



Annals of Human and Social Sciences

www.ahss.org.pk

RESEARCH PAPER

Integrating Task Based Language Teaching with Grammar Translation Method in Pakistani ESL Class

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PAPER INFO	Received	Accepted	Published
	January 03, 2021	June 10, 2021	June 15, 2021

ABSTRACT

There is no doubt in saying that the Grammar Translation Method for teaching a foreign language, especially English has grown too old and outdated in this rapidly changing world. But if we look at the Pakistani context the situation is somewhat different. Pakistan is among those states where the Grammar Translation Method is being practiced, at large, in public schools. To teach English as a foreign language. There are countless factors/reasons behind this cult in Pakistan due to which it has become a great challenge for the Pakistani govt. to replace this old fashioned method with advanced teaching methodologies. This challenge exists not only at the government level but also for educationists and linguists who are working in this area. This research is conducted to evaluate the combination of the Traditional Method and TBLT in teaching English as a foreign language at schools working under government administration in Pakistan. The students of the 9th class studying at govt. schools in Okara, Punjab, were selected as population. The test was developed as a chief instrument to get data from the targeted population. The students' feedback questionnaire and observation checklist were other tools developed by the researchers to obtain necessary data. To acquire data from the selected population Pre-treatment assessment tests and post-treatment assessment tests were held. The researchers made use of tables, charts and graphs for data analysis. For data analysis statistical software "SPSS" was employed and for verification and interpretation T-test was applied. The results of current research work pointed out the success ratio of integration of Grammar Translation Method and Task Based Language Teaching for teaching EFL to Pakistani students studying in 9th class. The findings of current research would be beneficial for students, teachers, educational managers and policymakers. They can design teaching strategies, methodologies and policies for effective and result oriented EFL teaching at public schools in Pakistan.

Keywords: ESL, GTM, Integrated Methods, Language Teaching, TBLT,

Introduction

To enable learners to comprehend and speak, read and write the grammatical structures of the target language is an important task while teaching any foreign language.

In this context, the role of grammar as a major skill can never be ignored. Through GTM we can teach grammatical rules to learners by way of translation and retranslation. History reveals that up to 1925 GTM was widely used to teach foreign languages. This approach focuses, primarily, on grammatical rules as a fundamental approach to translating from the second language to the local language (Chang, 2011).

In the current era, TBLT is being used as an advanced methodology for teaching EFL in many educational institutions. Littlewood (2007) recognizes TBLT as a new orthodoxy in many classroom teaching/learning activities. Ellis (2009) observes a marked increase in the number of such studies which employ task-based learning activities as an important part of teaching EFL. It looks obvious that Task Based Language Teaching has gained the attention of many researchers to second language learning. TBLT takes 'task' fundamental unit of instructions.

Literature Review

Before and during the 18th century modern languages like Italian, French and English were being taught in educational institutions, to a greater extent, in the same manner as classical languages like Greek Latin were dealt with. The classical method GTM was applied for the above-said purpose. The major objective of this approach was to enhance learners 'ability to read the texts from classics and translate them into the mother tongue. Espinosa (2003) criticized the approach by saying that such kind of practice-led learners to obsolete lexis. With the passage of time criticism against the use of GTM in teaching foreign languages grew stronger and the time came when a vast majority of educationists, teachers and linguists started taking GTM as an outdated approach. Schmitt (2000) pointed out its drawback by remarking that in GTM student's ability to analyse language is focused whereas the ability to use the language is ignored. The reformers emphasized primarily three basic aspects; the ability to speak the target language must be focused above all, the significance of related text as a essence of language teaching process and oral classroom technology. (Howatt & Widdowson, 2004).

The growing use of computers and technology during the last quarter of the 20th century brought a revolution in the field of language teaching. The extensive research in the area reveals that the process is two-way communication. knowledge-based systems by calling it a more constructive approach for language teaching which makes use of mutual discussion, dialogue and flexible internet-based administrative services (Bates, 2005). To strengthen the e-learning concept, programs like Storyboard, Text play, Quartet, Story corner, Storyline etc. were developed. Researchers like Peeraer & Van Petegem (2011) and Norhayati & Siew, (2004) consider information technology and modern electronic gadgets as potent and game-changing tools in the field of language learning in the modern age.

Classical Method

According to Kim (2008), the progress in the Grammar Translation Method could be witnessed in Germany during the 18th and 19th centuries. GTM is regarded as a classical method as it was traditionally employed by teachers and scholars to teach classical languages like Latin and Greek. That is why GTM is known as the oldest and most traditional language teaching method. While teaching through this approach model texts from the literature were selected and taught by the way of reading and then translating them into the

target language. Karl Plotz, Johann Meidinger, H. S. Ollendorf, Johan Seidensticher and other scholars from Germany were in favour of GTM usage. In the United States, it is regarded as the Prussian Method (Richards & Rodgers, 2007). Thornbury, (2000) says that grammar is the starting point in learning a language. Richards & Rodgers, 2007 observe that the most significant quality of GTM was its emphasis on teaching grammatical structures, rules and their application through translation exercises. Reading and writing skills got major emphasis whereas listening and speaking skills got the least attention. (Awan & Nawaz 2015). Chang, 2011 remarked that the classical method was not appropriate for teaching a foreign or second language to a group in an EFL class.

Some Modern Trends in Language Teaching

As a reaction against GTM, a new method was evolved which is named as Direct Method. The new approach emphasized developing the communications skills of the student. It is contrary to GTM which mainly focused on reading and writing skills. Awan & Shafi, 2016 noted that in new teaching methods, grammatical rules, a translation could not find any relevance. In the eyes, Thornbury's (2000) direct method posed a serious challenge to the classical method by questioning its basic principle teaching of grammar. The researchers favouring the application of the direct method in language teaching believe in the notion that the primary objective of learning any language is to enable learners to speak the target language and teaching grammatical rules do not fulfil the purpose, thus, the learners ought to be taught directly in the target language. This could be achieved through various activities like displaying an object in the classroom (Awan & Nawaz, 2015). This approach had a tremendous influence in the area of language teaching that lasted for several years. Some researchers raised objections to the direct method by calling it dry and mechanical. Some linguists from Great Britain developed a new approach for language teaching between 1930 to 1960 and named it the "Oral Approach". Richards & Rodgers (2007) called A.S Hornby and Harold Palmer strong followers of the Oral Approach. Her teacher makes use of situations for language teaching. The situation could be an object, a scenery, a movie, or a real-life situation etc. (Hussasin & Sajid, 2017).

Then came the eclectic approach which was propounded by British applied linguists. The beauty of the eclectic approach is the liberty that it offers to teachers in choosing a methodology, theory or any activity that they consider suitable to obtain the desired results. Here teachers are not necessarily bound to follow any specific format, conventions or rules. Richard & Rodgers, 2001 observe that the eclectic approach involved systematic principles of selection. The practitioners of the eclectic approach are free to draw, useful and helpful material, techniques etc. from any approach and can integrate them into classroom activities to make the teaching/learning process result-oriented. (Wali, 2009). A good eclectic teacher should have a fairly good imagination, sufficient energy and willingness for making new experiments to keep classroom activities varied and interesting (Alharbi, 2017). Kumar (2013) regards the eclectic approach as "holistic eclectic language teaching. Afterwards, the concept of Communicative Language Teaching CLT was introduced.

Panhwar, Baloch and Khan (2017) say that the attainment of communicative proficiency in the target language is the prime objective of CLT. This means the learner should be competent enough in the use of four languages. According to Savignon (2002) engagement of learners in doing things with language is a must. Richard (2006) thinks that

hundreds and thousands of non-native speakers want to learn English as it is a language of international communication.

Kweldju (1997) designed a lexical approach. Yulia (2005) states that a lexical based approach. Schmitt (2000) strongly believes that lexical knowledge plays a pivotal role in acquiring communicative competence in SLA.

Language Teaching and TBLT

Principal component in TBLT is to enable learners to use the second language naturally with the help of various activity assigned by teacher. A task is a comprehensible input in the whole process of teaching/learning. TBLT approach emphasizes teaching contents not form and meaningful communication not grammatical rules. TBLT considers grammar a tool that helps communication. In TBLT tasks are building blocks that serve as units to carry out the teaching-learning process. (Richard & Rodgers, 2001). Willis (1996) designed a model lesson plan which consists of three stages for executing a task, 1-pre-task 2-task cycle and 3- language focus. Brown (2001) takes TBLT as the most popular method of teaching ESL. he regards it as an expansion of CLT.

In contrast with GTM, in TBLT students learn language in general rather than in single form e.g they learn fluency first while GTM leads learners from accuracy to fluent speaking (Sajjadi et al., 2012). Nunan (2004) elaborated the distinctions between the two types of classrooms; one employs as TBLT ELT class while other one was old or traditional classroom, this division is strictly based on TBLT notions and is elaborated in the level, see below.

Table 1
TBLT and Old-style Class (Nunan, 2004).

Old fashion pedagogical classroom	Cass Managed Through TBLT
Strict language construction.	Flexible language construction.
The progress of the topic is controlled by the instructor	Development of topic can be controlled by the learners
Turn-taking is regulated by the instructor	Turn-taking might be regulated by the learners
The role of learners is responding and they perform limited language functions.	Students' role is responding and they perform a wide range of language functions.
Little negotiated meaning.	More negotiated meaning.
The learners are expected to produce correct sentences.	Learners are free to what they learn.

Material and Methods

Research Design

This paper was based on quantitative type of research because an experimental approach was used to investigate research questions and the data was compiled in quantitative form, whereas, these quantitative results were interpreted and elaborated in qualitative form also.

Research Method

Researchers used experimental framework for this study and decided to conduct this research with 9th class students of Government Boys High School MC Okara. Through this experimental framework relations of cause and effect among two groups were explored through pre and post results of both groups. The reason behind the selection of this method was that, it provided authentic, permanent and accurate results, so, it could be considered an authentic research method.

Association of Variables

Some variables were controlled e.g school gender, teacher's gender, students' gender, age, grade or class and class atmosphere. As an independent variable, integration of GTM (Grammar Translation Method) and TBLT (Task Based Language Teaching) was applied on experimental student's group while controlled group was allowed to learn in their previous routine.

Process of Research

Different stages of TBLT and GTM were integrated to mend teaching process as well as to overcome some complications which English language teachers and students were faced during teaching/learning process. During language class, task is a piece of work which helps students to manipulate, comprehend, interact and produce their ideas and feelings and during this process they mobilize their knowledge of grammar as well (Nunan, 2004). During tasks related to grammar, students have to acquire some language features and their relations among each other while if they want to complete any grammatical task, they must have to use these linguistic items (Rashtchi & Keyvanfar, 2007). In contrast with GTM, in TBLT students learn language in general rather than in single form e.g they learn fluency first while GTM leads learners from accuracy to fluent speaking Sajjadi et al., 2012). Yildiz and Senel, (2017) suggested that combinations of TBLT and GTM would be helpful for teaching English because grammatical knowledge would be made considerable through tasks suggested by TBLT approach.

For the process of this research, researchers initiate the integration of GTM with TBLT and prepared a chart compiling functional structure based on three portions

Table 2
Division of TBLT and GTM stages

No.	X. GTM	Y. TBLT
1	X-1 1st-Lesson: Syllabus or chapter contents, Grammatical or linguistic functions	Y-1 Pre-Task: preface of subject with task
2	X-2 Mid-lesson: Topic materials and grammar principals or items Teaching instructions	Y-2 Task Activities: Use of activities, tasks completions, combining reports

3	X-3	Final-lesson: analysis of performance and practice during class work	Y-3	Post-Task: Focusing on form of language and performance analysis
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Y-1, T-2 and Y-3 were used as TBLT parts which elaborated three dimensions of experimental plan while in the same way X-1, X-2 and X-3 represented three stages of GTM experimental plan for this research. The core purpose of this plan was to synchronize the process of language learning and the major function of this plan was to make this research systematic.

Research Population and Sampling

Government Boys High School MC Okara was selected as the whole population for this research because it was a central school of Okara city having a huge enrollment of students. As for sample of this research was concerned, the researchers selected 60 (sixty) students from 9th grade classes through random sampling. For this purpose a pre test was conducted for all 9th grade students which were about 561 students in total. After that, all 60 students were divided in two equal groups of 30 students having mixed language competence or learning ability (See table 3).

Table 3
Division of sampling

	Total strength of learners	Bifurcation
Total of Population	-561-	-12-
Selected Sample	-60-	-2-
Division	-30- (Experimental)	-30- (Controlled)

Table 4
Students' division

Students' category	Controlled	Experimental
Upper	7	7
Lower	8	8
Normal	15	15
Total	-30-	-30-

Syllabus for Present Study

Total twenty paragraphs were selected from grammar book published by Punjab Textbook Board (PTB) Lahore, Punjab, Pakistan. All these passages were practiced through different tasks suggested in integrated plan related to TBLT and GTM throughout the prescribed session of this experimental framework.

Research Instrument

Pre and post assessments, observational checklist and feedback questions for students were main instrument of this research. Three pre-treatment evaluation tests were administered in order to select reliable and valid research sample from population. It is

pertinent to point out that all three tests were intended same paper pattern and also had same pattern of marks or score

Treatment Plan (Lesson Plan)

After division of two equal groups having same learning competency, a model lesson plan was prepared by the researchers in which three stages of TBLT and Grammatical Functions of GTM were observed relatively. This model lesson plan was implemented on experimental group while controlled group was allowed to learn in previous routine or in traditional way (See table 5).

Table 5
Model treatment plan

Topic----	Educating comprehension skill (Integrations of TBLT with GTM)
Dated:_____	Timing: 09:00 To 10:00 (Forty Day).
Grade	Ninth
Purpose of Planning:	Improvement of students' comprehension skills
Specific aim	<ul style="list-style-type: none"> • Reading achievement and practice. • Improvement skills using integrated methodology.
Subservient aims of the plan	<ul style="list-style-type: none"> • Students' motivation towards reading comprehension. • Weight their vocabulary knowledge which would be helpful for comprehension.
Affirmation of achievement	<ul style="list-style-type: none"> • In 1st task, they choose unfamiliar words. • In 2nd task they search urdu meanings from bilingual dictionary for their knowledge. • They asked questions to considerate text.
Present study's aim	In pre-task researchers assigned activity related to word meaning through bilingual dictionary and want to check validity of GTM through task.
Helping materials or aids	Simple material like bilingual dictionary, textbooks, white board etc are used for this model lesson
Sequence of lesson/tasks	Sequence of the tasks were according to TBLT lesson plan e.g. 1 st lesson, 2 nd or middle lesson and Last or final lesson
Presupposition of the study and lesson plan	Researchers' expectations were:- <ul style="list-style-type: none"> • They will overcome comprehension skills with the help of translation. • Integration of TBLT and GTM would be ideal to enhance reading skills.
Rationale for this lesson:	This lesson would be a beneficial opportunity for English learners because it will provide a valid and reliable framework for learning reading comprehension.

Class Profile:	<ul style="list-style-type: none">• All participants were arranged in six groups and slow learners were paired with intelligent students so that they would improve their learnability.• Selected experimental group's students mostly participated actively in different tasks suggested by researchers e.g pair work, group work, individualizations etc.• Slow learners who were very talkative before this plan also showed interest in learning.• Intelligent students participated actively in classes.
Anticipated Problems:	Students were allowed to consult bilingual or electronic dictionaries to translate difficult words and they also facilitated through some grammatical rules for reading comprehension.
doable Solutions:	
syllabus	Twenty passages from 9 th Class English grammar were selected whereas, practice of tenses, parts of speech and other grammatical rules was also the part of syllabus.
Feedback	Last session of the research was feedback

Pre-task and First-lesson

First lesson or pre-task in TBLT is treated as a prelude session in lesson planning, so, students were introduced subject matters and activities which could be engaged throughout this experimental study. Students also assigned some activities based of individual as well as group tasks related to reading comprehension skills. In learning process, activities help learners to recall previous knowledge for understanding current subject matters and fulfill expectations learning process (Long, 2015). In first phase students should be motivated to be ready for forthcoming tasks in TBLT which considered tactical and main task (Izadpanah, 2010).

Task Cycle or during Task and Middle Lesson

In this session each sub-group of experimental group was assigned some activities based on selected passages and advised them to complete their tasks in time. Activities in task cycle essentially provide a helpful ground for students to learn with passion through some labor while this session of TBLT also advances speaking, reading, writing and listening skills accordingly (Brandon, 2016). In the light of above said remarks researchers assigned following activities to students of all sub-groups.

1st --Activity

- Reading passages and unlinking unfamiliar words
- Usage of dictionaries for meanings
- Writing words meanings on notebooks.

2nd --Activity

- Reading passages and underlining some grammatical structures
- Name these structures.
- Understand themes with the help of structure and meaning

3rd-- Activity

- Reading passages and try to comprehend without any helping material.
- Try to find out some grammatical relations among words and structure.
- Reading and try to understand meanings through context.

4th --Activity

- Suggested to share their experience with fellows.
- Write down their experiences and relative subject matters on notebooks.
- Practice reading passages again and again.

Post Task and Last-lesson

At closure point, researchers compiled daily basis observations and other materials of task cycle session which justified the outcomes of activities. After that students were assigned same activities again and again and it was prohibited to use helping materials like dictionaries or pedagogical grammar books etc. Post task session have strong and meaningful activities to be employed for betterment of learning process and these activities focus on particular grammatical and linguistics features in ELT class (Long, 2015).

Post Assessment Test

After accomplishment of the whole experimental process, researchers plan a post treatment assessment paper to evaluate progress of students as well as outcomes of experimental study. Observing validity and reliability, researchers made three papers of same marks at the end of training session which was 40 accordingly.

Observation Checklist

To answer the 3rd research question, a checklist was furnished and filled up by researchers. These observations were done on daily basis by the researchers and accomplished regularly throughout the research session. This checklist had three sections having five tools of observation and each part observed different area of learning process. This check list was a tool of objectivity, reliability and authenticity as well.

Students' Feedback Questionnaire

A feedback questionnaire as a tool of experimental study was prepared to explore the impact of methodological integrations for enhancing competency in reading comprehension. This questionnaire distributed at the end of session and advised them to accomplish it accordingly. Like observational checklist, this feedback questionnaire was also divided into three parts having five questions in each and every section was observed through given responses about specific area of the study. This questionnaire was designed according to Likert Scale's framework students' responses were observed through frequencies with the help of tables and graphs.

Data Analysis

During 40 days of experimental study for learning comprehension skills, a well prepared integration of TBLT and GTM was followed by the researchers and some activities related to TBLT were applied with the help of grammatical rules. A model lesson plan prepared by the researchers was followed during the whole procedure and at the end some experimental analytical instruments 'T-test, charts and graphs' were used to analyze outcomes of the procedure.

As discussed in previous section, experimental pairs were given treatment through integration of TBLT and GTM to answer the research questions. For this purpose 9th grade students of ELT class were suggested some passages from English textbooks published by PTB and had been advised some activities for 40 days, afterwards, results of the procedure, observational checklist and students' feedback were analyzed accordingly.

Evaluation of Pre Assessment Test

In this section results of experimental and controlled groups were analysed which justified the reliability of sampling process.

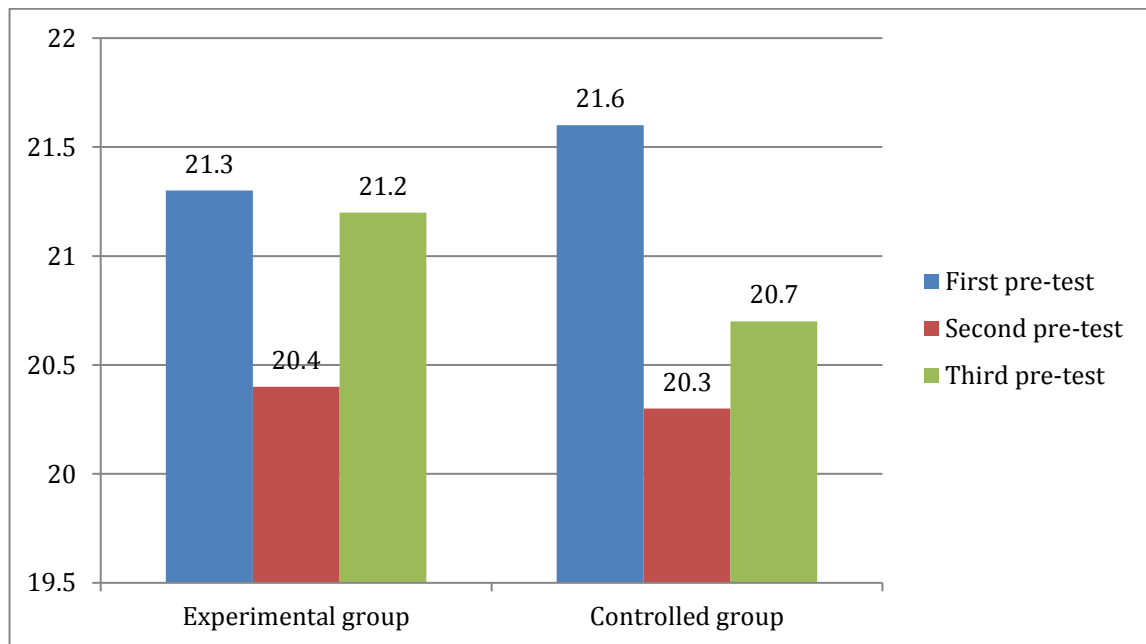


Figure-1 Graphic image of mean scores (Pre assessment test)

The mean scores of both groups in all three pre treatment assessment tests indicate approximately equal competency of the students of experimental and controlled group.

Results and Discussion

Table 6
SPSS result of Pre assessment

Details		Mean	N	Std. Deviation	Std. Error Mean
first assessment a comparison (pre-Ass-test)	Experiment	21.2667	30	4.28255	.78188
	Control	21.6333	30	4.54467	.82974
2nd assessment a comparison (pre-test)	Experimental	20.4000	30	4.65796	.85042
	Controlled	20.3000	30	4.57994	.83618
3rd assessment a comparison (pre-test)	Experimental	21.1667	30	3.86927	.70643
	Controlled	20.7000	30	3.67799	.67151

After comparative analysis of first pre assessment results it was found that according to std variations, means, and std error mean both groups showed approximately same results (See table 6). So, significantly scores of experimental group and controlled group showed equal competency status of the students because in first pre test experimental group

showed low results, in second test experimental group showed high score while in third test controlled group showed high scores with a little variation between std deviation, mean score and std error.

Table 7
SPSS Correlations statistics T-test

	n	Co-relation	Sig
Pre test of both groups	30	-.310	.095

Above table 7 shows correlation status among experimental and controlled group and the value declared in this table is -.310 which means there is a negative correlation status between both groups related to cause & effect relationships.

Table 8
Paired SPSS Sampled Test report

Paired---differences								
	Mean	Std. Deviation	Std Error Mean	95% Confidence interval of the Difference		T	Df	Sig. (2 Tailed)
				Lower	Upper			
Pre-test report of both groups	.06333	6.52267	1.19087	-2.37227	2.49894	.053	29	.958

According to values of paired sample T-test shown in table 8 the statistical number is $t=0.053$ at gradation of freedom 29 ; this test showed both paired have significant results at 5% level of and 10% level of significance as well.

Evaluation of Post Assessment Test

Research outcomes were investigated through post assessment tests and for this purpose same pattern was followed as used in pre assessment tests, therefore, results of both experimental and controlled groups were analyse through t-tests and other experimental instruments as well.

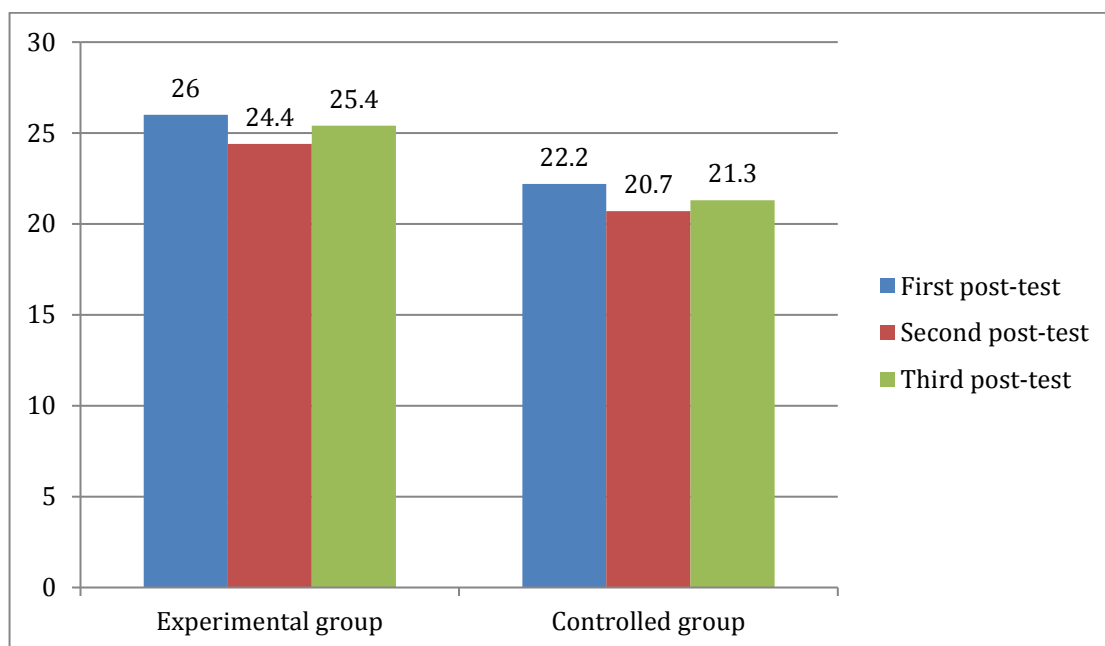


Figure-2 Graphic image of mean scores (Post assessment test)

In comparison between both groups, a graph has been drawn in figure 2 which depicts their mean scores separately and this comparative representation shows that experimental group has improve their learnability due to given treatment by the researchers while on controlled group showed approximately same results as shown in pre assessment tests.

Table 9
SPSS result of post assessment

Details		Mean	N	Std. Deviation	Std. Error Mean
1st assessment comparison (Post-test)	Experimental	25.9667	30	5.48656	1.00170
	Controlled	22.1667	30	4.11962	.75214
2nd assessment comparison (Post-test)	Experimental	24.4333	30	5.94621	1.08563
	Controlled	20.7667	30	4.59898	.83965
3rd assessment comparison (Post-test)	Experimental	25.4000	30	5.56838	1.01664
	Controlled	21.3667	30	4.33497	.79145

As per results represented in table 9, it was found that in post assessment test one, two and third, experimental group showed better results and controlled group showed less scores in all tests. Mean values, std. deviation and std. error mean showed that experimental

group significantly showed better results than controlled group. To sum up it could be declared that controlled group's results remained same as they showed lower results than that of target group.

Table 10
TSPSS consolidated t-test report
SPSS paired Values sample

	Mean	N	Std. Deviation	Std. Error Mean
post test-values of Experimental group	25.2600	30	5.53419	1.01040
Post test-vlues of Controlled group	21.4300	30	3.91180	.71419

Above table showed same values as shown in previous table 10. Through paired T-test it could be observed that there was a significant difference between std. deviation, experiment group showed 5.53419 std. deviation value while controlled group showed 3.91180 std. deviation value. There was also a significant difference between std. error mean values of both groups which showed that experimental group improved their results.

Table 11
SPSS Correlations statistics T-test

	N	Co-relation	Sig.
Post assessment of both groups	30	-.393	.032

Status of co relations was established through table 11 which shows negative values as -.393. So, the achievement of both groups showed negative co-relations status in cause and effect relationship and this status gives authenticity to the research in hand.

Table 12
Paired Sample Test

Paired-values (difference)								
	Mean	Std. Deviation	Std Error Mean	95% Confidence interval of the Difference		T	Df	Sig. (2 Tailed)
				Upper	Lower			
Post assessment of both groups	3.83000	7.93361	1.44847	.86754	6.79246	2.644	29	.013

According to paired T-test statistical values was T=2.664 and was ata the degree of freedom 29. Values represented in table 12 show that paired scores of both groups have

results at 5% and 10% level of significance which show authenticity of experimental framework of the present research.

Checklist Analysis

How positive is it to use integrations of TBLT with GTM in teaching of translation studies? To answer this research question, observational check list was applied by researchers which helped to collect specific information silently. This checklist was also used for observing students attitudes, appearance, performance, authenticity of methodology and so on. The checklist was divided into three parts, which analysed behavior of students qualitatively related to activities, participations and current new methodology in subsequent sections.

Table 13
Interest of students in task/activities

Sr. No.	Checklist declarations	Occasionally	Frequently	Constantly
Attitude towards activities and tasks				
1	Attention for activities	1	7	22
2	Behavioral activeness for tasks	2	7	21
3	Grasping tasks	3	9	18
4	Time management for completions tasks	4	8	18
5	Obey prescribed rules for tasks or activities	1	5	24

Students' behavior for tasks or activities was observed in the light of well-planned five questions (See table 13) It was observed by the researchers that all students were participated actively and positively in prescribed activities and tasks of treatment session.

Table 14
Interest of students in task/activities class appearance

No	Checklist declarations	Occasionally	Frequently	Constantly
Students' Appearance in class				
1	Attentions for classwork	2	6	22
2	Friendly behavior for others	1	2	27
3	Work hard during class	3	3	24
4	Motivator for other students	2	5	23
5	Teacher's honor	0	2	28

Students' attitude towards classroom participation was observed through next five questions related to classroom participation and found that approximately all students participated actively and worked hard while only few students showed less interest in classroom participation. There was a significant number of student i.e '27' who paid full attentions to class work and showed full attentive behavior in the whole session.

Table 15
Behavior of Students for new methodology

No	Checklist declarations	Occasionally	Frequently	Constantly
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Behavior for integration of TBLT and GTM				
1	Showed interest in integrated methodology	2	3	25
2	completion of comprehension assignments through integrated methodology	1	2	27
3	Participate actively for learning of vocabulary	2	6	22
4	Like bilingual methotranslation	1	4	25
5	Interested in learning grammatical rules	02	6	22

Table 15 shows students' attitude towards integrated current methodology. Through this section of checklist it was observed that participants remarkably liked this new methodology because they participated actively in activities related to bilingual translation and learning of grammatical rules. So, it was declared that integrated methodology of GTM and TBLT had positive effect on performance of students in ELT class.

Analysis of students' feedback questionnaire. (Experimental group)

As mentioned before, a feedback questionnaire was distributed to all participants of this study at the end of 40 days session so that students' views would be collected. Primary objective of this activity was to collect students' feedback regarding current methodology, so, this feedback questionnaire was designed according to Likert scale having close ended question. This questionnaire was designed same as checklist was designed comprising same three sections.

Table 16
Feedback of students regarding activities/tasks

No.	Teacher's questions	Students' feedback					Total
		Strongly agree	agree	neutral	disagree	Strongly disagree	
1	Students, do you prefer tasks in classroom for learning comprehension?	20	5	2	2	1	30
2	Do think tasks/activities make learning interesting?	19	6	2	2	1	30
3	Do you learn vocabulary through activities easily?	21	5	2	2	0	30
4	Students, are you like learning with activities and tasks?	20	5	2	2	1	30

5	Students, do you think assignment work is helpful for language learning?	20	5	2	2	1	30
	Mean score of students	20	5.2	2	2	0.8	30

In table 16 mean score 20 related to 'strongly agree' and 5.2 related to 'agree' indicated that feedback from majority of learners was in favour of tasks and activity based language learning.

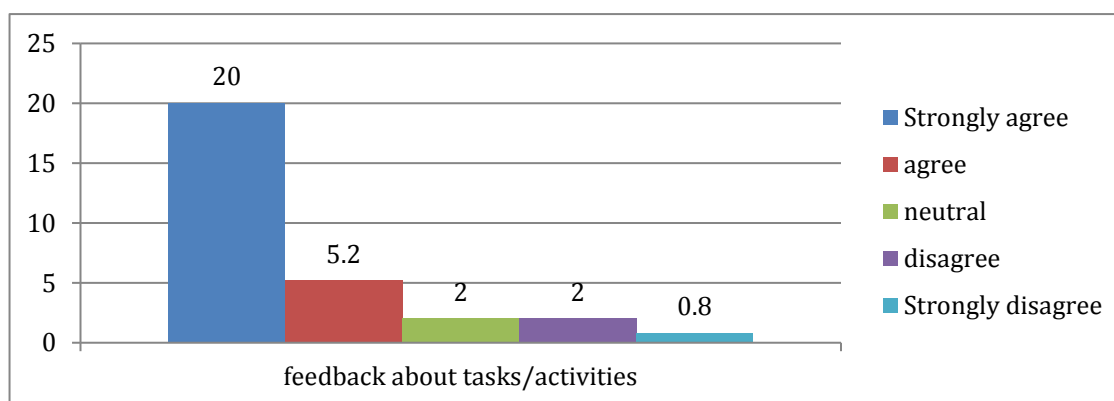


Figure-3 Graphic depiction of feedback resulted to tasks

Table 17
SPSS results regarding feedback about tasks/activities

Students' comments for activities/tasks	Strongly agree	agree	neutral	Disagree	Strongly disagree	Total
Mean score	20	5.2	2	2	0.8	30

Graphic and SPSS representations of all five variables given in Likert scale significantly declared that the students' feedback approved authenticity of tasks and activities in language class (See Figure 3 and Table 17).

Table 18
Feedback of students regarding class management

Sr. No.	Teacher's questions	Students' feedback					Total
		Strongly agree	agree	neutral	disagree	Strongly disagree	
6	Students, do you prefer learning reading with pairs or groups?	22	4	2	1	1	30

7	Students, are you satisfied with teacher's presentation?	25	3	1	1	0	30
8	Students, do you think learning through variety of topics is best technique in ELT class?	22	4	2	2	0	30
9	Students, do you recommend this method of learning?	19	4	2	2	2	30
10	Do you want to be a part of this class?	23	5	2	2	0	30
Mean score of students		22	4	1.8	1.4	0.6	30

In table 18 mean score 22 related to 'strongly agree' and 4 related to 'agree' indicated that feedback from majority of learners favored classroom participation which ultimately accelerated learning of reading comprehension skills.

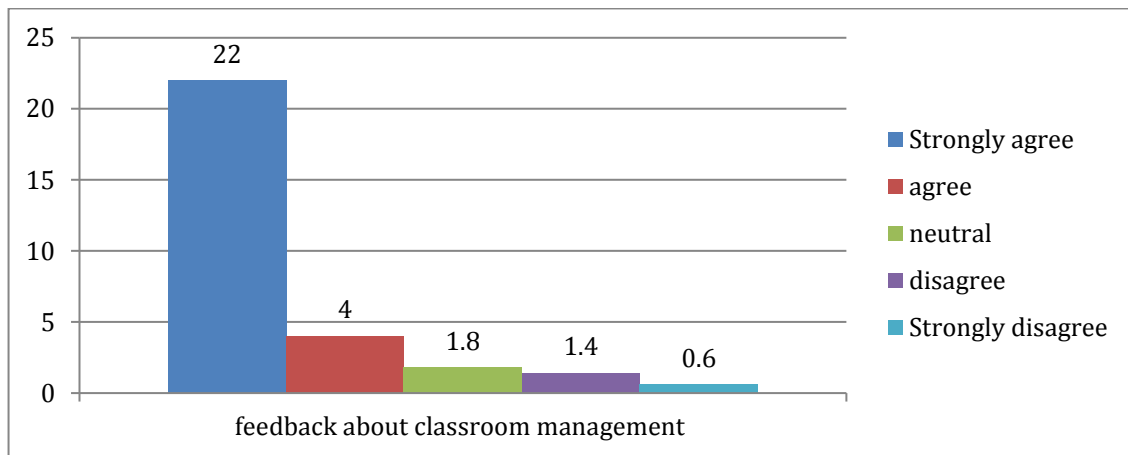


Figure-4 Graphic depiction regarding classroom appearance

Table 19
SPSS results of students' responses (class management)

Students' comments for management	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
Mean score	22	4	1.8	1.4	0.6	30

All questions mentioned in this section were measured through feedback of students against all five Likert scale variables and cumulative mean scores were calculated through frequencies. SPSS results i.e mean score strongly agree=22 and agree=4 declared that participants showed their interest in class participant.

Table 20
Feedback of students regarding integrated new methodology.

No.	Teacher's questions	Students' feedback
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Questions related to integrated methodology		Strongly agree	agree	neutral	disagree	Strongly disagree	Total
11	Students' do you prefer current methodology?	21	5	3	1	0	30
12	Is TBLT an interesting method?	23	3	2	1	1	30
13	Is it interesting to learn vocabulary through TBLT	25	3	0	2	0	30
14	Did you find tasks and activities helpful in language learning?	23	4	2	1	0	30
15	Students' do you think assignment work was helpful in learning reading comprehension?	22	5	1	1	1	30
Mean score		22.8	4	1.6	1.2	0.4	30

In above mean score 22.8 related to 'strongly agree' and 4 related to 'agree' indicated that feedback from majority of learners favored current methodology i.e integration of TBLT and GTM for learning of reading comprehension skills while only 0.4 mean score indicated disagree statements by the learners.

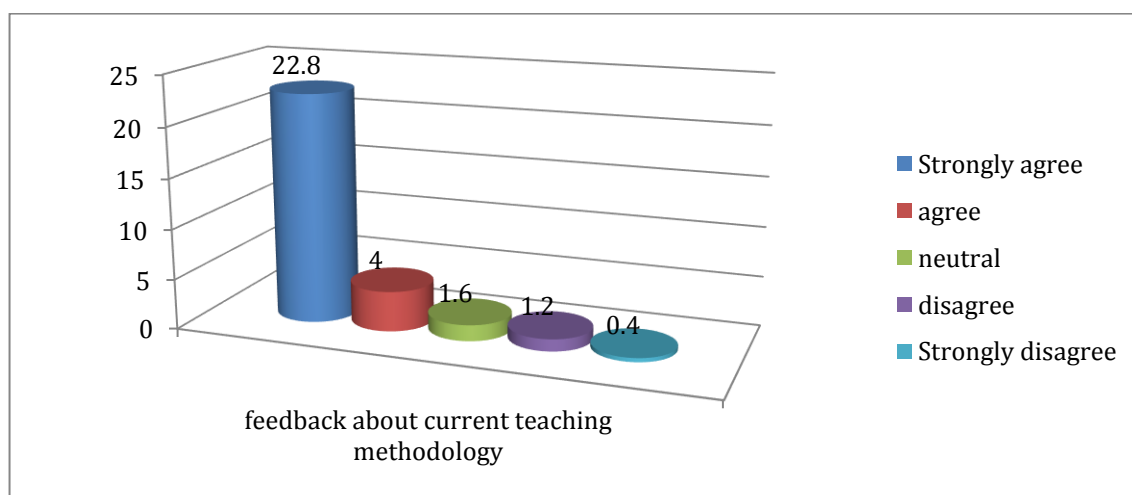


Figure 5 Graphic depiction regarding integrated methodology

Table 21
SPSS results of integrated methodology

Students' comments for integrated methodology	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
Mean score	22.8	4	1.6	1.2	0.4	30

Questions of this section were measured through feedback of students against Likert scale's five variables and cumulative mean scores were calculated through frequencies shown in Figure 5 and Table 21. SPSS results, i.e., mean score strongly agree=22.8 and agree-

4 significantly declared that participants showed interest in current methodology i.e integration of TBLT and GTM.

Table 22
Table of values related to individual variables of participants' feedback

Statements	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
N	Valid	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	1.63	1.67	1.50	1.63	1.63	1.50	1.27	1.47	1.73	1.50	1.47	1.47	1.30	1.37	1.47
Median	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Mode	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Std. Deviation	1.098	1.093	.900	1.098	1.098	1.009	.691	.900	1.258	.900	.819	1.008	.794	.765	.973
Variance	1.206	1.195	.810	1.206	1.206	1.017	.478	.809	1.582	.810	.671	1.016	.631	.585	.947
Skewness	1.812	1.746	1.823	1.812	1.812	2.269	2.943	1.934	1.658	1.823	1.726	2.370	2.927	2.217	2.505
Std. Error of Skewness	.427	.427	.427	.427	.427	.427	.427	.427	.427	.427	.427	.427	.427	.427	.427
Range	4	4	3	4	4	4	3	3	4	3	3	4	3	3	4
Minimum	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maximum	5	5	4	5	5	5	4	4	5	4	4	5	4	4	5
Percentiles	25	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	75	2.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	2.00	1.25	1.00	1.25

Above table 22 shows score which represents different variables in the prepared all fifteen question in single unit and the results or values presented in this table would be read as mean>median>mode and these values reflect that statistics was positively twisted.

Table 23
Values of composite responses
Responses of participants

	Rate	%	Valid %	Cumulative %
Valid---	1.0	5	16.7	16.7
	1.07	7	23.3	40.0
	1.13	5	16.7	56.7
	1.20	3	10.0	66.7
	1.27	2	6.7	73.3
	1.40	2	6.7	80.0
	2.20	2	6.7	86.7
	2.87	1	3.3	90.0
	3.40	1	3.3	93.3
	3.67	1	3.3	96.7
	3.80	1	3.3	100.0
Total	30	100.0	100.0	

The values of students' feedback showed that a majority of students provided positive feedback and approved current methodology i.e integrations of TBLT with GTM and declared it as a sign of success.

This paper was based on experimental investigation and the data for this research was obtained through different instruments of experimental procedures e.g pre and post tests , checklist and questionnaire compiling feedback of students. Data was analysed qualitatively as well as quantitatively and it was found that integrations of TBLT with GTM would be helpful methodology for ELT class in Pakistani context.

Conclusion

In Pakistani context of English language learning, GTM is practiced widely in private as well as public sector of education. Rebelliously, in developed countries GTM is considered as obsolete, old, out fashioned and outdated method while in international scenario it has great importance yet. Due to multiple factors it is difficult to remove GTM as whole from pedagogical framework especially in Pakistan like countries. From the time of emergence of Pakistan since 1947, unfortunately no government gave clear and comprehensive importance to policy related to language teaching especially English language teaching (Tariq, 2001)

Thornbury, (2000) says that grammar is the starting point in learning a language. Brown (2001) takes TBLT as the most popular method of teaching ESL. he regards it as an expansion of CLT. Observing some factors, this study was a step to provide some solutions for better use of GTM in ELT class in Pakistani pedagogical scenario. TBLT is treated as an advanced methodology especially in language teaching class, so, researchers integrated GTM with TBLT to accelerate teaching and learning process in ELT class. For this purpose, researchers conduct experimental research and finally the integrations of TBLT with GTM was approved after that experimental process.

Total three procedures were adopted by the researchers, first; 40 days treatment according to model lesson planning, second; observation checklist and finally; students feedback related to integration of both methodologies. Results of treatment via model lesson planning showed positive impact of this integrations, i.e participants of experimental group showed better results after treatment of model lesson planning in post assessment test while on the other hand controlled group showed same results in post assessment test as shown in pre assessment tests (See table 6 and 9). As for second part of the study was concerned, it was observed through checklist that students of experimental group liked activities, tasks, class participations and integrations of current methodology (See table 13, 14 & 15). The third section of the study related to students' feedback also approved the integration of TBLT with GTM because majority of participants gave positive responses (See table 16, 18 & 20).

Yildiz and Senel, (2017) suggested that combinations of TBLT and GTM would be helpful for teaching English because grammatical knowledge would be made considerable through tasks suggested by TBLT approach. In nutshell the results of this study approved that integration of TBLT with GTM is an authentic methodology for ELT classroom in Pakistani pedagogical context.

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