



RESEARCH PAPER

Integration of Task-based Language Teaching and Grammar Translation Method to Teach Conditional Sentences

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ABSTRACT

Learning English language for academic purposes is one of the important fields in every corner of the world, and the students face many difficulties in different learning areas, so the researchers and ELT experts from different disciplines innovate varieties of teaching methods and integrated teaching techniques to share their experimental and lifelong experiences. One of the difficult learning areas for the EFL and ESL learners is to construct conditional sentences. The students make many mistakes in conditional sentence structures because of many reasons including their L1 interference. This action research was conducted to explore the effectiveness of TBLT and GTM integrated teaching techniques to teach conditional sentences to the students of intermediate level and fill the research gaps in this specific area. A pre-test, a post-test and a learners' feedback questionnaire were designed to collect data for this study and the data analysis was done in mixed mode. The participants' recorded responses confirmed the effectiveness of the integration of these two prominent teaching methods to improve learners' understanding and performance in constructing different kinds of conditional sentences.

Keywords: Conditional Sentences, GTM, TBLT

Introduction

The main purpose of ELT in Pakistan should not be giving the students access to classical and romantic English literature as our present education system is doing. The main purpose should be making the students active users of simple, natural and living English. In our institutes, this important purpose has been ignored, and literary books are taught for language teaching purposes that cannot help the students to use English fluently. The ability to communicate effectively is related to express ideas with correct and clear-cut sentences using acceptable words, phrases and grammatical structures. I have observed that the teaching of grammar through GTM causes some misunderstandings to make grammatically correct sentences particularly in constructing conditionals. It is because of L1 interference and differences in English and Urdu structures. Therefore, it is better to teach conditionals through effective teaching methods. Using GTM to teach conditionals causes many mistakes in translation and sentence structures. We often come across such incorrect sentences; for example, ¹If you will go there, he will help you. ²If you worked hard, you will pass. ³If she had plucked the flowers, I would beat her. This study tried to resolve the problem of teaching conditionals through TBLT and GTM integrated techniques.

Norris (2003) says that conditionals are an obstacle to overcome for teachers and students of ESL and EFL. Most of the students even at advance level cannot express their ideas, emotions and thoughts fluently and effectively in English particularly when they

construct conditional statements. Moreover, they learn conditional structures through GTM that also causes some misunderstandings. The techniques of teaching grammar particularly the conditional structures are not satisfactory at all, so the students make mistakes in L1 and L2 translation and constructing conditionals in English.

Literature Review

The knowledge of essential English grammar is very important for learners' effective communication, and it helps them use the language accurately. It is the anatomy, practical analysis, scientific inquiry into the structures and the map of a language. It is true to say that "the better the grasp of grammar, the better we use the language we speak and write, the clearer and more precise our communication will be" (Write better, Speak better, P. 321). The speakers of every language carry the grammar of their language in their minds which covers the whole system of that language, but the learners of L2 face many problems. The dull rules, duller drills of grammar and ineffective teaching techniques do create some problems for the learners. In fact, the teaching of grammar can be fun...we can become detective and discover the relationship between words, phrases and clauses. We can become lawyers and argue the logic of using specific word or the structure of a sentence (Write better, Speak better, 1977).

Many experts recorded and shared their experiences in multidimensional contexts and perspectives, and Prabhu (1987) is the most prominent among them. Other researchers; for example, Loschky and Bley in (1993), Willis in (1996), Ellis in (2003), Niemeier in (2017), Milarisa in (2019) and many others discussed their task-based classroom experiences. Similarly, Austin, (2003) discussed GTM in details, and Chang (2011) did a contrastive study of GTM and CLT. Dagilienė (2012) wrote about translation as a learning method in ELT. Abdullah (2013) tried TBLT and the Direct Method integrated teaching, and Aqel (2013) talked about the effects of GTM. Prastyo, (2016), Yildiz and Senel (2017) wrote about GTM through TBLT to EFL young learners. Farhangi & Pourmohammadi (2018) conducted a study to teach the first conditional and appreciated its learning outcomes. These experts described their TBLT and GTM classroom experiments. However, TBLT and GTM have not been studied as an integrated teaching technique to teach conditional sentences at intermediate level and fill the research gaps.

The Conditional Sentence

A conditional sentence is a sentence in which the subordinate clause, usually beginning with *if*, gives a condition that must be fulfilled before what the main clause says can be true, possible or done. An *if*-clause and a main clause are the two main parts of a conditional. In the sentence, *if it rains, he will go out*. 'If it rains' is the *if*-clause and 'he will go out.' is the main clause. We have three types of conditional sentences. Different pairs of tenses are used in each type, but certain variations are also possible... (Thomson & Martinet, 1988). Some grammar books focus on three common *if* patterns called the *first* (probable), *second* (improbable) and *third* (impossible) conditionals (Sawn, 1989). According to Al-Rdaat and Gardner (2017), some of non-native speakers tried to solve their L2 problems by using their L1. According to Norris (2003), conditionals are a big obstacle to overcome for teachers and students of ESL and EFL. Conditionals are complex structures that express a variety of meanings through a variety of forms, and are used for a variety of discourse functions. According to Covitt (1976) as cited by Murcia and Freeman (1999) conditionals ranked fifth...among the most serious teaching problems for ESL teachers.

Zero conditional

We have three types of conditionals, but some scholars coined this new term to make the teaching process easier. Case (2015) says it is very easy to teach Zero Conditional because of its simple structure (If+ present simple, present simple); for example, if I have a bath, it makes me feel sleepy. Zero conditional express a factual [implication](#) rather than

describing a hypothetical situation. They express general truths; for example, when people smoke cigarettes, their health suffers.

Conditional Sentences of type-1

The type-1 conditional sentence is: *If + present tense, future simple* (Murcia & Freeman, 1999). The verb in the *if-clause* is in the present tense; the verb in the *main clause* is in future simple. It does not matter which comes first; for example, if you work hard, you will pass/you will pass if you work hard. Both sentences are the same except an extra comma in the first one. The variation of main clause is also possible. For example, *If + present tense + (may, might) + verb-1 (possibility)*/If she comes here, I (may, might) help her. *If + present tense + another present tense [zero conditionals]* – is used to express habitual results as in If you heat ice, it turns to water.

Conditional Sentences type-2

According to Murcia and Freeman (1999), the type-2 conditional is: *If + past tense, would + verb-1 [certain result]*. For example, if you worked hard, you would pass/you would pass if you worked hard. Both sentences are the same except an extra comma in the first one. If I knew his address, I could go there (ability). The variation of main clause is also possible; for example, *If + past tense, might + verb-1 [possible result]*. If she did that again, she might get sick (possible result). If she had a degree, she could get that job (Ability & Permission). *If + I were (would, might) + be + verb-1 with [ing]*/Mr. Ahmad is on leave; he is visiting Karachi. If I were on leave, I (would, might) be visiting Swat. *If + past tense, past tense*/If someone interrupted him, he got angry (Thomson & Martinet, 1988). Yule calls them hypothetical conditionals. "The use of past tense forms in the *if-clause* is an indication of remoteness of the possibility of the event" (Yule, 1998, p 125).

Conditional Sentences type-3

The type-3 conditional is: *If + past perfect + would have + verb-3* (Murcia & Freeman, 1999). For example, if you had worked hard, you would have passed/you would have passed if you had worked hard. Both sentences are the same except an extra comma in the first one. The variation of main clause is also possible; for example, *if + past perfect, (could, might) + have + verb-3*/If I had found her earlier, I could have saved her (possibility/ability). *If + past perfect, would have been + verb-1 with [ing]* is also possible. If Mr. Hamid had not been there, I would have been sitting in front. Yule (1998) refers to these sentences as *counterfactual conditionals*.

Mixed Conditionals: Some Special Cases of Conditional Sentences

Some *if* structures are not divided into these three main categories; for example, use of (will, would, should) in *if-clause*. Normally, these auxiliaries are not used after *if* in conditionals. There are; however, certain exceptions to use them to convey some special meanings. A few examples are: We also use *If you (will, would)* in polite request, but *would* is more polite. In this case, *will* is not auxiliary; it means "are willing to." If you (will, would) wait a moment, I will see if Ahmad is free (please wait). *Would* makes a request even more polite. Wait over there if you would. *If + (will, would)* can be used with all persons to indicate willingness/If he will listen to me, I will be able to help him. It means (If he is willing to listen...). Stressed *will* after *if* expresses the idea of insistence. If you `will get drunk every night, it is not surprising you feel ill. It means if you insist on...*If + would like/care* is (more polite) = *If + want / wish*. If she would like to go there, I will help her. *If + were* instead of *If + was* is also possible. Usually either can be used, but [were] is more likely in formal English. If she were offered the job, she would take it. *Even if = Even though* are also possible.

Compare: You must go tomorrow if you are ready. You must go tomorrow even if you are not ready. *Whether...or* = *If...or* are also used. You must go whether you are ready or not. = You must go if you are ready or not. *Unless + affirmative verb* = *If + negative* is also used. Unless you start at once, you will be late. = If you do not start at once, you will be late.

Conditional Sentences in Indirect Speech

In the type-1 sentences, the tense changes in the usual way. He said, "If I catch the plane, I will be home by five." = He said that if he caught the plane, he would be home by five. In the sentences of type-2, no tense is changed; for example, "She said, "If I had a college degree, I could get a job." = She said that if she had a college degree, she could get a job. In the sentences of type-3, tense is not changed; for example, "He said, "If she had loved Mr. Ali, "She would not have talked to him like that." = He said (that) if she had loved Mr. Ali, she would not have talked to him like that. *If anything* after negative statement means something different from what you just said is actually the case. He did not look nervous. If anything, he looked slightly perplexed. *"It isn't as if/it's not as if"* is an expression to introduce a statement that might explain something puzzling. I cannot understand why she likes him so much. It is not as if he is good-looking at all. *If* = *although* is used in a formal style. His style, if simple, is pleasant to read. *If only...!* means *I wish*, but it is more emphatic. It is not a conditional, but it may confuse some students because of *if* in the beginning of the sentence as in 'If only it would stop raining!' *If* also means *imagine/suppose* and *provided*/If we could all fly, wouldn't that be fun! *If I were you* is used for [advice]/If I were you, I should not worry. Elliptical structures are also used in a formal style such as *subject + be*. If in doubt, ask for help. It means = If you are in doubt... (Thomson & Martinet, 1988). This literature review does give strength to my research questions that most of the educated people do not know and understand the correct use of conditionals and the differences between the sentence structures of English and Urdu languages. This study focused only on the kinds of mistakes the students committed in the pre-test, the causes of such mistakes and finally be in a position to prescribe a remedy and fill the research gap.

Material and Methods

For this classroom action research, a well-organised plan was followed. Data was collected through different research instruments, but a pre-test, a post-test and a feedback questionnaire have only been discussed in this paper. The questions in the tests covered a large range of conditional sentences including zero conditional, type-1, type-2, type-3 and mixed conditionals. Besides finding out the causes of mistakes, the research also applied a comparative method to compare the conditional structures of English and Urdu languages. The feedback questionnaire focused on learners' motivation, class performance and their opinion about this learning experience. The data was analyzed through mixed mode. The study focused on teaching conditionals in English language to Pakistani intermediate level students through TBLT and GTM integrated techniques. Only twenty male students were the participants who joined this class to learn conditionals. The delimitation of the study was as stated below:

- a) The second year students of intermediate level were the participants.
- b) These male participants were from 19 to 22 years old.
- c) They were from Reliance College Faisalabad.

Data Analysis

To highlight the effectiveness of this integration technique, the data analysis was done in mixed mode.

The analysis of pre-test shows learners' lack of knowledge in conditional sentences especially the conditionals of type-3. They could not answer most of the questions because they did not study all the conditionals. Moreover, the conditional structures of English and Urdu languages are totally different, and they cause many mistakes and misunderstandings. For example, the sentence structure of conditional type-1 is: *if + subject + present simple, subject + simple future = If you work hard, you will pass the exam.* In this type of Urdu conditional, every sentence ends with an Urdu word [ہے = will] that comes at the end of both clauses, so the students use the Urdu word [ہے] and English word [will] in both clauses [If you will work hard, you will pass the exam] when they translate and construct conditional sentences. The researcher taught the conditional sentences to the students focusing on their mistakes in the pre-test. It was the first time that they were studying conditionals through TBLT and GTM. After this remedial teaching treatment, the students were given a post-test to evaluate the impacts of this integrated teaching treatment.

Quantitative data analysis of the pre-test and the post-test

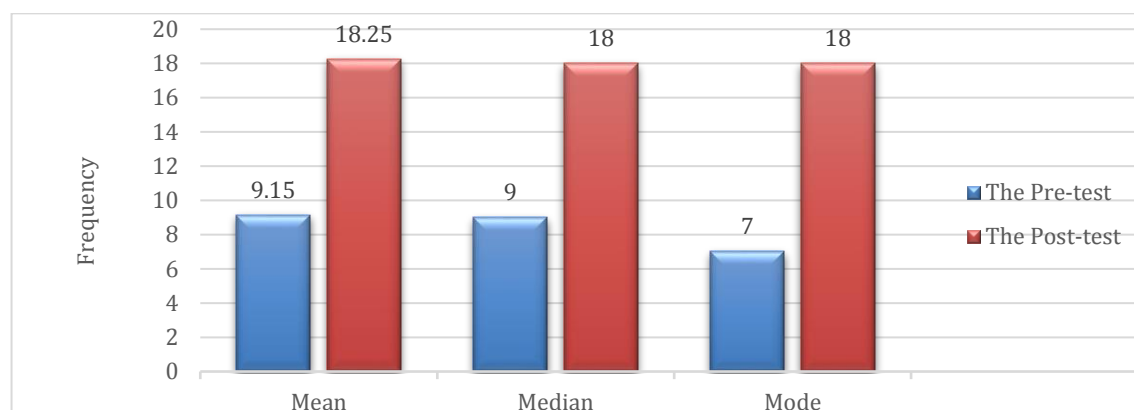
The following results of the pre-test and the post-test confirm the learners' knowledge and understanding of conditionals through the TBLT and GTM integrated teaching treatment.

Table 1
The results of the pre-test and the post-test of the participants (P).

S/N	Pre-test			S/N	Post-test		
	P[S]	Marks-25	Percentage		P[S]	Marks-25	Percentage
1.	P:1	8	32%	1.	P:1	19	76%
2.	P:2	7	28%	2.	P:2	17	68%
3.	P:3	11	44%	3.	P:3	20	80%
4.	P:4	9	36%	4.	P:4	18	72%
5.	P:5	13	52%	5.	P:5	22	88%
6.	P:6	7	28%	6.	P:6	15	60%
7.	P:7	8	32%	7.	P:7	18	72%
8.	P:8	10	40%	8.	P:8	21	84%
9.	P:9	11	44%	9.	P:9	18	72%
10.	P:10	8	32%	10.	P:10	18	27%
11.	P:11	7	28%	11.	P:11	16	64%
12.	P:12	5	20%	12.	P:12	13	52%
13.	P:13	7	28%	13.	P:13	15	60%
14.	P:14	5	20%	14.	P:14	14	56%
15.	P:15	9	36%	15.	P:15	19	76%
16.	P:16	11	44%	16.	P:16	22	88%
17.	P:17	14	56%	17.	P:17	17	68%
18.	P:18	9	36%	18.	P:18	21	84%
19.	P:19	14	56%	19.	P:19	23	92%
20.	P:20	10	40%	20.	P:20	19	76%
	Mean	9.15			Mean	18.25	
	Median	9			Median	18	
	Mode	7			Mode	18	

The Table-1 shows the results of the pre-test and the post-test on conditional sentences. The pre-test shows 9.15 mean scores, but the post-test shows 18.25 scores. The median score is 9.0 in the pre-test, but median score is 18 in the post-test, and the mode score is 7 in the pre-test while the mode score is 17 in the post-test. These numbers show a great difference between the results of the tests. Thus, we can confirm that the mean, median and mode scores of the results show a big difference in learners' understanding and performance in conditionals.

Figure 1. Graphic Representation of the Pre-test and the Post-test Results



In the Figure-1, the frequency level is shown from [0] to [20]. The small bars represent the pre-test, and the large bars represent the post-test. The post-test was conducted after the TBLT and GTM treatment. The comparative analysis of the results shows a remarkable difference. It also shows learners' better understanding and performance in conditionals through TBLT and GTM integrated treatment. After learning through this treatment, the learners successfully answered the questions that they failed to answer in the very beginning.

Quantitative data analysis

A comprehensive questionnaire was designed for primary data collection.

Table 2
Responses to TBLT and GTM integrated techniques

Question-1: Was it an interesting experience to learn through TBLT and GTM integration?				
Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	2	10	10	10
Somewhat	4	20	20	30
To a great extent	14	70	70	100
Total	20	100.0	100.0	
Question-2: Did you like learning by L1 conversation and learning tasks?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	2	10	10	10
Somewhat	4	20	20	30

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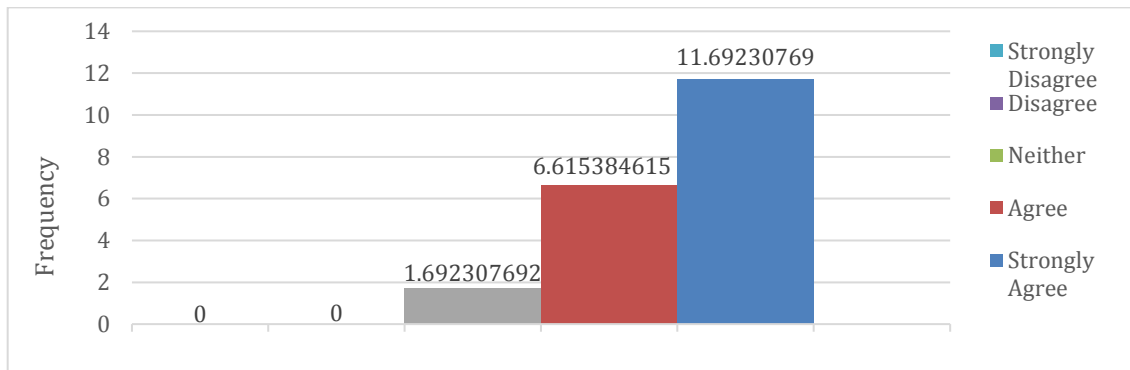
To a great extent	14	70	70	100
Total	20	100.0	100.0	
Question-3: Did the learning tasks and L1 conversation make your learning easier?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	1	5	5	5
Somewhat	5	25	25	30
To a great extent	14	70	70	100
Total	20	100.0	100.0	
Question-4: Were the learning tasks and L1 conversation interesting and motivating?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	2	10	10	10
Somewhat	5	25	25	35
To a great extent	13	65	65	100
Total	20	100.0	100.0	
Question-5: Did the TBLT and GTM integrated teaching make it easy to learn conditionals?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	1	5	5	5
Somewhat	6	30	30	35
To a great extent	13	65	65	100
Total	20	100.0	100.0	
Question-6: Were the TBLT and GTM teaching techniques effective to teach conditionals?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	3	15	15	15
Somewhat	6	30	30	45
To a great extent	11	55	55	100
Total	20	100.0	100.0	
Question-7: Did this new learning experience build your confidence to write conditionals?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	4	20	20	20
Somewhat	3	15	25	35
To a great extent	13	65	65	100
Total	20	100.0	100.0	
Question-8: Do you like task-based assignments of conditional sentences?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	2	10	10	10
Somewhat	8	40	40	50
To a great extent	10	50	50	100

Total	20	100.0	100.0	
Question-9: Do you agree that this teaching technique help to understand the differences between the conditionals of Urdu and English?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	0.0	0.0	0.0	0.0
Somewhat	8	40	40	40
To a great extent	12	60	60	100.0
Total	20	100.0	100.0	
Question-10: Was it helpful to translate conditionals from Urdu into English and vice versa?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	0.0	0.0	0.0	0.0
Somewhat	10	50	50	50
To a great extent	10	50	50	100.0
Total	20	100.0	100.0	
Question-11: Was it helpful to understand conditionals by matching tasks of part-A and part-B?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	4	20	20	20
Somewhat	5	25	25	45
To a great extent	11	55	55	100.0
Total	20	100.0	100.0	
Question-12: Do you recommend this teaching technique to teach grammar?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	2	10	10	10
Somewhat	11	55	55	55
To a great extent	7	35	35	100
Total	20	100	100	
Question-13: Do you think this teaching technique encourage you to ask more questions?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	1	5	5	5
Somewhat	9	45	45	50
To a great extent	10	50	50	100
Total	20	100.0	100.0	
Question-14: Do you like to attend such a teaching class again that uses TBLT and GTM?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	3	15	15	15
Somewhat	7	35	35	50
To a great extent	10	50	50	100.0
Total	20	100.0	100.0	

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Question-15: Do you think TBLT & GTM techniques are better than the traditional ones?				
Not at all	0.0	0.0	0.0	0.0
Very little	0.0	0.0	0.0	0.0
Undecided	0.0	0.0	0.0	0.0
Somewhat	6	30	30	30
To a great extent	14	70	70	100.0
Total	20	100.0	100.0	

Figure 2. Graphic Representation of the Students' Feedback Questionnaire



The Figure 2 shows the students' feedback on the topic. The frequency level is from [0] to [14]. The first two spaces show a zero (0) Not at all and very little responses from the students. The neutral scale shows 1.692307692 responses. The fourth scale shows 6.15384615 agreed responses, and the last one shows 11.69230769 to a great extent responses. Therefore, the results prove that TBLT and GTM was a very successful pedagogical treatment to teach conditionals.

Table 3
Descriptive statistics of feedback questionnaire

	N	Range	Minimum	Maximum	Mean	Std. D	Variance	Skewness	Std. Error
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	
1- Was it an Interesting experience to learn through TBLT and GTM integration?	20	2	3	5	4.60	.681	.463	-1.514	.512
2- Do you like learning by L1 conversation and learning tasks?	20	2	3	5	4.60	.681	.463	-1.514	.512
3- Did the learning tasks and L1 conversation make your learning easier?	20	2	3	5	4.65	.587	.345	-1.521	.512
4- Were the learning tasks and L1 conversation interesting and motivating?	20	2	3	5	4.55	.686	.471	-1.283	.512
5- Did the TBLT and GTM integrated teaching make it easier to teach conditionals?	20	2	3	5	4.60	.598	.358	-1.245	.512
6- Did the TBLT and GTM teaching techniques effective to teach conditionals?	20	2	3	5	4.40	.754	.568	-.851	.512

7- Did the new learning experience build your confidence to write conditionals?	2	3	5	4.45	.826	.682	-1.071	.512
8- Do you like task-based assignments of conditional sentences?	2	3	5	4.40	.681	.463	-.712	.512
9- Do you agree that this teaching technique help to understand the differences between the conditionals of Urdu and English?	1	4	5	4.60	.503	.253	-.442	.512
10- Was it helpful to translate conditionals from Urdu into English and vice versa?	1	4	5	4.50	.513	.326	-.000	.512
11- Was it helpful to understand conditionals by matching tasks of part-A and part-B?	2	3	5	4.35	.813	.661	-.766	.512
12- Do you recommend this teaching technique to teach grammar?	2	3	5	4.25	.639	.408	-.253	.512
13- Do you think this teaching technique encourage you to ask more questions?	2	3	5	4.45	.605	.366	-.583	.512
14- Do you like to attend such a teaching class again that uses TBLT and GTM?	2	3	5	4.35	.745	.555	-.697	.512
15- Do you think TBLT & GTM techniques are better than the traditional ones?	1	4	5	4.75	.470	.221	-.945	.512

Interpretation of the Learners' Feedback Table

The Table-2 gives a focused description of the students' feedback through the above-mentioned questions that also focus on different aspects of learning conditional sentences through TBLT and GTM integrated techniques. The Q-1 focuses on interesting aspect of learners' new learning experience, and the Q-2 focuses on confirming whether the learners like learning through L1 conversation and learning tasks. The Q-3 focuses on making learning process easier by L1 conversation and tasks. The Q-4 is about the interesting and motivational aspects of learning tasks and L1 conversation in the class, and the Q-5 is about making the learning of conditionals easier by using TBLT and GTM. The Q-6 is about learners' opinion on the effectiveness of this teaching technique. The Q-7 is about building confidence through this technique to deal with conditionals. The Q-8 is about the uses of task-based assignments, the Q-9 focuses on understanding the differences of English and Urdu conditionals, but the Q-10 is about translation of these sentences into English and Urdu that is one of the main problems because of L1 interference. The Q-11 is about the uses of matching conditional sentences in part-A and part-B that is a better way of revision and develop understanding in conditionals. The Q-12 is about learners' recommendation to use this technique to teach grammar, the Q-13 is about encouraging learners to ask more questions in the class for better understanding of the topic. The Q-14 is about learners' attending such a teaching class again that uses TBLT and GTM. The Q-15 is about teaching impacts of TBLT and GTM treatment. The learners appreciated their new learning experience because TBLT gave them well-focused tasks to learn conditionals step by step, and GTM developed their understanding through L1 conversation.

Findings

This study tried to seek the answers of the research questions about teaching conditional sentences through TBLT and GTM integrated teaching treatment. Here are the findings:

- a) In Pakistani schools and colleges, GTM is used to teach conditional sentences, and students learn and practice these structures with the help of Urdu structures. This teaching method causes many problems and misunderstandings because of different conditional structures of English and Urdu languages.
- b) The findings suggest the effectiveness of the TBLT and GTM integrated teaching to teach conditional sentences because the students learn different conditional structures through well-focused tasks with the explanation of these tasks in their L1.
- c) If the teachers teach the conditionals one by one through the learning tasks and explain the differences of these structures in L1, the students do not make mistakes because of their L1 interference.
- d) This teaching technique is also very interesting to teach conditionals because the learners freely use their L1 while completing their learning tasks in L2.
- e) The learners' feedback responses show their motivation because they understand everything because of using L1 in the class and translating conditional sentences in both the languages.
- f) This integrated teaching makes the learning process easier and faster as well as builds the learners' confidence to deal with conditionals successfully.
- g) The findings of this action research suggest that the structures of conditional sentences can be taught effectively in every language class through the integrated technique of TBLT and GTM.

Conclusion and recommendation

The experts tried various teaching techniques to improve different language skills in foreign languages. They tried TBLT and GTM and appreciated the outcomes, but TBLT and GTM have not been studied to teach conditionals to Pakistani students at intermediate level. This action research tried to record the effectiveness of this new teaching experiment, filled the research gap and showed a scholarly window to the research community to conduct more research in different areas of ELT by integrating different teaching methods and techniques. The researcher taught conditionals using well-focused learning tasks and L1 conversation. Each task focused on teaching one conditional structure in the beginning, but the learners were given mixed and challenging tasks on conditionals when they showed their full understanding of all these structures. This teaching experiment of constructing conditionals and translating English conditionals into Urdu and vice versa proved itself very effective. Each task along with L1 explanation contributed towards better understanding of the conditionals as a whole. The conditionals of English and Urdu languages are different and the learners make mistakes when they literally translate their sentences. The TBLT and GTM integrated teaching helped to resolve the problems of learning conditionals through task-based and L1 integrated techniques, develop understanding of conditionals in English and Urdu, and they are more result oriented than the traditional teaching methods.

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