

## USE OF SPECIALIZED TEACHING METHODS FOR TEACHING ENGLISH AS SECOND LANGUAGE

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### ABSTRACT

*English is a global language and it is essential for a second language learner to be proficient in it to be able to communicate effectively in different situations. It is the second language and has become wide spread language of television, newspaper, law, mass media, social media, documentation, technology, business and economy in our country. Keeping in view the importance of English language it is essential to teach it effectively so that students may be fluent and proficient in it. The ever increasing fame and demand of this language has also caused increased demand of students' competency and proficiency in this language. The problem in Pakistan is that majority of the students, after reading English for many years as compulsory subject, are unable to use English proficiently. Purpose of this study was also to investigate about the effective teaching methodology for teaching English as second language in Pakistan. The research is based on the mixed method research approach. For quantitative paradigm data were collected through a close-ended questionnaire and for qualitative data structured observation was used. The data were analysed through SPSS software. Data were collected from four universities including government and private universities of Multan through convenient sampling. It was found that grammar translation method and Direct Method are mostly used by the teachers, and other methods are ignored. Majority of the teachers are not using appropriate teaching method according to the level and needs of learners and are not focused on practice of language skills, due to which, students are not proficient in English as second language. It was suggested that teachers should use appropriate teaching methods according to the needs of the learners. Furthermore, it was recommended that eclectic approach should be used for effective teaching of English as Second language.*

**Keywords:** Eclectic Approach, Teaching Methods, Teaching Techniques, Second Language Teaching, Effective Teaching

### INTRODUCTION

Language is the tool for communication and is used for expressing thoughts and feelings by the use of words and symbols (Chaudhary, 2012). In today's world, we can't deny the value of English language because it became an important source of getting knowledge and education because most of the literature is available in English language (Nadu, 2018). English language plays a vital role in our professional growth. Learning and teaching has always been the two sides of the same coin (Sajjad, 2010). Therefore, learning of English language has become a prominent need for all in today's world. Teaching method plays important role in effective teaching. The use of effective teaching methodology is necessary to make language learning and teaching effective by employing the innovative and interesting classroom techniques. Language learning is a slow and gradual process so, there should not be any kind of short cuts used for it (Anil, 2017). It is very important to use required and relevant teaching methodology by evaluating students' interest and need analysis for the learning

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of English as a second language (Ingrarson, 2003). Therefore, language teachers and researchers have explored various teaching methods and found them effective and interesting for teaching and learning of English as second language (Shaikh, 2013).

One of the most traditional methods in all teaching methods is Grammar Translation Method (GTM) which has also been called the 'Classical Method'. It has been used for the purpose of helping learners to learn grammar and translation as well as re-translation of the second language into their first language or mother tongue and from mother tongues into the second language. Research shows that the learners who were taught through GTM method failed to interact and communicate fluently in second language, so as a result Direct Method (DM) was introduced which mainly focused on building fluency communication in second language. It was based on teaching in target language and allowed no translation of foreign language into native language. Researchers found limitations and drawbacks of direct method. As a result, Audio Lingual Method (ALM) was developed with specific goals (Shaikh, 2013), because during 2nd world war in United States there was a need for people to learn English language instantly for the purpose of military (Larsen-freeman, 1986). Learners at that time learned second language through Audio Lingual Method. Another second language teaching method was introduced and named as the Total Physical Response (TPR) or the Silent Way, which is related to the cognitive aspect of learning and combined both verbal and physical aspects of language learning by which learners were able to use language for self-expression, to express their interests, needs, perceptions and feelings. Teachers gave instructions in target language with body movement and students also responded through physical actions. It was based on comprehension approach of listening instructions and responding with physical actions. Total Physical response has focused on the listening comprehension, and was developed to reduce stress and encourage the learners for better learning of second language (L2). Moreover, Georgi Lozanov introduced Suggestopedia in 1966 that is an effective second language teaching method in which students learn quickly in a low anxiety environment. This method is much faster than Silent Way, because this method has been developed to handle learners' psychological barriers and help them to learn their second language in quickly. Teachers should not only consider the feelings of the learner but they should develop understandings among their physical reactions and instinctive desires, and it was possible through the method of Community Language Learning.

All the other methods were focused on learners' correct use of grammar but they lacked practice of communication skills. Communicative approach was introduced and it has taught the learners how to use the language according to the social context (Larsen-Freeman, 1986). This research has been based on the effective teaching methodology of teaching English as a second language. All these references have mentioned the importance of teaching methods and have emphasized on the use of effective teaching methodology, techniques and strategies for teaching English which enhance the interests of the learners towards language learning according to their need.

## **REVIEW OF LITERATURE**

English is the second and official language of Pakistan. It is the main language used in the nation's economy and education system. English is a mandatory subject at educational institutions and is taught as a compulsory subject. Dong (2016) asserts that English has developed into a tool for international communication and an important element for boosting the economy. The main goal of teaching English in colleges and universities is to create a positive learning environment by giving students English language practise and improving their communicative competence. Asian nations were concerned about economic change and English's position in the global market in the middle of the 1970s. It has only recently been concluded that university-level teaching is where English language teaching and learning are most improved.

Universities need to promote language proficiency among students as well as language use (Wilhelm and Pei, 2008). Foreign nations have developed innovative pedagogical approaches to better teach English in the classroom. A study on active teaching tactics by Mocinic (2010) points to the oral lecture style and emphasises the employment of the best teaching techniques to increase students' responsibility and engagement in their academic goals. Additionally, Sajjad (2010) has considered about lecture method and stated that lectures are perceived as the greatest and most effective teaching method since they are time-consuming, provide excellent knowledge, and require students to pay attention and take notes. The group discussion method has been cited by Sajjad (2010)

as an excellent method that encourages student engagement, increased creativity, and increased enthusiasm in the classroom. Additionally, lectures continue to be an effective method of instruction in the classroom. It has been proven that lectures are more engaging and increase student engagement in the classroom (Marmah, 2014). Thomson (2012) has listed the methods and approaches the instructor should employ to ensure that the students are learning effectively. In order to integrate them in the classroom and strengthen the bond between teacher and student, he came to the conclusion that teachers need to be knowledgeable about the tactics and procedures.

Additionally, Awan and Shafi (2016) investigated student interest and came to the conclusion that they preferred Urdu language instruction over English language instruction. Instead of using English to communicate, they typically prefer to communicate in Urdu language. They preferred the GTM method as compared to the Direct Method (DM). Additionally, according to Khan, et. al., (2015) teaching English is easier and more in demand when using GTM. With this approach to teaching language, students are pleased with what they learn and are taught. The effectiveness of this strategy has been discovered by researchers through the eyes of students. But according to studies by Hussain, et. al., (2009) direct method is a more successful teaching strategy than the grammar translation method.

Lower-level pupils have been reported to benefit more from Direct Method since it gives them more chances to interact socially and speak in English as target language. Chien (2014) carried out research on the evaluation of university students' teaching strategies. Through class observation and interviews, he has gathered information from teachers and students. It has been concluded that there is no one way for teaching English in the classroom; rather, the approaches should be used in accordance with the needs and interests of the students. Additionally, Taralunga (2006) conducted research on the ideas of teaching methodology in the English language classroom with regard to 2nd language teaching methods and concluded that learning and teaching English through various approaches is more valuable. Students' learning must take place in accordance with the demands in the classroom. Anil (2017) asserts that it is crucial to implement cutting-edge teaching strategies using innovative teaching approaches in language classrooms. Teachers must concentrate on various activities that help students build their language learning skills in order to increase the level of students' learning. In order for pupils to feel comfortable participating in any learning process, the teacher should create a pleasant classroom environment.

By utilizing cutting-edge approaches, strategies, and techniques during teaching English in the classroom, teachers should motivate students towards better learning and provide each student with the opportunity to think critically and creatively. To enable the students to participate more in learning activities in the classroom with ease and confidence, teachers should employ successful teaching techniques. Language teachers have experimented with a variety of language teaching techniques in isolation and combination with other methods, and they have discovered one or more methodologies that are beneficial to use as an effective teaching technique (Shaikh, 2013). It is really challenging to determine which strategy is more helpful and effective than others.

Methods should be used in accordance with the needs and conditions of the classroom, individual students' intellectual capacities, learning experiences, cultural backgrounds, and attitudes toward teaching English as a second language (Shaikh, 2013).

### **Aims and Objectives of the Study**

In order to determine the most effective teaching methods for teaching English at the university level, the majority of research has been conducted to investigate about the techniques for teaching English language, teaching strategies, analysis of students' perceptions, importance and use of grammar translation method (GTM), direct method (DM), and numerous other methods. In order to teach English as a second language (ESL) at the university level, the study set out to investigate the most effective teaching approaches. The objective of the study was to explore out the effective teaching methodology for teaching English as second language (ESL) at university level.

### **RESEARCH METHODOLOGY**

Data has been gathered through surveys and the classroom observation. Data collection was carried out using questionnaires made up of 20 statements that were sent to university teachers, and classrooms were observed using observation checklist. Population of this research covered English language instructors teaching at universities. Simple random sampling was used to choose four

universities as sample. Additionally, the data collection in this case covered both public and private universities in Multan. For this study, data gathering techniques such as simple random sampling were employed. In order to acquire data for this study, simple random sampling was employed. Through simple random sampling, four universities were chosen at random. Here, the data gathering has also covered Multan's public and private universities. Additionally, teachers from various institutions are included in the population. The sample for this study consists of 27 teachers from all four universities in Multan who responded to the questionnaire. In addition, 4 teachers were chosen for classroom observation, and each teacher's two classes were observed.

#### Data Analysis

A well-organized questionnaire was distributed to university-level English teachers. Questionnaires with 20 statements were distributed personally. Three experts validated the questionnaire, and changes were made based on their recommendations. In addition, permission has been obtained from the chairpersons of all four universities, and they have been informed that their identities will be kept private. The data were also analyzed using SPSS software.

**Table 1: Questionnaire Analysis**

| Statement   | SA |      | A  |      | N |      | DA |      | SDA |     |
|---|----|------|----|------|---|------|----|------|-----|-----|
|   | f  | %    | f  | %    | f | %    | f  | %    | f   | %   |
| I have proper knowledge of different methods related to English language teaching.  | 22 | 81.5 | 3  | 11.1 | 2 | 7.4  | -  | -    | -   | -   |
| All of the four skills (listening, speaking, reading and writing) are focused in my class.                                      | 12 | 44.4 | 6  | 22.2 | 6 | 22.2 | 3  | 11.1 | -   | -   |
| I translate text for the student's better understanding of the topic.   | 2  | 7.4  | 13 | 48.1 | 7 | 25.9 | 5  | 18.5 | -   | -   |
| I used repetition and drilling in order to teach language to the students.  | 8  | 29.6 | 11 | 40.7 | 3 | 11.1 | 4  | 14.8 | 1   | 3.7 |
| Lecture based learning is more suitable for classroom teaching.   | 3  | 11.1 | 7  | 25.9 | 9 | 33.3 | 8  | 29.6 | -   | -   |
| Demonstration of the text to the student is important in my classroom.  | 9  | 33.3 | 13 | 48.1 | 5 | 18.5 | -  | -    | -   | -   |
| I prefer student- centered environment in the class room.   | 10 | 37.0 | 11 | 40.7 | 6 | 22.2 | -  | -    | -   | -   |
| I observe students presentations attentively.   | 17 | 63.0 | 9  | 33.3 | 1 | 3.7  | -  | -    | -   | -   |
| I use different verbal and non-verbal cues in the classroom.  | 12 | 44.4 | 13 | 48.1 | 2 | 7.4  | -  | -    | -   | -   |
| I arrange different type of activities in my classroom.   | 9  | 33.3 | 13 | 48.1 | 4 | 14.8 | 1  | 3.7  | -   | -   |
| I prefer visual aids for the better understanding of the text.  | 6  | 22.2 | 13 | 48.1 | 7 | 25.9 | 1  | 3.7  | -   | -   |
| I enhance cognitive skills of students through my teaching.   | 14 | 51.9 | 12 | 44.4 | 1 | 3.7  | -  | -    | -   | -   |
| Encouraging and motivating the students to participate in the learning activities is essential part of my teaching methodology. | 20 | 74.1 | 7  | 25.9 | - | -    | -  | -    | -   | -   |
| I use different teaching techniques to improve the vocabulary of the students.  | 6  | 22.2 | 15 | 55.6 | 6 | 22.2 | -  | -    | -   | -   |
| I give group assignments which  | 13 | 48.1 | 12 | 44.4 | 1 | 3.7  | 1  | 3.7  | -   | -   |

|  |    |      |    |      |    |      |   |     |   |   |   |
|--|----|------|----|------|----|------|---|-----|---|---|---|
| enable students to share knowledge and communicate with each other in English.                                   |    |      |    |      |    |      |   |     |   |   |   |
| I encourage students to interact with each other in English language in the classroom and outside the classroom. | 14 | 51.9 | 11 | 40.7 | 2  | 7.4  | - | -   | - | - | - |
| I use English language for communication purpose in the classroom.   | 11 | 40.7 | 12 | 44.4 | 3  | 11.1 | 1 | 3.7 | - | - | - |
| Students communicate in English in my class.   | 5  | 18.5 | 8  | 29.6 | 13 | 48.1 | 1 | 3.7 | - | - | - |
| I provide comfortable learning environment to my students.   | 13 | 48.1 | 11 | 40.7 | 3  | 11.1 | - | -   | - | - | - |
| A teacher should use teaching method according to students' level and needs.                                     | 23 | 85.2 | 4  | 14.8 | -  | -    | - | -   | - | - | - |

Responding to the first statement that they have proper knowledge of different methods of teaching English, 92.6% participants agreed. Responding to the second statement that their teaching focuses on all four skills, 66.6% participants agreed. In response to the third statement that they translate text for the understanding of students, 55.5% participants agreed. In response to the fourth statement that they used repetition and drilling in order to teach language, 70.3% participants agreed. Responding to the fifth statement that they prefer lecture based learning in which, 37.0% participants agreed. Moreover, in response to sixth statement that they use demonstration of text, 81.4% participants agreed. Furthermore, responding to the seventh statement that they prefer student-centered environment, 77.7% participants agreed. In response to the eight statements that they observed student's presentations attentively, 96.3% participants agreed. Likewise, responding to the ninth statement that they used verbal and non-verbal for communication, 92.5% participants agreed. Responding to the tenth statement that they use different types of activities in classroom, 81.4% participants agreed. In response to the eleventh statement that they use visual aids in classroom, 70.3% participants agreed. In addition, in response to the twelfth statement that they enhance cognitive thinking in students, 96.3% participants agreed. Furthermore, responding to the thirteenth statement that they encourage and motivate students to participate, 74.1 % participants agreed. In response to the fourteenth statement that they used different teaching practice to improve the vocabulary of students, 77.8% participants agreed. Moreover, responding to the fifteenth statement that they give group assignment to students, 92.5% participants agreed. Furthermore, responding to the sixteenth statement that they encourage students to in English language, 92.6% participants agreed. Responding to the seventeenth statement that they use English language for communication purpose, 85.1% participants agreed. In response to the eighteenth statement that students communicate in English in their classroom, 48.1% participants agreed. Responding to the nineteenth statement that they provide comfortable learning environment, 88.8% participants strongly agreed. Lastly, in response to the twentieth statement that teacher should inspire the student to learn language, 85.2% participants have been strongly agreed.

The second tool for collecting data is classroom observation. Two classes of four teachers have been observed through well-organized observation checklist.

**Table 2: Observation Sheet Data Analysis**

| Statements   | Yes      |       | No       |       |
|--|----------|-------|----------|-------|
|  | <i>f</i> | %     | <i>f</i> | %     |
| Class is students centered.                                    | 5        | 62.5% | 3        | 37.5% |
| Class is teacher centered.                                     | 3        | 37.5  | 5        | 62.5  |
| Teacher uses English language to communicate in the classroom. | 5        | 62.5  | 3        | 37.5  |
| Students' uses English language communicates in the            | 5        | 62.5  | 3        | 37.5  |

|   |   |      |   |       |
|---|---|------|---|-------|
| classroom.  |   |      |   |       |
| Teacher uses repetition and drilling to teach language to the students.   | 2 | 25.0 | 6 | 75.0  |
| Teacher motivates the students.   | 7 | 87.5 | 1 | 12.5  |
| Teacher gives demonstration of a text or a passage.                       | 6 | 75.0 | 2 | 25.0  |
| Teacher makes learning easy.  | 8 | 100  | - | -     |
| Teacher takes help through visual aids.                                   | - | -    | 8 | 100.0 |
| Teacher enhances the cognitive skills of the students.                    | 5 | 62.5 | 3 | 37.5  |
| Students actively participate in the classroom.                           | 6 | 75.0 | 2 | 25.0  |
| Students ask questions.   | 7 | 87.5 | 1 | 12.5  |
| Listening, speaking, reading and writing are focused.                     | 3 | 37.5 | 5 | 62.5  |
| Students work in group.   | - | -    | 8 | 100.0 |
| Teacher enhances learning in students through playing different games.    | 2 | 25.0 | 6 | 75.0  |
| Grammar is focused.   | 8 | 100  | - | -     |
| Teacher uses verbal and nonverbal channels for feedback in the classroom. | 8 | 100  | - | -     |
| Teacher corrects students on the spot.                                    | 4 | 50.0 | 4 | 50.0  |
| Teacher structures the classroom arrangements.                            | 1 | 12.5 | 7 | 87.5  |
| Teacher encourages the students to communicate in English Language.       | 8 | 100  | - | -     |

Firstly, it has been observed that 62.5% classes are student-centered whereas, 37.5% classes are not student-centered. Secondly, it has also been observed that 37.5% classes are teacher-centered while, 62.5% classes are not teacher-centered. Thirdly, it has been observed that 62.5% teachers use English language to communicate in English whereas, 37.5% teachers don't use English language to communicate. Furthermore, it is also observed that 62.5% students use English language to communicate in English whereas, 37.5% students don't use English language to communicate. It has also been observed that 25.0% teachers use repetition and drilling while 75.0% teachers don't used repetition and drilling for teaching English language. Moreover, it has also been observed that 87.5% teachers motivate students whereas 12.5% teachers don't motivates the students in classroom. It is also observed that 75.0% teachers give demonstration while 25.0% teachers don't give demonstration of the text in classroom. Furthermore, it has been observed that 100% teachers make learning easy for the students. It has been observed that 100% teachers don't used visual aids for help in learning. Moreover, 62.5% teachers enhance the cognitive skills whereas 37.5% teachers don't enhance the cognitive skills of the students. It has been observed that 75.0% students actively participate while 25.0% students don't actively participate in the classroom. Similarly, it has also been observed that 87.5% students ask questions whereas 12.5% students don't ask questions. Also, it has been observed that 37.5% skills are focused whereas 62.5% skills are not focused in the classroom. Further, it has been observed that 100% student don't work in group in the classroom. It has also been observed that 25.0% teachers enhance the learning in students through different games whereas, 75.0% teachers don't enhance the learning in students through games. Furthermore, it has been observed that 100% grammar is focused in the classroom. Whereas, it has also been observed that 100% verbal and non-verbal channels are used by teachers in the classroom. Moreover, it has also been observed that 50.0% teachers' correct students on the spot while 50.0% teachers don't correct students on the spot. It has been observed that 12.5% teachers structure the classroom while 87.5% teachers don't structures the classroom. Moreover, it has been observed that 100% teacher encourage students to communicate in English language.

## DISCUSSION

The result of this research has shown that the teachers are using very few methods, and the focus is mainly on the use of Direct Method and the classical method. It was found that there is need for the teachers to use all the good points of different methods in their teaching to make learning interesting and effective for their students. This research has concluded that Eclectic approach should be used for

teaching a language in which the teacher teaches students with different methods and techniques for the development of students learning abilities according to their needs. As, Tare (2016) has stated that teaching and learning requires creativity and innovation in learning strategies and techniques and there are lots of different methods that can be applied in the classroom for better teaching and better learning of the students. This research has been conducted in four different universities of Multan including all government and private sectors through simple random sampling. Data has been collected through the questionnaires and observations. Questionnaire consisting of 20 statements have been given to the teachers of different universities. Whereas, observation has been done through check list of four different teachers, classes. And, both the data has been analyzed through SPSS software. It has been analyzed through the result of questionnaires that teachers should have proper knowledge of all methods and must have command on training the students in all four skills of second language. Moreover, Tare (2016) has stated in his research that in order to deal with the students, teachers should make learning innovative and effective. It has also been found out that teachers used translation, demonstration, repetition and prefer lecture based learning to make teaching easy for the learners. Same as, Ramsden (2003) has stated that students are passive learners; and knowledge is transmitted by the lecture method. Whereas, Vedanayagam (1994) has stated that the lecture based learning is a one-way process, there isn't any much interaction between students and teachers. It has been analyzed that teachers enhance students' cognitive skills through their effective teaching methodology. Furthermore, it has also been investigated that teachers encourage students for their learning and provide comfortable learning environment. Whereas, while observing the classes of the teachers, it has been found out that classes are student-centered instead of teacher-centered. Rowland (1996) has suggested that to facilitate students' learning it is essential for teachers to be well aware about the student's understandings and intentions towards learning. It is also observed that teachers have great communication strategies but they have not covered students' practice of all the four skills. Furthermore, teachers have not usually used visual aids in classroom for innovation in learning. Whereas, it is also observed that teachers give importance to the cognitive development of students. The results have shown that grammar is highly focused, grammar translations method and direct method has been observed in practice mostly in classroom, and the other methods and material are not focused. As, learning a foreign language is a very complex process and for this grammar is not just compulsory but there is a need to develop the interest of the students through cognitive learning, Graff (1985). The best recommended approach for teaching English as a second language is the use of eclectic approach and give students more chances of participating in learning activities in classroom as independent learners. Special teaching methods should be used after conducting the need analysis of learners. Teaching methods should be adopted and used that focus on practice of four language skills, listening, speaking, reading and writing providing students real life learning environment in the classroom.

### **Recommendations for Future Research**

This research has been focused on the teaching methods at university level. Similarly, researchers can investigate the teaching methods used at the primary and secondary school level and comparative study of all the teaching methods can also be concluded.

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