Comparative Effectiveness of Teaching English Through Grammar Translation Method and Computer Assisted Language Learning at Secondary Level in Pakistan

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Abstract

English is one of the compulsory subjects at secondary level in Pakistan. The practitioners tried to improve the performance of students in the subject of English in Public schools. Therefore, the present study was aimed to examine the comparative effectiveness of teaching English through grammar translation method and computer assisted language learning at secondary level. The nature of the study was experimental. Pretest-posttest design was used. The study was conducted in Government higher secondary school Behari Colony D.I Khan. Sixty (60) students (30 participated in control group and 30 students participated in experimental group) were taken randomly on the basis of pretest. Pre-test and post-test were developed

including 50 items (MSCQs and Grammar related questions). Index of Item objective Congruence (IOC) and Cronbach's Alpha was used t estimate the content validity and reliability of pretest and posttest. Independent sample t-test was used. The study concluded that students taught though computer assisted language learning obtained high marks as compared to grammar translation method.

Keywords: Grammar Translation Method, Computer Assisted Language learning, Secondary School

Introduction

Language is a tool for communication and a medium of idea expression. English has emerged as a significant language on the international stage. Its scope and importance in Pakistan can be gauged by the fact that it is taught as a required topic from primary school all the way through secondary school in both the public and private sectors of education. It is also the national tongue of Pakistan. It is also currently necessary (Elen et al., 2007)1. New strategies to criticize a shortcoming emerged when the old ones disappeared. According to Brown (2000)2, this has led to the last century revealing a fascinating and varied array of methods for teaching foreign languages. When a student is keen to learn a secondary language, he should acquire the achievement feature of the second language. According to Larsen-Freeman (2000)3, someone learning a secondary language must acquire the psychological and sociological facets of the language. According to Larson, language specialists encourage students to actively participate in the process of learning a language. He also acknowledges that a number of methods and practices have been developed to help students attain this goal. He explains to us that practicing activities will help us improve our reading and spoken communication skills. Replication is another aspect of this practice that will help our language skills.

Various Teaching Techniques

Various teaching techniques have been used to improve students' academic performance in the subject of English in light of this reality. Different approaches have been developed over a long period of time. Each of those approaches has its own significance and advantages and disadvantages. As a result, it examines the Translation Method and The Direct Method as being the most effective, whereas Computer Assisted Language Learning (Instruction) is a relatively recent method. As a result, the Grammar Translation Method was employed for a considerable amount of time, and during the twentieth century, computer assisted instruction emerged. These three methods of instruction are widely employed when teaching English (Leonardi, 2011)4. The classical way of teaching Greek and Latin, which was used to teach foreign languages, is where the Grammar Translation method got its start. It uses deductive reasoning. Students learn the grammatical rules in grammar-translation lessons before applying them by translating phrases between the proposed language and the indigenous language. The vocabulary of the students has greatly increased. Reading and writing become excellent talents. Although it improves students' memories, it has the opposite effect on their speaking and listening skills.

Computer Assisted Language Learning (CALL)

Computer Assisted Language Learning (CALL) places a strong emphasis on creating learning materials that empower students to work independently. The CALL materials, presumably generated from diverse learning theories, generally take into account the concepts of the ways of teaching a language. The main worry is how much of the teacher's role and responsibility the computer will take over. It lessens the teachers' workload. It supports and enhances the teaching and evaluation processes. The use of computers in the classroom gives pupils the chance to explore reality and learn more in-depth

information to satiate their intellectual curiosity. It raises students' proficiency (Mondal 2012). Therefore, the present study was aimed to examine the comparative effectiveness of teaching English through grammar translation method and computer assisted language learning at secondary level.

Objectives of the Study

Following objectives were formulated:

To find out the teaching effectiveness taught through Grammar Translation Method (GTM) and Computer Assisted Language Learning (CALL) at secondary school level.

To determine the students' academic achievement of low achievers taught through GTM and CALL in the subject of English at the secondary level.

Literature Review

Grammar Translation Method (GTM)

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Grammar Translation Method (GTM) is a teaching strategy used for foreign languages that is based on the conventional approach to teaching Greek and Latin. With this approach, the students learn the grammatical rules, which are subsequently applied to translation. The strategy aims to promote students' intellectual development while also enabling pupils to understand and translate literature produced in the targeted language. According to Larsen-Freeman (2000)5 GTM is teaching approach for English language which enables students to read only. Through this method, students familiar develop vocabulary and familiar with grammatical structure. Moreover, teaching English is considered as a foreign language particularly in developed countries which develop their mind rationally. Even though it is frequently asserted that the goal of the teaching is to enable students to read literature in its original form, the Grammar Translation Method, according to (Setiyadi,

2006)6, covers a variety of techniques and generally speaking, a wide range of approaches. GTM differs from contemporary approaches in its viewpoints on the nature of language and language learning (Shukhratovna, 2020)7. The GTM is currently viewed by a sizable corpus of modern language teaching research as being severely out of date and having no place in modern language institutes 2. Although it will probably be accurate to state that the grammar-translation technique has been thoroughly tested thus far, Richards and Rodgers argue in "Approaches and Methods in Language Teaching" that this is not the case. Even yet, it's possible that the Grammar-Translation Method is still widely used without sponsorship. This approach is supported by theory. It also lacks any literature that offers the method's foundational concepts or justification. (Stakanova &Tolstikhina, 2014)8

Computer-Assisted Language Learning (CALL).

According to Aidinlou et al. (2014)9, computer-assisted language learning (CALL) is the pursuit and investigation of the computer's operation during the teaching and learning of languages. Even though the term "computer" refers to a specific device, CALL includes any information and communication technology (ICT) programs that are used to learn a secondary or foreign language. Instead of CALL (Computer-Assisted Language Learning), the words CALI (Computer-Assisted Language Instruction) and CAI (Computer-Assisted Instruction) became popular in the 1980s (Garrett, 2009)10. The term "computer-assisted language learning" (CALL) refers to a teaching and learning method where the material to be taught is presented, emphasized, and evaluated using computers and computer-based resources like the internet. It typically has a lot of interactive elements. It also included looking for and investigating applications for language teaching and learning. CALL is only intended to augment face-to-

face language instruction using self-study software; it does not intend to replace it (Gharawi&Bidin, 2016)11.

Numerous research have been conducted to determine how the four abilities that language learners need to succeed—listening, speaking, reading, and writing—are impacted by the usage of CALL. The majority of CALL programmes are focused on these receptive skills because of the current state of computer technology, and most participants report significant improvements in reading and listening. The majority of reading and listening programmes, however, are built around drills (Jamper&Kannap, 2002)12.Because computers are not very good at assessing writing ability, improvements have not been as impressive (Benson, 2007)13.However, there has been a lot of interest in leveraging current CALL technology, despite its current drawbacks, to improve speaking talents. CALL, in particular computer-mediated communication, has shown some promise for improving speaking abilities directly related to "communicative competence" (the capacity to hold meaningful conversations in the target language) and for offering supervised interactive speaking practice outside of the classroom (Gruba, 2004)14.

Conceptual Model
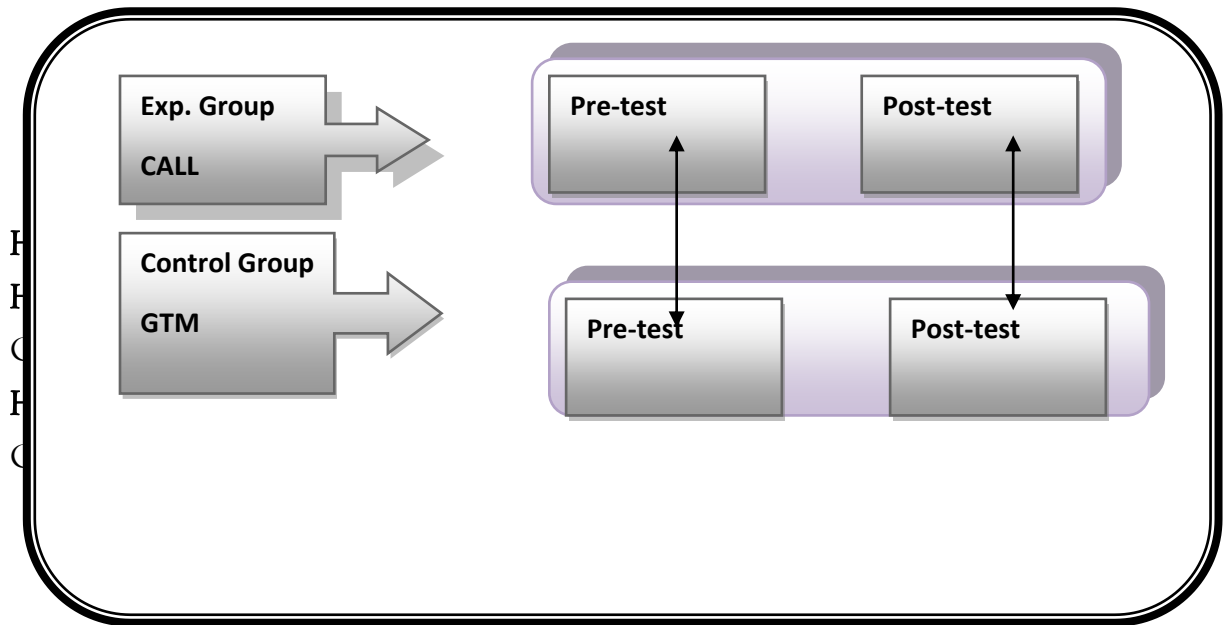
H03: Low achiever Students obtained high marks taught through CALL as compared to GTM on posttest

H04: High achiever Students obtained high marks taught through CALL as compared to GTM on posttest.

Research Methodology

A quantitative approach known as experimental research design bases its study on the experimental manipulation of the research variables (Newby, 2014)15. According to Punch & Oancea (2014)16, experiments typically include comparing the outcomes of two or more groups of participants who did not get any treatment or participate in a different experiment. The present study was aimed to examine the comparative effectiveness of teaching English through grammar translation method and computer assisted language learning at secondary level. A pre-test-post-test design was therefore employed. A control group and an experimental group are used in pretest-posttest experimental design. Government Higher Secondary School Behari Colony Dera Ismail Khan was the site of the study. Thus, the target population of the study consisted of all regular 10th grade students enrolled in public schools of DIKhan. In district D.I.Khan, there are 12570 males enrolled in government schools in the 10th grade, including 10,953 science students and 1617 arts students (Gazette of BISE D.I.Khan, 2022). A sample 60 students (30 for control group and 30 for experimental group) was selected on the basis of pretest. Pretest and posttest was developed as instrument in the subject of first three chapter of 10th grade. Turner and Carlson (2003)17 established item-objective congruence (IOC), which was used to evaluate the content validity of the pretest and posttest while Cronbach's Alpha was used to estimate the reliability of pretest and posttest. Independent sample t-test was used. Table 1 indicates the IOC score and reliability.

Table 1 IOC score and reliability***

Test	No. of items	IOC	Cronbach's Alpha
Pretest	50	.70-1.0	.871
Post-test	50	.80-1.0	.802

Data analysis

Table 2

H01: Students obtained high marks taught through CALL as compared to GTM on Pre-test.

Group	N	Mean	SD	t-cal	Sig
CG (GMT)	30	21.86	5.75	-2.31	.234
EG (CALL)	30	21.30	5.52		

   p>.05

Table 2 showing mean difference in the students' academic achievement in English subject taught through two teaching approaches before experimentation. The result shows that no significant difference was found in the academic score of students taught through GTM and CALL before treatment (p=.234>.000).

Table 3

H02: Students obtained high marks taught through CALL as compared to GTM on posttest

Group	N	Mean	SD	t-cal	Sig
CG (GMT)	30	22.19	7.34	2.87	.000
EG (CALL)	30	34.56	4.87		

   p>.05

Table 3 compares the academic achievement of students in the English subject after being taught using two different teaching strategies after experimentation. The result shows that no significant difference was found in the academic score of students taught through GTM and CALL before treatment (p=.234>.000).

Table 4

H03: Low achiever Students obtained high marks taught through CALL as compared to GTM on posttest

Group	N	Mean	SD	t-cal	Sig
CG (GMT)	30	17.98	56.23	--.324	.001
EG (CALL)	30	31.77	4.03		

   p<.05

The mean difference in the academic scores of low achievers who were taught using GTM and CALL on the posttest is displayed in table 4. The result shows that significant difference was found in the academic score of low achievers' students who were taught using GTM and CALL on the posttest (p=.001<.05). In other words, low achieves student obtained high marks in experimental group as compare to control group.

Table 5

H04: High achiever Students obtained high marks taught through CALL as compared to GTM on posttest.

Group	N	Mean	SD	t-cal	Sig
CG (GMT)	30	24.43	8.76	1.65	.000
EG (CALL)	30	41.76	2.43		

   p>.05

The mean difference in the academic scores of high achievers who were taught using GTM and CALL on the posttest is displayed in table 5. The

result shows that significant difference was found in the academic score of high achievers' students who were taught using GTM and CALL on the posttest (p=.000<.05). In other words, low achieves student obtained high marks in experimental group as compare to control group.

Discussion

The present study was aimed to examine the comparative effectiveness of teaching English through grammar translation method and computer assisted language learning at secondary level. The result of the study depicts that student taught through CALL obtained high marks as compared to students taught through GTM. Spahiu and Kryeziu (2021)18; Shafi et al. (2019)19 reported the same outcome. On pretest results, they discovered no differences in the academic performance of the students in any of the three groups (conventional group and computer-assisted language learning group). According to the study's findings, there is appreciable difference between academic achievement of low and high achievers taught through two groups. Spahiu and Kryeziu (2021)20; Jabir (2021)21, and others produced comparable findings. They checked the results of the retest to see if the academic scores of low and high achievers had changed. Specifically, they found students obtained high score in the subject of English taught through CALL. Comparatively to the Grammar Translation Method (GTM), high achiever pupils who were taught with CALL received good marks. The study by Katemba (2011)22 produced a different conclusion. He claims that the mean score of the CALL group was greater than the mean score of the GTM, indicating that students who took part in CALL achieved high marks in comparison to those who were instructed using the GTM. That's because the students in the study simply evaluated their vocabulary.

Conclusion and Recommendations

Comparing the traditional method (GTM) with computer assisted language learning, it is clear that CALL method of teaching is the most efficient teaching approach. One of the contemporary trends and techniques to improve students' academic performance and linguistic abilities is the use of computer technology in English study. Computer-assisted learning techniques pique students' interest. The students' learning in the current study was significantly impacted by computer-assisted language learning. The CALL teaching technique piqued the interest of the students. In comparison to the other two teaching approaches, pupils' progress was determined to be more favorable as a result. Moreover, lower and higher achievers who were taught through CALL outperformed those who were taught through GTM. The students actively engaged in the learning process by noting the challenging words as they were read in English courses and stories. In comparison to the other two teaching approaches, the study's findings show that CALL was among the most successful. Therefore, it is recommended that computer technology be employed to raise students' motivation and performance levels.

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