
THE IMPACT OF DIRECT AND TRADITIONAL GRAMMAR TRANSLATION METHODS ON THE STUDENT'S PERFORMANCE AT SECONDARY LEVEL: AN EMPIRICAL EVIDENCE FROM BALOCHISTAN

Syed Hussain Shah

Senior Research Officer,
Directorate of Colleges & Higher Education , Government of Balochistan,
Balochistan, Pakistan
Email: hussainshah77@gmail.com

Parvez Ahmed Shaikh

Assistant Professor,
Department of Economics, Lasbela University of Agriculture, Water and Marine Sciences,
Balochistan, Pakistan
Email: ahmed.eco@luawms.edu.pk

Shumaila Kamal Khan

Lecturer,
Department of Sociology, Lasbela University of Agriculture, Water and Marine Sciences,
Balochistan, Pakistan
Email: shumaila_kamal88@yahoo.com

ABSTRACT

The impact of teaching techniques on secondary school students' performance is investigated in this study. The study also investigates the interaction between teaching approach and medium of instruction on students' language proficiency. Students' data is collected for this purpose from both Urdu and English medium schools. The Direct Method (DM) and the conventional Grammar-Translation Method (GTM) are used to teach the students. To examine the differential influence of teaching styles on student academic progress, statistical analysis employs the General Linear Model and Hierarchical Regression Analysis. The results are stunning. The post-test mean scores of two comparison groups in the Multiple-Choice test, for example, showed significantly difference. The findings show that the language of communication has a big influence on how well pupils do in school. Furthermore, the language of education and the methods of instruction have a significant interaction effect on students' performance. Finally, the students who were taught using the traditional grammatical method had higher mean scores than those who were taught using the direct method.

As a result of the findings, it is safe to conclude that the Grammar Translation Technique is both more accurate and more practicable in Asian educational contexts than the direct method.

KEYWORDS

Grammar Translation Method; Direct Method; Students' Performance; Medium of Instruction; Pakistan

INTRODUCTION

The globe has fast melded into one village and grown increasingly interconnected in the twenty-first century, thanks to a new wave of globalisation in communication, the internet, and information exchanges. The acquisition of a second language is the primary means by which many emerging and developed countries change their communication processes. The English language has risen to become the world's second most spoken language. As a result, English has gained importance as the language of the United Nations (UN) as well as the world's greatest economic and scientific force, the United States of America (USA). But, until the turn of the 20th century, it was also the language of the world's most powerful empire—Great Britain (Kelly, 1995). In business and trade, diplomacy, technological progress, and teaching-learning, English has recently evolved as a global medium of communication (Nazir, 2000). As a result, it's safe to say English is the most commonly spoken language on the planet. A huge number of countries have chosen English as a second language in order to embrace technology, commerce, trade, and sophisticated academic literature. English is taught alongside other courses as a mandatory subject in schools, universities, and academies. Resultant, it's vital to look into the usefulness of English language as a learning tool for students and for administrative purposes throughout the world.

There are two styles of English instruction, according to 1. English as a Foreign Language (EFL) and English as a Second Language (ESL) are two different types of English (English as a Second Language). English is used as a medium of teaching, it is classified as a second language, but it is also categorised as a foreign language when it is taught as a stand-alone material (Marckwardt 1981). The teaching of English for specific goals, such as science and technology, is not included in this category. On the other hand, other studies employed broad definitions of ELT (English Language Teaching) (see, for example, Mueen, 1992) and assumed that English was only used for professional purposes (Mohan, 2000). All of these English levels have the same purpose in mind: to develop English proficiency as a linguistic medium. As a result, the most important goal prevails in the teaching-learning process for to improve English language competency. The DM (Direct Method) and the GTM (Grammar Translation Method) are two of the most often used methodologies in English schools.

Before moving on to the next phase, it's critical to understand the DM and GTM methods.

The DM is an English teaching approach in which teachers instruct students in English without employing a medium of language (native language). The teachers do not use mother dialects or vernacular language phrases in this method; instead, he or she focuses on reading, pronunciation, and familiarisation with English words. According to Fries (Fries 1989, p. 20) "The direct approach to teaching a foreign language is an extremely significant teaching method. It is primarily accomplished through conversation, discussion, and reading without resorting to the learners' native tongue, formal grammar, or translation (1998). According to Palmer (1987, p. 13), the DM is "a technique of teaching a language that is partly based on the idea of avoiding translation as much as feasible."

As a consequence, the DM is regarded to be more current than further teaching approaches. The central purpose of the DM is to teach efficiently and effectively a foreign language. Despite the fact that the British were a dominant worldwide empirical power in their era of governance, with great industrial and military clout, teaching English as a modern foreign language is a relatively new phenomenon. Modern foreign language instruction in school contexts, on the other hand, has received less attention. Like a result, teaching English in the Direct Form is thought to be cutting-edge.

The Direct Method's concepts were given by Richards and Rogers (1986) as follows:

- The teacher solely teaches in the target language.
- In a classroom setting, the teacher taught students how to use common words, phrases, and sentences.
- Instruction begins with easy speech conversations with students and progresses to more complex tasks.
- Teaching objectives are communicated orally.
- For tangible vocabulary, the instructor employs Audio-Visual Aids, while for abstract vocabulary, the teacher uses the association of ideas. And
- Finally, emphasis is placed on proper pronunciation and grammar.

However, GTM is still recognised as a superior method for teaching EFL (English as a Foreign Language) in situations when students choose a teacher-centered approach that includes translation, vocabulary memorization, and grammar rules, despite its loss in popularity and considerable criticism. In the teaching-learning process and skill-oriented tasks, the GTM places a strong emphasis on teaching grammar and conducting translation. The need of precision and the capacity to construct precise phrases is emphasised (Griffiths and Parr, 2001). The Grammar Translation Method is demonstrated by Richards et al. (2014), who demonstrate the following principles:

-
- Focus on exhaustive reading.
 - The use of translation as a teaching-learning approach is heavily emphasised.
 - The teacher-centered technique emphasises the active role of teachers and the passive role of students.
 - Extensive memorising is required.

LITERATURE REVIEW

The available literature reflects a spirited debate about the value, efficacy, and learning outcomes of various instructional methodologies, particularly those used in English medium. Abid (1979), for example, used a robust econometric technique to conduct an experimental study on secondary school students at a 5% significant level of significance. Abid reveals that the experimental group is considerably more effective than the comparison group in addition to learning outcomes - literacy outcomes. Direct instruction is also more successful in teaching reading comprehension since it piques students' interest in learning and accelerates their progress. In a similar line, Hermita et al. (2009) looked examined the impacts of Direct and GTM in teaching reading comprehension. Students who were taught utilising the grammar-translation method outperformed those who were taught to use the direct method in reading.

In terms of boosting student vocabulary achievement, Katemba et al. (2013) contrasted the GTM with the DM. To see how these methods differed in terms of teaching vocabulary, the authors employed two groups of students who were taught using GTM and DM, accordingly. The findings of the study demonstrate a statistically significant change in the children's linguistic achievement. According to the results, the GTM group has a range mean of 16.80, whereas the DM group has a range mean of 9.80. Overall results of the study demonstrate that GTM outperforms the DM when it comes to enhancing students' vocabulary achievement.

Ishtiaq (2005) used both the GTM and the DM in an exploratory study of English education at the secondary level. Slow students who were taught using the Indirect method did better on English proficiency assessments than students who were taught using the GTM. Furthermore, the DM was proven to be more effective than the standard GTM as a teaching-learning strategy. Many studies show that the GTM is a more successful and communicative strategy to teaching English as a second language than the DM (e.g., Amengual-Pizarro, 2007; Savignon; Wang, 2003 and Chen, 2003). This is due to the Grammar Translation Method's respect for native learners' culture and tradition. Other relevant research (e.g., Kim, 2011; Castro, 2010 and Nam, 2010) discovered that the GTM is a successful technique for teaching. As a result of this teaching technique, students learn how to apply grammar rules and use various reading resources, as well as produce a new set of vocabulary. After internalising grammar, second language learners must use conceptualization skills in their native language

when speaking or writing.

Krashen and Terrel (1983), on the other hand, preferred the DM to the GTM. They argued for language competency or communicative aptitude tests to be used to classify English language competence assessments. This activity can be completed with the capacity to regulate syntax and pronunciation, morphology, communication, and the ability to practise the language for specific purposes or from a specific perspective. Wang (2013) examined the efficiency of the Communicative Teaching Method (CTM) and the GTM on the Chinese language performance of American undergraduate students. The GTM is statistically more significant and beneficial in developing translation skills than the Communicative Approach, according to the findings of the study. Despite this, the study failed to demonstrate that GTM and CTM are superior in enhancing oral abilities.

Regardless of the fact that numerous studies on various teaching approaches and their inherent efficiency have been undertaken. To our understanding, the effectiveness of the medium of instruction in conjunction with a specific teaching strategy in affecting secondary school students' learning performance in the English language has not been rigorously studied. As previously stated, two traditional approaches – the Direct Method and the GTM – each have their very own set of possible learning outcomes. However, how a specific teaching approach influences learning results when coupled with a given medium of education is a fascinating subject that warrants further investigation. Furthermore, it appears that there is a dearth of a comparative analysis of both techniques in existing literature. Through performing a comparative study and conducting a practical examination into the benefits and drawbacks of the DM and GTM of teaching outcomes in connection to English Language at the secondary level, this research intends to fill up a gap in the existing literature. The primary objective of the research is to assess and compare the impacts of direct teaching with traditional translation in secondary English education. The study will investigate into the impact of the medium of instruction on the performance of secondary school pupils in particular.

RESEARCH OBJECTIVES

1. To investigate the relationship between the teaching style and student's development of their English language skills
2. To explore the effect of teaching methods and medium of schooling on students' academic performance in improving English proficiency.

RESEARCH HYPOTHESES

1. Students taught with the GTM and DM show no significant differences in pre-

and post-mean score performance.

2. There is no apparent link between the medium of instruction and pupils' progress in developing their English language proficiency.
3. There is no significant interactive effect of teaching methods and medium of schooling on students' academic performance in improving English proficiency.
4. Interactive Effects of Teaching Method and Schooling Medium at Post-Test in a Hierarchical Regression.

RESEARCH METHODOLOGY

The impact of the GTM and DM on student academic performance in secondary schools in the province of Balochistan is studied using a pre-test and post-test quasi-experimental study approach. Because the two intact courses were made up of students who were taught using two distinct methodologies, the study was limited to a quasi-experimental design. A purposive sample strategy is used to choose participants from both English and Urdu language schools for the study. The study's sample consists of 120 students from both mediums who are evenly categorized into two comparison groups.. The Grammar Translation Method was used in one group (group A), whereas the Direct Method was used in the other (group B). Both groups took the same test, which was administered by the same instructors, who had the same textbook and administrative structure. Using a General Linear Model based on a univariate ANOCVA technique, the study assesses the effectiveness of English teaching methods on students' final score performance. The two sets of 120 participants' mean scores are compared. using descriptive analysis. In addition, each experiment group's Score Differentiation is investigated using Hierarchical Multiple Regression.

Hypotheses Testing

The study initially tests the following three testable hypotheses using the above-mentioned technique and dataset:

Hypothesis 1: Students taught with the GTM and DM show no significant differences in pre- and post-mean score performance.

Table 1. Improving English Proficiency Mean of Students' Pre- and Post-Performance Test Scores

Experimental Groups	Sample Size	Pre-Test Mean	Post-Test Mean
Grammar Translation Teaching Method (group A)	60	45.58	76.25
Direct Teaching Method (Group B)	60	48.25	71.66

Note: The mean difference is significant at 5% level of significance ($P < .05$)

The study generates empirical data that are reported in tables 1 and 2 accordingly, using the suggested approach and testing hypothesis 1.

Table 1 shows that group A's pre-test mean score is 45.58, while group B's mean score is 48.25. group A's mean score was 71.66 in the pre-test experiment, while group B's mean score was 76.25 in the post-test. According to the findings, students taught with the DTM fared better on the pre-test Mean Score than students taught with the GTM. Despite this, the Mean Score of students who transferred knowledge through the GTM improved dramatically, reaching 76.25. As a result, students who were only taught using the GTM outperformed students who were only taught using the DTM.

Hypothesis 2: There is no apparent link between the medium of instruction and pupils' progress in developing their English language proficiency.

Table 2. Type III Sum of Squares

Source	Type III Sum of Squares	d. f	Mean Square	F. Statistics	P. Values
Corrected Model	6137.445a	2	3068.722	33.84	.000
Intercept	10076.333	1	10076.333	111.143	.000
Pretest (Covariate)	5507.236	1	5507.236	60.745	.000
Method (Main)	1080.744	1	1080.744	11.921	.001
Error	10607.347	117	90.661		
Total	673125.000	120			
Corrected Total	16744.792	119			

R Squared = .367 (Adjusted R Squared = .356)

Source: Authors own calculations

The ANCOVA technique of analysis was used to determine the impact of teaching approaches on students' performance scores as shown in Table 2. The post-test scores differed statistically and significantly between the two groups when compared to the pre-test data, with an F-statistic (1,117) of 11.92 at a significance level of 5%. (p.005). The model's R² of 0.37 is $SS [(Corrected Model)/ SS (Corrected Total)] = 1080.774/16744.792$, showing that teaching style accounts for around 37% of the difference in students' performance in the post-test analysis.

Hypothesis 3: There is no significant interactive effect of teaching methods and medium of schooling on students' academic performance in improving English proficiency.

Table 3. *t*-statistics Students from English and Urdu Medium Schools have different mean scores.

Medium of Schooling	Mean	Standard Deviation	t - statistics	Sig. (2-tailed)	Mean Difference
English Medium	70.87	12.03	2.190	.031	8.74
Urdu Medium	62.13	8.69			

Source: Authors own calculations

Table 3 shows the average performance scores of students who studied in English and Urdu. The mean performance score of English and urdu medium students was 62.13, and 70.87, respectively and the difference between two score is notified as 8.74 as specified in the table. Furthermore, the medium of education’s the computed value of the t-statistic is (2.190) at the 5% level of significance. As a result, the medium of teaching appears to have a significant impact on the mean performance difference. At 5% level of significance the null hypothesis is rejected. The null hypothesis of no significant difference between student performance in acquiring English Language Proficiency and the medium of schooling is rejected at a significance level of 5%.

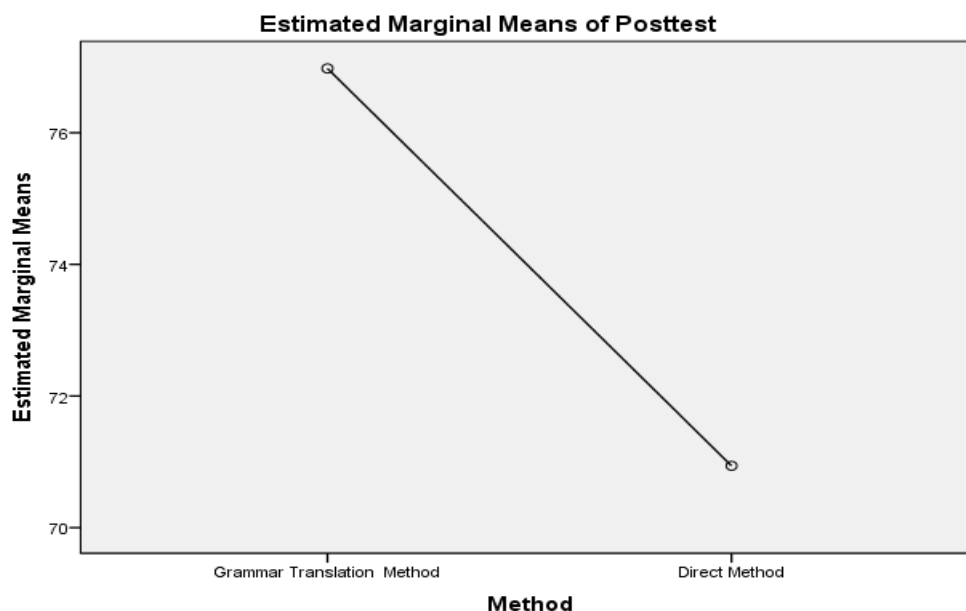
Table 4: *Interactive Effects of Teaching Method and Schooling Medium at Post-Test in a Hierarchical Regression*

Model	Coefficients		T. Statistic	P. Values	Collinearity Statistics	
	B	Std. Error			Tolerance	VIF
1 (Constant)	54.240	4.681	11.588	.000		
Pretest	.539	.069	7.802	.000	.987	1.013
Method	6.137	1.726	3.555	.001	.988	1.012
Medium	3.493	1.418	2.463	.033	.997	1.003
2 (Constant)	50.280	4.584	10.969	.000		
Pretest	.604	.068	8.870	.000	.918	1.089
Method	-6.002	1.642	-3.654	.000	.987	1.013
Medium	10.145	4.095	2.478	.015	.259	3.861
Medium* Method	8.746	2.408	3.632	.000	.261	3.831

Source: Authors own calculations

Table number 4 shows the outcomes of using Hierarchical Regression Analysis. This method is separated into two phases to measure the impact of teaching methods and

medium of instruction on performance on an English proficiency test taken from students. Table 4 shows that the explanatory factors – method of instruction and medium of schooling – highly predict students' achievement on the English accomplishment exam, with a 5% level of significance, in the first phase of the Hierarchical Regression Analysis. In the last stage, the moderating influence of teaching technique and medium of education is introduced, and it is discovered that the interaction variable, along with the other two variables, has a substantial effect on students' post-test performance. As a result, the null hypothesis can be safely dismissed (Hypothesis 3). It implies that there is no significant difference in interaction between teaching methods and educational media on students' English academic performance.



Covariates appearing in the model are evaluated at the following values: Pretest = 56.92

Figure 1. Estimated Marginal Means of Posttests

The projected marginal means of post-test performance when by applying on students who were trained by utilising both GTM and DM approaches are shown in Figure 1. The mean scores of group A are greater than those of group B, as seen in the graph. As a result, based on the information presented, it is possible to conclude that both groups' post-test ratings improved. This means that in educational settings, both teaching techniques are effective. The GM, on the other hand, is a better teaching methodology than the DM, as indicated by a line illustrating Group A taught using the GTM. As a result, it has been discovered that the GTM creates superior learning objectives than

the DM when used in any style of schooling.

To our understanding, this is the first study to look at the impact of many English teaching strategies and mediums on secondary school students' performance at the same time. We evaluate the impact of the GTM and the DM on students' performance on an English proficiency test by applying investigational and explanatory educational approaches. The research stated above (e.g., Irshad, 2005) focused particularly on the differences between GTM and DM in terms of student performance. Nevertheless, neglecting the moderating effect of teaching approach and media on students' final grades is a mistake. Like a conclusion, the findings of this study support our basic hypothesis that various English teaching approaches are equally successful in enhancing students' post-test performance. Students who taught by using the GTM had a statistically significant improvement in final score performance when compared to students who are taught using the DM, according to a recent study. The empirical findings of our analysis are comparable to those of a previous study (see for instance, Damiani, 2003). Our findings are comparable to those of Wang (2013) and Hermita et al. (2009), who found that teachers who used the GTM achieved greater teaching-learning goals than those who used the direct technique or approach.

Furthermore, the results of this study corroborate those of Chang (2011) and Mondal (2012). The Grammar Translation Method, according to the latter studies, is more useful in teaching-learning situations than other comparison approaches. The findings of this study, on the other hand, contradicts those of Oviawe (2015), Jewad et al. (2014), and Hammond (1988), who concluded that the GTM has no edge over conventional classroom tactics. The study's findings suggest that the GTM is more adapted to the Asian setting in which it is taught and used as a foreign language, and that when it is employed, pupils do better. The interaction between the teaching approach and the medium of instruction, on the other hand, has a significant impact on students' post-test performance. Children who went to English-medium schools did just as well as those who went to Urdu-medium institutions. As a result, it's acceptable to believe that English-medium students' mean score performance is statistically superior to Urdu-medium students' overall, the study's findings imply that a good teaching technique and a good medium of instruction have a big influence on pupils' secondary school grades.

DISCUSSION AND CONCLUSION

The main aim of the study was to investigate the impact of heavy school bags on physical health of school going children. As well as association of mode of carrying and mode of transportation to go to school bags with occurrence of physical pain in children in private schools of primary level students in Hub Chowki, district Lasbela, Balochistan. It is found that there is a significant association between heavy school

bags and occurrence of physical pain (such as neck, shoulders, backpain). Students feel pain while carrying school bags on one shoulder or two shoulders, so results revealed that there is an insignificant association between mode of carrying school bags and occurrence of physical pain. As well as study found that the mode of transportation to school and physical pain are dependent. Almost 68% of the student's complaint feel physical pain who are used to go their schools through walking.

It is concluded that heavy school bags are one of the contributing factors of physical pain in school going children. This physical pain is directly and indirectly effecting the academic performance of students as well some time it leads towards dropout. Current studies revealed that incidence of physical pains is growing in school going children. Lockers should provide to students at schools. As researcher observed students carried school textbooks, copies, and other stuffs as well as tuitions copies which increased their weight of school bags. Timetable should provide to students to carry books and copies which are needed in the class. Transports facility should provide to students, this study found that those children who have no transportation facility experience severe physical pain. Upstairs issue should resolved in school, researcher experienced during interview of the students that they feel pain while climbing stairs with their heavy bags, according to specialists its risky which cause serious physical pain such as neck, back and affect vertebral column as well as lung pain and breathing issue etc.

The current study examines the effects of the (DM) Direct Method and the (GTM) Grammar Translation Method on student performance in Urdu and English Medium schools. One hundred and twenty (120) contributions from both mediums are chosen for the experiment and evenly divided into two groups for analysis. In group A, the Grammar Translation Method is employed, while in group B, the Direct Method is used. Students in both groups had their performance analysed statistically using descriptive analysis, one-way ANCOVA, and the Hierarchical Regression Analysis approach. According to the conclusions of this study, the GTM is statistically more effective than the DM at improving students' post-test performance. However, outcomes of this study have significant educational consequences. These findings may be valuable to educators, academics, and policymakers. To begin with, this study shows that GTM is more successful than DM in enhancing secondary school students' translation skills. They'll also be able to increase their translation skills, precision, and self-assurance when it comes to communicating their expertise. Second, the study demonstrates that in Pakistan, as well as other countries where English is taught as a second language, the medium of teaching has a significant impact on students' english proficiency test scores. According to studies, pupils in English medium schools do better than students in urdu medium schools. According to our findings, teachers and practitioners in Pakistan should use the GTM in both english and urdu to help their students to improve their translation and accuracy in skills.

RECOMMENDATIONS

The outcomes of this study have significant educational consequences. These findings may be valuable to educators, academics, and policymakers. It is recommended that this study shows that GTM is more successful than DM in enhancing secondary school students translation skills specially in Asian Context. The results of the second research question of the present study indicated that Urdu should be used in the classroom, but that focusing solely on Urdu would have a negative effect on students' English skills. Furthermore, they'll also be able to increase their translation skills, precision, and self-assurance when it comes to communicating their expertise. Second the study demonstrates that in Pakistan, as well as other countries where English is taught as a second language, the medium of teaching has a significant impact on students English proficiency test scores. According to studies, pupils in English medium schools do better than students in Urdu medium schools. According to our findings, teachers and practitioners in Pakistan should use the GTM in both English and Urdu to help their students to improve their translation and accuracy in skills.

REFERENCES

- Abid, A. K. (1979). A Study of the Effectiveness of Supplementary Reading Approach of Teaching English on Comprehension, Reading Periods and Interests of 10th grade Level. An Unpublished Ph. D Thesis, Institute of Education and Research, University of Punjab, Lahore, Pakistan.
- Amengual-Pizarro, M. (2007). How to Respond to the Demands set by the Communicative Approach? New Challenges Second Language Teachers Face in the Classroom. *European Journal of Teacher Education*, 30(1): 63–73.
- Aili, X. (1998). An Academic or a More Practical Approach. *Forum*, 36(2): 28–28.
- Allsopp, J. (1995). Foreign Language Methodology in the Caribbean: A Historical Survey. *Dialog on Language Instruction*, 11(1): 13–32.
- Castro, R. (2010). A Pilot study Comparing total Physical Response Storytelling[tm] with the Grammar Translation Teaching Strategy to determine their Effectiveness in Vocabulary Acquisition among English as Second Language Adult Learners. <http://eric.ed.gov/?id=ED509467>.
- Chang, S. C. (2011). A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar. *English Language Teaching*, 4 (2): 13-29.
- Chastain, Kenneth. (1988). *Developing Second Language Skills*. (3 rd Ed.), San Diego, CA: Harcourt Brace, Jovanovich.
- Chen, T. (2003). Reticence in class and on-line: Two esl students' experiences with communicative language teaching. *System*, 31(2): 259–281.
- Fries, L. (1998). *English as Global Language and Skills*, London UK: Longmans Greenand Co Ltd.
- Griffith, C. and Parr, J. M. (2001). *Language Learning Strategies: Theory and*

-
- Perception. *ELT Journal*, 55(3): 247–254.
- Hammond, R. M. (1988). Accuracy Versus Communicative Competency: The Acquisition of Grammar in the Second Language Classroom. *Hispania*, 71(2): 408–417.
- Ishtiaq, H. (2005). An Experimental Study of Teaching English Through Direct and Traditional Methods at Secondary Level. An unpublished PhD thesis, Arid Agriculture University, Rawalpindi, Pakistan.
- Krashen, S. D., and Terrell, T. D. (1983). *The Natural Approach: Language Acquisition in the Classroom*, Oxford: Oxford University Press.
- Kelly, A. V. (1995). *Education and Democracy: Principles and Practices*. London: Paul Chapman.
- Kim, E. Y. (2011). Using Translation Exercises in the Communicative Writing Classroom, *ELT Journal*, 65(2): 154–160.
- Hermata, Y., and Suydim, I. (2005). Grammar Translation Method and Direct Method in Teaching Reading at IPIA Margonda Depok. retrieved from: openstorage.gunadarma.ac.id/abstract/graduate/2992-9054-1-SM.pdf.
- Marckwardt, A. H. (1981). What Literature to Teach: Principles of Selection and Class Treatment, *English Teaching Forum*, 19 (1): 2 -7.
- Moeen, A. (1992). *English Language Teaching in Pakistan*. Islamabad: National Book Foundation, pp. 211-226.
- Mohan, B., Leung, C. and Davison, C. (2001). *English as a Second Language in the Mainstream Teaching, Learning and Identity*. New York: Longman/Pearson.
- Mondal, K. N. (2012). English Language Learning Through the Combination of Grammar Translation Method and Communicative Language Teaching. *Academia Arena*, 4 (6): 20-24.
- Nam, H. H. (2010). The Pedagogy and Its Effectiveness among Native and Non-Native English Speaking Teachers in the Korean EFL Context. An unpublished Ph. Dthesis, Pro Quest LLC., Ann Arbor, MI.
- Nazir J. (2000). *Teaching of English as a Second Language*. Lahore: The Caravans Book House Kactchery Bazar, pp.23-78.
- Jewad, H. G., & Verma, S. S. (2014). A Comparative Study of the Difficulties faced by the Teachers in Communicative Language Teaching and Grammatical Translation Method in the Primary Schools of the Rural Areas of Allahabad. *European Academic Journal*, 2(2): 2174-2205.
- Palmer, H. (1987). Quantity before Quality in Second Language Composition. Washington: A TEFL Anthology, ICA.
- Oviawe, Jane Itohan, S. C. O. A. Ezeji, and Raymond Uwameiye. (2015). Comparative Effects of Three Instructional Methods on Students' Performance in Building Technology in Nigerian Polytechnics. *European Scientific Journal*, 11 (12): 20-38.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press.
- Savignon, S. J. and Wang, C. (2003). Communicative Language Teaching in EFL Contexts: Learner Attitudes and Perceptions. *IRAI*, 41(3): 223–249.
- Wang, J. (2013). Is the Communicative Language Teaching Approach More Effective Than the Grammar Translation Method at Teaching the Ba-Construction in Mandarin
-

-
- Chinese to American Undergraduate Students? An Unpublished PhD Dissertation, University of Kansas
- Whyte, S. (2011). Learning Theory and Technology in University Foreign Language Education: The case of French Universities Arts and Humanities in Higher Education: An international Journal of Theory. Research and Practice, 10(2): 213–234.
- Zimmerman, C. B. (1997). Historical Trends in Second Language Vocabulary Instruction. In J. Coady and T. Huckin (Eds.), Second language vocabulary acquisition: A Rationale for Pedagogy, The Cambridge Applied Linguistics Series, Cambridge University Press, pp: 5-19.