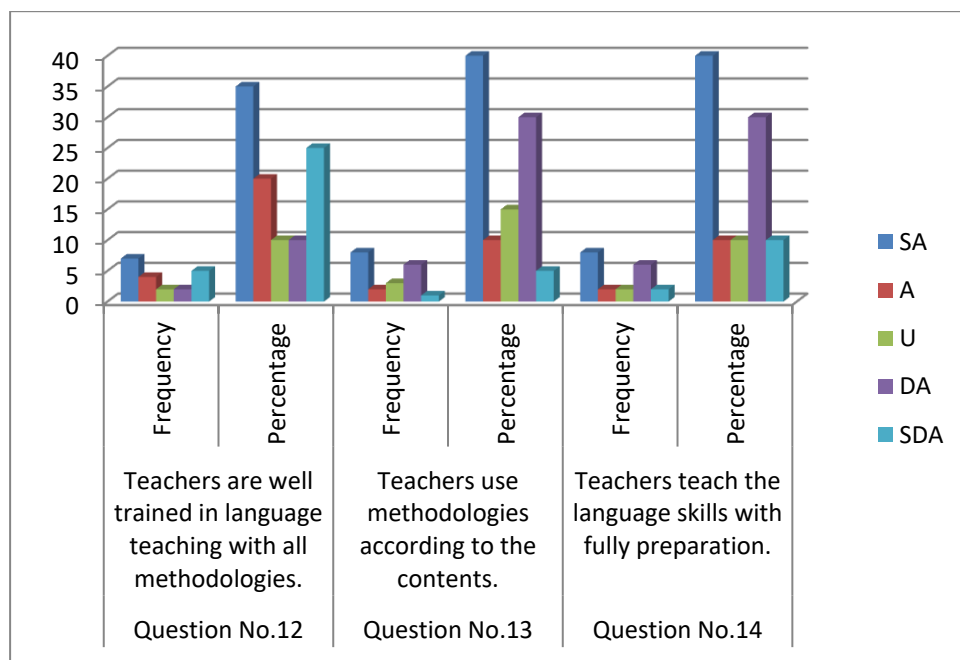


Figure No. 5

The table No. 1 and Figure No. 5 show that 55% teachers think that the teachers of English language are well trained in language teaching and they need just refreshing courses. On the other side, 35% teachers do not have idea that English Language Teachers are well trained in delivering English language contents with full command and only 10% teachers remained neutral. The results of Question No. 13 show that 50% teachers of English language think that they are able to use language methodologies according to the contents given in syllabus. On the other hand, 35% teachers do not think that teachers use language teaching methodologies according to the contents and 15% teachers have no specific idea about teaching methodologies. The results of Question No. 14 show that 50% teachers of English language deliver the contents with full preparation. Against the view, the respond is taken by 40% teachers and 10% teachers remain neutral.

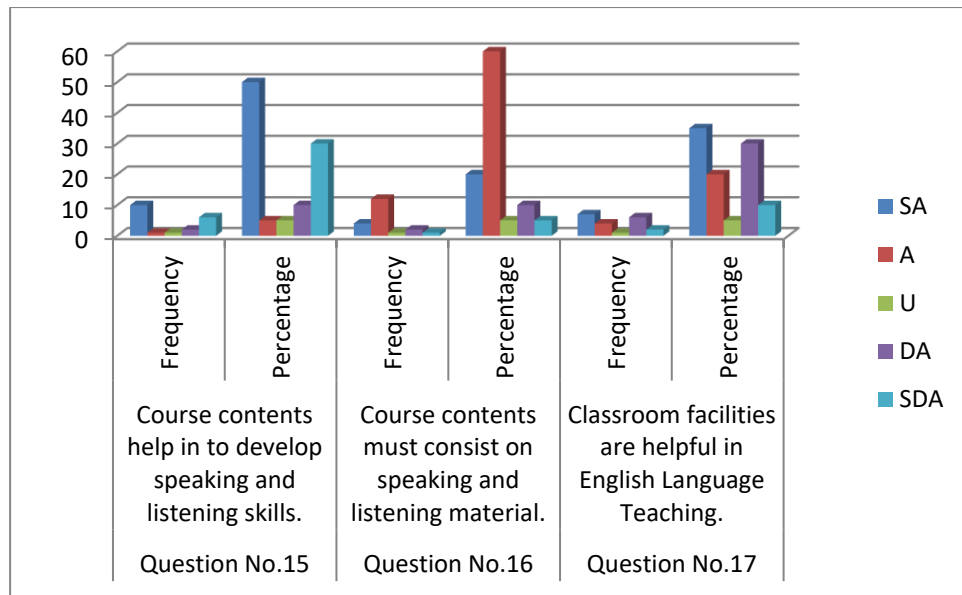


Figure No. 6

The results of Question No. 15 as shown in Table No.1 and Figure No. 6 show that 55% teachers think that course contents help in developing speaking and listening skills of students. In opposition 40% teachers have no such view and they are not satisfied that course contents help in developing listening and speaking skills and neutral behavior has been observed by 10% teachers. The analyzed data of Question No. 16 shown in the table and the figure illustrate that 75% teachers have the view that there would be enhancement of speaking and listening skills material in the course content but 15% teachers are not in favor of the idea and 10% teachers are with no specific opinion. The results of Question No. 17 illustrate that 55% teachers say that classroom facilities are enough and supporting for teaching process. On opposite side, 40% teachers do not agree to the statement and say that classroom facilities are not helpful enough for learning process and neutral response is carried by 5% people.

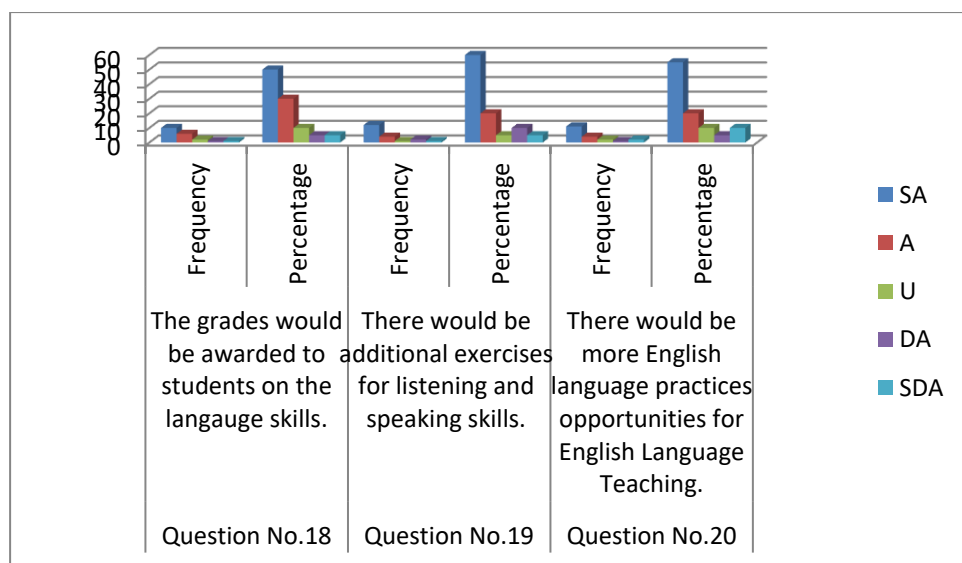


Figure No. 7

The results shown in the Table No.1 and Figure No.7 show that 80% teachers wish to have a system of language assessment in the institutes so that all language skills would be assessed and there would be grade giving process. But 10% teachers do not have such wishing and 10% are neutral. The results of Question No. 19 describe that 80% teachers have wish that there would be additional exercises of English language skills in the course contents than the already existing but 15% teachers have no wish as such and 5% teachers are neutral. Question No. 20 is asked about the teaching practices. 75% teachers says that there would be more English language practicing teaching for teachers,15% teachers do not have such wish and 10% teachers of the study show undefined behavior.

CONCLUSION

On the whole, DM is more effective as a teaching-learning technique for English in comparison to the traditional teaching methods. Students in DM outscored the students working in the traditional learning situation. Also, low grade achievers in DM showed significant superiority over low achievers of learning English by the traditional methods. Thus, DM was found to be a more effective method for teaching English to the low achievers as compared to the traditional methods of teaching. Moreover, high achievers, whether they were taught English by DM or traditional methods, retained learned material at the same rate. In the same way, low achievers taught English by DM retained more material as compared to low achievers taught by the traditional methods of teaching. Therefore, DM seemed to be a more effective teaching-learning technique for low achievers taught by traditional methods. Next, English textbooks mostly written to be taught through DM were taught through the traditional methods. This did not show good results because teachers were not conversant with the DM.

RECOMMENDATIONS FOR FURTHER STUDIES

Based on the research findings, the following recommendations are given, which can be done in future:

1. The methods used in teaching English can be more reinforced to promote the four skills of the English language.
2. Role of the extensive supplementary material provided by the Ministry of Education in Pakistan for the successful teaching of English language.
3. Use of modern technology like projectors and computers to train ELT teachers to boost up the teaching methodologies.
4. The use of different software like pronunciation checkers etc. to improve the speaking skills of both the teachers and students.

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