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PAKISTANI STUDENTS DESERVE BETTER: WHY GRAMMAR TRANSLATION METHOD DOESN'T WORK FOR ENGLISH LEARNING?

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ABSTRACT

This article focuses on the ineffectiveness of the Grammar Translation Method (GTM) for Pakistani students regarding English learning and teaching and the inability to develop essential language skills in the context of globalization. As a product of rote-memorization and teacher-directed approach, GTM continues to encourage the learners to be mere recipients of knowledge, hinders the growth of communication skills, and ignores the factor of linguistic and regional diversity and the needs of students in a multilingual context of Pakistan. The research works under the paradigm of normative research as it evaluates educational practices concerning modern teaching norms. The main points underlined are how the method sharply encourages passive learning, disconnects from context-based experiences, and applies no solution to the linguistic and socio-economic realities of Pakistan. The discussion thus draws attention to the need for adopting a novel pedagogic approach for teaching and learning languages, such as CLT and TBL which are indeed communicative and require group participation and real-life applications. These recommendations are intended to help close the research-practice divide and bring students the skills necessary for success in school and the workplace. Pakistan is capable of transforming the conventional system of ELT by adopting progressive pedagogy to enable learners to acquire the skills and knowledge needed to prevail in the complex multilingual world. This article intends to express that the educationists, the policymakers, and the stakeholders should make a concerted effort to bring change in teaching methodologies of modern languages and should not linger on the old methods for making the future of Pakistani learners brighter and more competitive.

A. INTRODUCTION

English is a universal language known as Lingua Franca in the current world. They link different people from various cultures, help conduct businesses across borders, and are used in teaching different groups of people in almost all parts of the world. In Pakistan the need for English was beyond the utility of a language in gaining a better understanding of society, people, and culture, it became a way to a better job, better life, and better opportunities to get hold of the resources available in the world. The use of English is seen as a requirement for academic achievement with particular emphasis in higher learning institutions and an important component of professional success in both domestic and global environments. (AL-Khalil, 2015)

However, despite the importance of English Language teaching, this sector comprises many problems in teaching English to students in Pakistan, especially concerning teaching English within classrooms. The Grammar Translation Method (GTM), a method as old as the century, continues to be the main paradigm for teaching English in the country. This method involves handling translations between English and the student's native language, memorising word lists, and mastering difficult formations. Although it was used to teach dead languages such as Latin and Greek, it is more often criticised as irrelevant in teaching modern, communicative language. (Richards & Rodgers, 2014)

Many Pakistani students usually speak poorly English, and this is even worse for students in public schools, especially in rural areas. While they are good at grammatical exercises when writing essays and doing good translation jobs, they struggle to speak fluently or even understand spoken English. This brings into question the appropriateness of the GTM as a model for preparing students for the linguistic realities of modern society. (Sultana & Imran, 2024) These limitations are even more apparent when applied to a sociolinguistic and, to some extent, educational situation in Pakistan where students are learners from various language backgrounds and arguably have weak L1 let alone L2.

The Grammar Translation Method in Pakistan

This ranges from dire resource deficits enriched by a lack of professional development among teachers and an outdated curriculum framework in Pakistani GTM classrooms. This is often used by teachers as the method is simple and there is little preparation needed to be done beforehand. It enables instructors to determine the Learning outcomes in the class, and discipline students through setting exams that cover grammar and translation only. (Ahmad & Rao, 2013) However, as with many TOEFL textbooks, there is an over-emphasis on drilling GTM with the result that students are devoid of enabling meaningful communications. The results indicate that in the urban schools especially in private schools and language centers where modern approaches are used, students do better in spoken English. However, in most of the public schools, which the overwhelming majority of Pakistani students attend, the GTM holds sway. Such a difference increases unfairness since students coming to school from well-off families acquire a major boost in the English language. (Shabbir et al., 2014)

Why GTM is Failing Pakistani Students

The human aspect reveals that the GTM does not meet the needs of the Pakistani students as described below. First of all, GTM focuses too much attention on written language, thus, leaving listening and speaking aside and, as you know, they are important aspects to consider as well. For this reason, students may succeed in writing tests and get good grades in written coursework, but they face difficulties in speaking, and sometimes in comprehending spoken English in the course of practical activities. (Brown, 2014)

Furthermore, there is the GTM that enhances the teacher-student-centred approach to learning whereby the teacher is all-knowing as the students' main role is to listen and be taught. This minimizes the chances of group learning, innovation, and group interaction. (Nunan & Richards, 1990) Pakistani classrooms, most especially the classrooms within the rural and impoverished areas, already have restricted engagement just as they almost entirely lack activities that are interactive; GTM escalates these problems. (Shamim, 2011)

A major challenge of GTM in the Pakistani context is its cultural inappropriacy. It also presupposes a knowledge of the native language – Urdu, or any regional language- that the student may not possess. Students coming from regions other than others speaking Urdu like Sindh, Baluchistan, and Khyber Pakhtunkhwa face further difficulty when translating the English-based text to Urdu. Apart from that, these different set of words and phrases creates a barrier between the students and reduce their interest in learning.

The Case for Change

To rectify these problems, Pakistan has to adopt the requirements of twenty-first-century learner-friendly and effective methods of English language instruction. Organizations like Communicative Language Teaching (CLT), and Task-Based Learning (TBL) involve concepts interrelating with real-life language use, fluency, and comprehension. All of the above-mentioned approaches would fall in line with 21st-century learning where thinking skills, interpersonal skills as well as operational skills are key.(Guangwei, 2003)

Despite the changes that will be made in a transition away from GTM, said changes will entail considerable work in areas such as teacher training, curriculum adjustment, and materials expenditure. But, on the other hand, the advantages are much more than the problems. With fresh and effective methods in teaching Pakistani educators are able to help students become not just proficient but real users of the language ready to compete in the global society of the twenty-first century.(Andrabi et al., 2010)

B. Methodology

This research employs a normative research approach with a view to investigating some of the perceived weaknesses of the Grammar Translation Method (GTM) in teaching English to students in Pakistan. The normative research approach is suitable in this study since it intends to examine existing practices, assess whether they are suitable, and suggest other approaches based on educational theories and observed effects. Unlike a quantitative research premise that uses statistical results from empirical discoveries, this approach derives results from a critique of literature review and analysis of context.

The study starts by detailing the GTM starting with a definition of this method, the theories that are at the base of it, and the time in history that it was developed. Secondary data is obtained from literature reviews of books, journals, and reports that focus on language teaching mechanisms, especially within the region of South Asia. This literature review allows thus to build a theoretical sampling to evaluate GTM in the context of sociolinguistic and educational reality of the Pakistani students. To increase the reliability, cross-sectional data from other multilingual and developing countries were used to make comparisons.

To conclude the study thoroughly, the normative findings are integrated to present pragmatic and ethnocultural replacements for GTM. This methodology is expected to yield comprehensive findings to do with reforming methods of teaching English to Pakistani students in a bid to meet their needs in the world today.

C. Results and Discussion

This section assesses findings from a normative perspective of the Grammar Translation Method (GTM) in Pakistani English Language class. This paper also highlights the implications of these findings in the context of ELT in Pakistan. The highlights are divided into several broader topic areas, which point to some of the main shortcomings of the GTM curriculum regarding the education and language learning of Pakistani students.

1. Lack of Communication Skills Development

The General Method (GTM) has been widely criticized for not developing interpersonal skills, especially speaking and listening in the context of Pakistani English language education. This almost complete lack of practice also extends to how they have learned the language; where GTM focuses on reading, writing, and memorization of rules that govern the use of the language, it lacks the practical elements through which students engage in learning a foreign language. This is particularly the case in Pakistan, where English is increasingly being regarded as a medium for commerce, learning, and upward social mobility. (Richards & Rodgers, 2014)

GTM's focus on translating sentences and memorizing grammar rules provides little opportunity for students to practice the four essential language skills: comprehension, expression, reading, and writing skills. Consequently, he or she can be great in writing tests and can repeat well the grammatical structures and numerous vocabulary items but be a poor speaker. This void can easily be observed in the students of Pakistan's public schools - they get good grades yet stumble when it comes to English speaking. Many students are unable to have even a basic conversation in English, much to the detriments of the method in terms of encouraging students to speak English in the classroom. (Ahmad & Rao, 2013)

The ability to not only push meaning across contexts but to also receive meanings pushed by somebody else is the central pillar of communicative competence and is recognized as the basis for mastering any second language. While GTM helps students learn the patterns where the language is used, it does not empower students with ways to operate in these contexts. For example, students who are trained in GTM hardly understand spoken English because they have little practice in the listening skill. Also, to the same extent that the students fail to engage in such activities as role plays, discussions, or debates, they have not facilitated a chance to speak English. This results in an essential conflict of interest between the classroom activities and the language that learners will interface with outside the classroom. (Nunan & Richards, 1990)

For instance, a student who was trained to translate very simple sentences in English and as a result has developed good grammatical knowledge of the language will hardly understand spoken English when engaged in a conversation. The ability to hear different accents, comprehend different pitches, and respond promptly in real time is also a part of communication that GTM fails to capture. Where the majority of students are from lower middle- or lower-class farming backgrounds in rural areas experiencing limited daily usage of English, avoidance of listening and speaking has become one of the biggest obstacles to attaining functional second-language proficiency in Pakistani classrooms. (Shamim, 2011)

However, they pointed out that GTM is teacher-centered which can further hinder the confrontation of the communication practice deficit. Normally, the teacher determines the pace with which the materials are delivered and students are expected simply to listen and take notes. This traditional relationship limits student interaction as well as engagement, which are critical to the learning of a foreign language. On the other hand, the communicative approach including CLT or TBL entails the students solving some intentional tasks or problems and cooperating with their fellow students. They facilitate speaking and listening practice by using processes that involve emulation practices such as problem-solving activities, role plays, and group discussions.(Brown, 2014)

The lack of communication skills for GTM has implications for other students in Pakistan. English is not only a school subject but a requirement for students' further professional activities and university. Since English is used as the medium for teaching in universities and job interviews, poor speaking and listening capability erases the chances of GTM students to further their education or land a good job. They lack functional language ability, a way that implies many students, who emerge with a formal education in English, may be ill-prepared to function in an environment that demands English communication. (Sultana & Imran, 2024)

In a nutshell, the Grammar Translation Method where reading and writing take precedence over speaking and listening does not prepare Pakistani students for using English in real-life situations. In this process, as Pakistan's society becomes more cosmopolitan and integrated with the rest of the world, communicative English skills will become ever more essential. Thus, English language teaching in Pakistan needs to go beyond the parameters of GTM and must adopt strategies that focus on a more communicative language teaching and learning approach.(AL-Khalil, 2015)

2. Reinforcement of Passive Learning

The GTM was originally a teacher-centered approach to language instruction which mainly favors learner passivity. This method pegs the teacher as the holder of knowledge as the students are expected to be passive recipients of knowledge through the memorization of day-to-day used vocabulary, rules in grammar, and translation exercises.(Richards & Rodgers, 2014) This passive manner of learning is not conducive to the full involvement of the student, and the growth of individual, analytical ability.(Celce-Murcia & McIntosh, 1991) Naturally, when applied to the Pakistani classroom context where there is congestion and memorization has been stressed as the key to effective learning, GTM goes even further to enshrine these methods and make learning completely off-putting and counter-productive.(Ahmad & Rao, 2013)

Usually, in traditional GTM classrooms, students cannot be involved in a process of discussion, problem-solving activities, or decision-making. They are expected to translate sentences and memorize grammar rules but he or she cannot be expected to explain how the rules apply in normal worrying situations. This leads to the aptitude of the language without vigorous interaction with the material in question. Students may be able to distinguish and reproduce grammatically accurate sentences but are not capable of using English constructively in communication.(Brown, 2014)

Research has found that passive learning which is encouraged by GTM is much more damaging in a multilingual nation like Pakistan. Due to the use of different regional languages in large parts of

the world, students fail to link English and their immediate environments. GTM is not designed to provide the richness of context that allows a learner to successfully translate book learning into real-life interlanguage usage. Therefore, students possess a skewed perception of English and are incapable of providing academic or even workplace English fluency. (Harmer, 2015)

Moreover, the teacher-centred approach of GTM also banned students from asking, communicating, or even being responsible for it. (Larsen-Freeman, 2000) On the other hand, later approaches such as CLT or TBL involve students and students' active participation as well as their performance. (Kumaravadivelu, 2006) These approaches enable learning by giving the students a chance to do interactive task-solving and discussions, which improves overall communicative competence. (Littlewood, 2011)

Studies show that the learning styles that involve students lead to effective enhanced classroom environments and enhanced usable language skills besides embracing critical thinking skills. (Stern, 1983) Through the use of methods that foster participation, the teachers will have an opportunity to prepare the students for modern integrated communication and other comparable issues. (Pennycook, 2017) Moreover, calm absorption of the learning material has been associated with poor motivation and low self-esteem among learners (Holliday, 2013), which may otherwise affect their learning in multilingual settings in Pakistan.

Finally, the introduction of the Grammar Translation Method (GTM) scheme in Pakistani classrooms, has had a detrimental effect on language gain specifically because it encourages passive learning contrary to the active learning approach. Altogether debased preparatory course needs to change the paradigm of teaching to emphasize more student-centered and interactive approaches that foster active engagement. (Rahman, 1996)

3. Disconnection from Real-World Needs

The major drawback of GTM as one of the classical methods of foreign language teaching is the accumulation of a rather significant number of practices that act as an intermediate between the language and the native speakers; the non-identity of the Pakistani student in this process must also be mentioned. Largely based on translation exercises and grammar rules which are in stark contradiction with the modern communicative approach, GTM, in effect, nurtures theoretical learners rather than practical communicative language users. In the context of Pakistan, where English is becoming more and more a requirement for educational progression, job promotion, and global interaction this merely does not equip the students for the real-life use of the language. (Ahmad & Rao, 2013)

In GTM classrooms, the students are normally in charge of translating simple sentences between English and their first language: they are supposed to translate mechanically by paying a lot of attention to the grammar they are learning as opposed to pragmatic translation. Although this method may improve students' literacy to some extent it neglects such crucial skills as speaking, listening as well as comprehending spoken words in different situations. In the real world, English is not only about translating written materials, it is also about communicating, bargaining, and dealing with cultural differences. However, GTM does not develop such competencies that are essential in both academic and occupational activities. (Guangwei, 2003)

Moreover, in the Pakistani context where students speak Urdu along with their regional languages like Punjabi, Sindhi, Pashto, etc. GTM is translated to students and taught with lots of grammar portions which do not make sense to any student. It is always a problem for students to translate phrases or expressions of one language into another language such as English if the cultural and contextual meanings of such phrases or expressions are not transferable across both languages. This misalignment reduces the opportunities for students to use English meaningfully in real-life situations where language context and especially use are critical. (Sultana & Imran, 2024)

On the other hand, the accepted contemporary theories such as Communicative Language Teaching (CLT) & Task Based Learning (TBL) believe in authentically utilizing the language. The latter focuses on developing the learner's competencies in meaningful activities like conversations, lectures, dramatizations, and problem-solving activities, ensuring the learner uses English appropriately. These methods fit the gap between the contexts that are defined in the class and those that exist in a given society or market, thus preparing the learners for actual academic and business language, respectively. (Nunan & Richards, 1990)

To conclude, the Grammar Translation Method detaches Pakistani students from real-world needs and makes them unfit to use English in the real-world context Hence there is a need for the use of a more communicative and contextualized method of teaching. (Shabbir et al., 2014)

4. Linguistic Challenges in Multilingual Contexts

Some of the difficulties associated with ELT in Pakistan are a function of the country's multilingualism and multiculturalism, and the GTM amplifies those difficulties. There are plenty of regional languages in Pakistan, such as Punjabi, Pashto, Sindhi, Balochi, and others along with Urdu which is the official language. English taught and learned here by numerous students is a second or third language and with the help of GTM where there is a constant translation from English to students' first language often Pakistani. (Sultana & Imran, 2024) However, this approach presumes that students have mastery of their first language (L1), which is not the case because most students are drawn from rural or linguistically diverse backgrounds. (Shamim, 2011)

The translation-based tasks of GTM create confusion and hamper understanding, especially in areas where students use languages other than Urdu or English which are structurally and lexically poles apart from languages like Pashto or Balochi. For example, students may find the use of idiomatic expressions, proverbs, or complicated sentence constructions when transferring from one language to another language system which is different, very challenging. This is especially a challenge because many students in these rural schools may not have fluency in the Urdu language, which is used as the medium of communication in the GTM approach. In other words, students are left with absolutely no logical manner to translate from Urdu into English, and vice versa if, Urdu is not established as a firm base to start from. (Rahman, 1996)

However, this translates to a definite focus on tasks often limiting the many and varied languages present in Pakistan. GTM fails to consider the differentiated regional language dialects or the factors that determine students' interactions with English. The kind of approach advocated is a better one, since it seeks to incorporate the natural language of the students as a plus in learning and indeed in the molding of bilingualism. Approaches that accommodate the students'

multilingual background as a means of learning involve translanguaging or code-switching are more appropriate for the Pakistani setting, and would enhance the learning of the language.(Creese & Blackledge, 2010)

Therefore, strategies like translated in English and Urdu of the GTM are not useful to overcome the multilingual context of Pakistan classrooms. Prior research, thus, calls for a more heuristic, contextual method to facilitate the transition from L1 to L2 by students.(Shabbir et al., 2014)

5. Limited Teacher Training and Resources

One of the main constraints preventing the successful implementation of the Grammar Translation Method (GTM) in Pakistan is the limited professional development and professional development facilitation resources provided to teachers. While GTM has certainly become popular in the classrooms of Pakistan, a large number of teachers remain ill-prepared in the methods of teaching modern languages, and the requisite material for the delivery of better methods is also generally unavailable. This limitation makes the teaching and learning of English difficult and contributes to the continued experience of teaching and learning environments that are passive and do not facilitate the development of communicative competence.(Sultana & Imran, 2024)

There are many shortcomings in ELT in numerous Pakistani schools, especially in rural areas, linked to insufficient teacher training. They tend to stick to old approaches such as GTM because they never come across more modern approaches to learning such as the CLT or TBL. Courses for teachers often have large components of theory and little to no training for the actual practice of teaching in today's challenging context in English.(Richards & Rodgers, 2014) In addition, some teachers may barely meet the English proficiency standards themselves so they would also not be very effective in modeling good communication to the learners.(Rahman, 1996)

Moreover, aids include interactivity material, audiovisual aids, and technology and are also limited in most Pakistani classrooms. The GTM is a traditional method, and thus, it does not call for the use of complex teaching learning aids, which probably explains why the method is still widely practised in environments with limited resources. This process of memorization of materials from textbooks and constant reinforcement of the learning modes hinders the skills development of the language in use. On the other hand, more communicative approaches call for a variety of resources such as listening material, tasks from real life, and media resources which are scarce in Pakistani schools.(Brown, 2014)

To summarize, capacity constraints occurring from inadequate preparation of Pakistani teachers and the scarcity of sufficient instructional materials curtail the applicability of the Grammar Translation Method. Lacking the appropriate support and encouragement, the teachers cannot move to more communicative and thus, more appropriate for learners' practical needs, teaching methods for real-life use of English.(Shabbir et al., 2014)

6. Implications of GTM for Equity in Education

The Grammar Translation Method (GTM) due to its focus on memorization and translation has consequences on equity that need to be considered within the context of Pakistan's diverse and

often low-resource learning environment. Since GTM may appear effective, affordable, and efficient in teaching English, it perpetuates current unequal education systems since it favors particular students as against other students. Because this method relies on written texts and grammatical rules, it fails to address the necessity of learners who have no access to, adequate, quality resources, a professional teacher, or a good start in their first language, Urdu.

In the context of Pakistan, there is a wide variation between the public and private sectors, particularly in terms of resources, teacher development, and student services. Mainly in public schools, many learners originate from poor backgrounds, and therefore, the schools cannot afford innovative techniques suited to better-off schools with well-trained teachers: Hence solutions like GTM become popular. As a consequence, those schools and colleges fail to provide a decent quality of education as GTM doesn't prepare students for communication within academic or employment settings. This makes the provision of education a cycle disadvantage where learners from disadvantaged backgrounds are locked out of an opportunity to learn functional English that would enable them to improve their educational standings as well as urban, social, and, economic roles in society. (Ahmad & Rao, 2013)

On the other hand, the students who are attending the private school which tends to use more modern and effective methods to teach have better learning resources as they have trained teachers and communicative and Interactive teaching aids, and have exposure to the English language in the real world. Such distinctions between educational quality enhance the growing gap between the haves and the have-nots in Pakistani society – social injustice. The existence of GTM in public schools that urgently requires the development of communicative language skills only widens this gap.(Shabbir et al., 2014)

Additionally, as the GTM pays a lot of attention to grammar and translation while failing to address the listening and speaking aspects of the target language, it puts students from rural/remote areas, with very little exposure to English, at a disadvantage. These students who mostly use regional languages as their first language realize that existing translation theories and practices do not fit them. The absence of a more effective and elaborate language acquisition approach to teach them denies them competence in English hence a compliant job market.

Lastly, this paper explains how the method teaches learners different grammar forms and patterns, which given the fact that poor and rural students have less access to these educational provisions and resources disadvantages them. Thus, to provide equity in education Pakistan has to change and adopt more effective, meaningful, and contextually appropriate instructional practices for all students irrespective of their class background.(Rahman, 1996)

7. Need for a Paradigm Shift

Pakistan's ELT classrooms' persistent reliance on the Grammar Translation Method (GTM) demands a critique and de-emphasis on its practices. GTM can also be traced back to history and has some advantages it does not cope with the efficient learning of the English language in its practical aspect. As for the requirements of a globalized world and the lessons learned from the current status of Pakistan's educational system, there is a clear need to shift from the presented traditional, non-communicative, and teacher-centred approach to teaching. Such a shift not only would better connect the teaching of English and the practice of communication but also lead to more emancipating and diverse language practices.

Today, communicative competence, which implies the student's use of language appropriately in as many different situations as possible, is widely focused on in research and education. GTM, reading and memorization, in particular, neglects the development of students' speaking and listening skills which are crucial for life practical use. Therefore, for the students to learn functional English the teaching in Pakistan should adopt methodologies like CLT and TBL that promote interactive collaborative and problem-solving activities.(Nunan & Richards, 1990) These methods rely on language for transmission to enable students to perform tasks and interact in real-life scenarios.

Furthermore, the changes that are characterizing this sector mean departing from the GTM approach to solving many of the questions concerning equity in education. Applying the contemporary methods of teacher training that involve active learning, peer cooperation, and skill implementation that is oriented toward students from rural or disadvantaged zones, the method will enable students to achieve the set academic and career language proficiency levels. Such a change of paradigm would enhance more accommodating and flexible classes for students, where the latter plays an essential role of the learner as well as a receiver of knowledge and skills for understanding both local and global surroundings.

Therefore, currently, Pakistan's English language education system needs to move to a more student-involvement approach than the traditional approach, GTM. It will also prepare students for the globalized world that they are sooner or later going to find themselves in.(Rahman, 1996)

8.Challenges in Implementing Modern Methods

It is evident that it is high time Pakistan left behind the GTM and adopted more communicative and progressive methods in English classrooms; however, the actual process of doing so comes with quite several challenges. This implies that the dominant practices in the educational system especially the public system are the major challenge to receiving new education technology. Many educators and teaching establishments continue to adhere to GTM because it is easy to implement, and not enough practice has been given to more engaging and learner-focused models like CLT or TBL. Teachers trained under conventional practices also face immense pressure to shift to innovative techniques, which capacity enhancement and continued support for the innovative techniques. (Ahmad & Rao, 2013)

In addition, there seems to be a dearth of materials in most Pakistani classes, more so in public schools. Current trends in teaching involve the use of numerous aids ranging from multimedia facilities, application software, as well as the web. Unfortunately, such resource is a rarity in many rural or underfunded schools thus considerably hampering successful application of CLT and other communicative approaches. These limitations of resources make teachers have no option but to resort to the use of old textbooks and conventional methods of lecture type which in turn reinforces the use of GTM.(Sultana & Imran, 2024)

Larger class sizes are always a problem that plagues educational institutions within Pakistan is one of the main difficulties. When a teacher is handling many students, it becomes almost impossible to teach every learner personally something which is practiced in Communicative Language Teaching and Task-Based Learning. To fully implement these methods, class sizes should be small, and should allow for students to discuss issues, enact scenes, and perform group

tasks. Many schools have large classes and this makes it hard for teachers to foster conditions that facilitate active learning and child engagement. (Shamim, 2011)

Last but not least, the structure of the assessment system in Pakistan contributes to the problem. GTM emphasizes written examinations along with rote learning, which is in consonant with the examination system existing in Pakistan. Contemporary pedagogy, on the other hand, puts more emphasis on skills, in particular, skills of speaking and listening that may not be adequately tested in current examination regimes.(Rahman, 1996)

In brief, although new interpersonal approaches in the classroom that rely on communication skills are still lacking in Pakistani classrooms more relevant to need these challenges give some insights that for the improved application and practice of these modern methods of communication several issues still need to be overcome such as teacher readiness, available resources, large size of the class and examination systems.

9. Policy Implications and Recommendations

The usage of GTM in English classrooms in educational institutions of Pakistan reveals that the country needs to renovate its pertinent policies in compliance with the current educational agenda as well as contemporary trends related to second language instruction. Authority is needed to address the need to develop simple language skills, especially speaking and listening, and problem-solving skills that are relevant in school and workplaces later in life. The weaknesses caused by such methods as GTM have to be eliminated by focusing on the effective approaches, which are Communicative Language Teaching (CLT) and Task-Based Learning (TBL) methodologies as student-oriented and communicative.

One of the policy implications for change is the integration and teaching practices of the methodologies in use in the current English language curricula to the teacher education programs. Teacher training institutions simply need to open up new areas of practice and introduce more liberal teaching techniques. This could entail offering constant staff development across relevant sessions which include disclosure, seminars, and practice teaching of CLT, TBL, and other communicative methods. Teachers should know how to use language as a medium for adult communication; to address this need, teachers' experience in using role-plays, debates, and group discussions.(Richards & Rodgers, 2014)

In addition, the government should also put more into equipment that fosters a modern level of teaching. This includes making multimedia equipment and resources, and audiovisual aids available in schools to support the modern education teaching and learning process. The focus should be made on schools that are located in rural areas and in areas where access to resources is limited most. Such resources would therefore help effectively reduce the existing status gap that exists in different sectors of the community and ensure that all the young people, regardless of the place they come from, get to learn English in the best way possible.

Furthermore, it is important now more than ever, that assessment methods are to be changed as they do not match with the communicative intents of the LMS. Today's tests largely involve the assessment of grammar and translation while paying scant regard to its students' oral, aural, and interpersonal abilities. More objective tests such as oral tests, projects, and tests by continuous

assessment should be adopted to test the student's language use in context more accurately.(Guangwei, 2003)

Thus, policy changes that focus on enhancing a modern approach to teaching, putting money and effort into learning resources, and redesigning the assessment as a powerful tool to regulate the shortcomings of GTM can assist Pakistan students in attaining needed practical English skills and knowledge to succeed academically and professionally in the third millennium.

D. Conclusion

Unfortunately, Pakistan has only been implementing the Grammar Translation Method (GTM) in its English language education system and this has led to skills being developed well but without adopting the necessary strategies required to enable students to communicate well in English. This method has reinforced memorization and concluded that learning is a passive process that is done to the learner rather than with the learner, thus not preparing the learners for life situations. Thus, in the multilingual context of Pakistan, the weaknesses of GTM are highly revealed, which leads to increased inequality and increased distance between the learning process and the professional environment. Based on these findings, this study underscores the imperativeness of adopting a new approach more rigorously and humanistically, such as CLT or TBL. The principles in these modern methodologies include activity, context, and communication which enable students in academics and socio-professional and international domains. These approaches mitigate the problems with GTM and actually make language learning functional as well as meaningful thanks to such elements as collaboration, critical thinking, or aspects of practical application. For this to happen, there should be collaboration from the policymakers, and educationists, as well as other stakeholders. There are recommendations that teacher training programs should modernized to teach new approaches that support teacher learning for professional growth. Also, funds distribution fairly, especially targeting remote area schools, is likely to overcome socioeconomic disparities in learner education. There are also problems with assessment; students continue to be marked where grammar dominates while speaking, listening, and interactive skills are ignored. The solution therefore has to be in using pedagogy that can be in consonant with trends worldwide and specific to the linguistic and cultural realities of Pakistan. This way the education system can transform students into confident and competent speakers of English to enable them to fit in a global society. It involves a converted vision and effort, time, and personnel as the key to change for establishing a better system of language education in Pakistan.

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